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**RAISING CULTURAL AWARENESS FOR
COMMUNICATIVE PURPOSES:
THE CASE OF TOURISM STUDENTS LEARNING
ENGLISH AT THE VOCATIONAL TRAINING
CENTRE OF TLEMCCEN**

*Dissertation submitted as a partial fulfillment of the requirements for the
degree of 'magister' in ESP*

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ABSTRACT

Teaching a language requires culture incorporation since they are intertwined. However, there is still an absence of the cultural component in the ESP language teaching syllabus such as that of English for tourism students at the Vocational Training Centre of Tlemcen which is still restricted to giving lectures on syntactic structures, tenses, prepositions, punctuation, and phonetics. This work tries to find out tourism students' knowledge of and attitude towards the target language culture with the aim of raising their cultural awareness through the incorporation of culture in the ESP classroom. This case study used three research instruments to answer all these concerns. First, a questionnaire was distributed to twelve students of tourism to look for their cultural needs. Second, an interview was addressed to their English teacher to have an overall idea about students' cultural knowledge and difficulties in this area. Third, these data were supplemented by those of a classroom observation. The results revealed that infrequent and inadequate cultural content was included in teaching ESP to students of tourism, this led them to have a limited knowledge of the target culture and to develop a negative attitude toward it because of an inadequate incorporation of the target culture in their English course. Therefore, it seems necessary to raise students' cultural awareness to prepare them to be successful guides in their workplace.

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LIST OF ABBREVIATIONS

- A.F:** Absolute Frequency
- C1:** Refers to Learners' Own Culture
- C2:** Refers to a Target Culture
- C3, C4, C5...:** Refer to Variety of Cultures English and Non-English Speaking Cultures
- EFL:** English as a Foreign Language.
- EIAL:** English as an International Auxiliary Language
- ELT:** English Language Teaching
- ESP:** English for Specific Purposes
- EU:** Europe
- FL:** Foreign Language
- GVC:** Global Virtual Conference / Videoconference
- L1:** First Language
- L2:** Second Language or the Target Culture
- NCCC:** National Centre for Cultural Competence
- NYS:** New York States Curriculum and Assessments Council 19993
- PFEP:** Professeur de Formation et d'enseignement Professionnels
- PSFEP1 :** Professeur Spécialisé de Formation et d'enseignement Professionnels du premier grade
- PSFEP2:** Professeur Spécialisé de Formation et d'enseignement Professionnels du deuxième grade
- TL:** Target Language

General Introduction

GENERAL INTRODUCTION

English has become an important language of communication in Tlemcen, since it became the capital of Islamic culture during the year 2011. The English language is used in different domains such as business, politics, economics, medicine, and tourism. The field of tourism has been chosen since students of tourism play an important role as they are trained to become guides for foreign tourists. Those students will need to engage in a conversation that corresponds to the field of tourism about history, geography, art, and traditions. And this requires from students to communicate with different countries' cultures. However, students of tourism in the Vocational Training Centre of Tlemcen seem to face some difficulties that deprive them from gaining knowledge of the target culture and communicating with foreign tourists. Moreover, students lack some cultural resources to gain knowledge of the target culture such as the internet, textbooks, and newspapers. In addition, their teachers hold that they have a low English proficiency level.

Then, this study tries to examine the attitude that students of tourism have towards the target culture in an ESP context and to evaluate their knowledge of the English speaking countries' culture. To examine these aspects in the field of tourism, the researcher asks the following questions that may help to provide insightful results.

- 1- Is the cultural component included in English teaching for tourism students?
- 2- What is the students' attitude towards the target language culture?
- 3- What is the students' knowledge of the target language culture?
- 4- In what way can their cultural awareness be raised?

These questions led to the formulation of the following research hypotheses:

1. The cultural component is rarely included in English teaching for tourism students.
2. The majority of students have a negative attitude towards the target language culture being afraid of losing their own identity.
3. Students of tourism have a limited knowledge of the target culture.
4. Raising students' cultural awareness comes gradually by developing a teaching syllabus in which language and culture are interrelated and have the same level of importance.

This study aims at investigating students' attitude and knowledge of the target culture in order to raise their awareness of this culture when learning English at the Vocational Training Centre of Tlemcen, through the integration of cultural content that suits their needs in the field of tourism. It also aims to highlight the importance of using appropriate teaching materials and providing their English teachers with necessary training in order to prepare these students to use the language in different cultural contexts in the workplace.

This dissertation is divided into four chapters. The first chapter is a literature review which examines the relationship between language, culture, and communication. It also investigates the potential aim of teaching culture in the ESP classroom, the role of culture in teaching English to students of tourism, and how to promote an ESP competence for tourism specialists. At the end, the chapter presents some difficulties of teaching culture in an ESP classroom. The second chapter describes the research design of this study and the procedures used with the three research instruments (a questionnaire, a structured interview and classroom observation) to allow triangulation. The third chapter deals with the analysis of the data collected and presents the results. At the end and according to the findings, the fourth chapter suggests some pedagogical implications to raise students' cultural

awareness by proposing some teaching materials to integrate cultural content in the English classroom for tourism students to acquire the knowledge of the target culture to be able to communicate effectively with foreign tourists.

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1.1 Introduction

This chapter explores the relationship between language and culture by defining the concept of culture as an important element to integrate spontaneously in the process of teaching and learning the English language, namely in an ESP situation such as that of tourism, and since there is great probability that today learners will need to interact with speakers of the target language. This relationship between language learning and culture raises attention to culture in language teaching.

The first phase of the chapter shows in general the correlation between language and culture, the significance of integrating culture in foreign language teaching in ESP classroom and its role in communication, then to specific, the incorporation of culture in class of English for tourism. Then, it moves to define how tourism students can be communicatively competent while using English which entails knowledge of native English-speaking countries' culture. The end of the chapter looks at the factors that lead teachers to ignore the target culture in ESP classroom and the common cultural and language barriers tourism students encounter in workplace.

1.2 Definition of Culture

It is extremely difficult to define what culture is. It is believed that the concept of culture seems to be one of the most complicated concepts in language learning since it covers a wide area. Social sciences define culture in terms of the knowledge, values, beliefs, and behaviours that a group of people share. It is revealed in the following statements from the National Centre for Cultural Competence (NCCC) which defines culture as:

[...]an integrated pattern of human behaviour that includes thoughts, communications, languages, practices, beliefs, values, customs, courtesies, rituals, manners of interacting and roles, relationships and expected behaviours of a racial, ethnic, religious or social group; and the ability to transmit the above to succeeding generations. The NCCC embraces the philosophy that culture influences all aspects of human behaviour. (Goode et.al. 2000:1).

In literature, culture learning implies a variety of theoretical perspectives regarding how culture is learned. For some traditional methodologies culture is viewed as an automatic outcome of all language instruction. For others, culture is defined cognitively as facts to be learned and stored. The notions of culture as knowledge, culture as skills, or culture as both may lead to notions of culture as static products or forms that may be objectified.

More recent approaches toward culture such as the notion of second culture acquisition that is presented in Robinson (1991, 1993), who views culture as a process, i.e. as a way of perceiving, interpreting, feeling, being in the world, wanting to smile, wanting to scream, loving, hating, and relating to where one is and who one meets.

Thus, through these different perspective views, culture is considered as part of the process of living and being in the world, the part that is necessary for making meaning, as a result, establishing comprehension among different peoples in order to communicate and build the bridge among the target community.

It should be noted that it is difficult to define what culture is, and very confusing among some professionals. The following quotation divides culture into two concepts, narrow and broad culture cited by a professor.

... He has noticed the differences and changes in the definition of culture by Western scholars and distinguished between definition of culture with the material aspects and definition of culture excluding the material aspects. They may be called the culture in the broad sense (culture with capital C), as compared with the culture in the narrow sense (culture with a small letter c). (Qi Yucun, 1994, p. 14)

In this respect, it is noticed that for some professors culture defined as 'Large C culture' refers to culture of narrow definition on one hand, and 'small c culture' refers to culture of broad definition on the second hand.

Narrow definition of culture refers to something artistic or academic; it is labelled as 'Large C culture', referring to geography, literature, history, education, politics, science, economic and so on, all what is general or refers to entertainment and everyday pleasure for the mass as maintain by Chastain:

focuses on the major products and contributions of a society in general or of outstanding individuals in that society. With this approach, often referred to as "large C culture", the students study the economic, social and political history and the great politicians, heroes, writers, artists, etc. of the country. Although inherently interesting in its own right to many teachers and students, materials of this type may not contribute significantly to the students' ability to function linguistically and socially in the contemporary culture nor to their intercultural understanding. (1976, 388)

Broad definition of culture: this type of culture can be called as an anthropological definition of culture; it includes all specific aspect as opposed to the narrow one which is too general. It refers to way of life of people, customs and habits, traditions, foods, dress, manner, sports, languages, music, etc. of a society, it may be called as "small c culture". In this respect, Chastain (1976, 388) states that:

This definition of culture as the way people live is the most commonly and most highly recommended as the basis for selecting cultural content for second-language classes. This definition encompasses the type of information that would seem to be of most interest and of most importance to the typical student enrolled in a second-language class.

1.3 Teaching the Target Language and its Culture

After an understanding of what culture is, it is clear that language and culture are intertwined, i.e. any language reflects the norms and values of its speech community, then it is important to see how language can transmit the culture of a given society.

1.3.1 Language and Culture

Montgomery and Reid-Thomas (1994) maintain that teaching and learning a language require the integration of culture. In fact, language and culture are inseparable as people use language not only to communicate but to transmit their cultures as well. In this respect, Byram (1989) suggests that: “foreign language teaching should enrich and raise learners’ knowledge of language and culture”, i.e. foreign language teaching should pay attention to both cultural and language content since they form one core in order to raise students’ language and cultural knowledge.

Different points of view are recorded regarding the relationship between language and culture. While Sapir (1921) rejects the idea that language learning needs the integration of culture, and states that ‘language, race, and culture are not necessarily correlated, other scholars believe that the integration of culture in FL teaching leads to better communication among people, Genc and Bada (2005:74), for example, holds that:

Studying culture gives students a reason to study the target language as well as rendering the study of L2 meaningful. From the perspective of learners, one of the major problems in language teaching is to conceive of the native speakers of the target language as real persons. Although grammar books give genuine examples from real life, without background knowledge those real situations may be considered fictive by the learners. In addition providing access into cultural aspect of language, learning culture would help learners relate the abstract sounds and forms of a language to real people and places.

They claim that integrating cultural content within an EFL/ESP classroom raises attention towards other cultures and plays great role in motivating students to learn a language, to increase students' interest and curiosity towards the target countries' culture, some culturally based activities are mentioned such as singing, dancing, role playing, doing research on countries and people, etc. It is noticed that presenting courses by integrating cultural studies is more attractive and useful to achieve better interaction than giving traditional courses based only on grammar, phonetics, and translation. It is important to be aware of our culture without neglecting other countries' culture as tradition, religion, education, people way of life, and history. People need to know that learning others' cultures does not mean necessarily to reject one's own culture, but that this eases communication between different people from different countries' culture. This point is further highlighted by Kramersch (2001:6):

People who identify themselves as members of a social group (family, neighborhood, professional or ethnic affiliation, nation) acquire common ways of viewing the world through their interactions with other members of the same group. These views are reinforced through institutions like the family, the school, the workplace, the church, the government, and other sites of socialization through their lives. Common attitudes, beliefs and values are reflected in the way members of the group use language-for example, what they choose to say or not to say and how they say it.

The integration of culture in FL teaching gives Students an opportunity to communicate with native speakers without difficulties. Students learn and exchange cultural knowledge about the tradition, history, celebration, education, and language of the target community. When studying culture students' awareness may be raised in general education.

Jiang (2003) uses the term 'Iceberg' as a metaphor to compare language and culture. Language is the visible part and culture the invisible part of the 'Iceberg'. Teachers need to encourage their students deeply explore the invisible aspect and do make attempts to arouse in them the desire to know about a foreign culture.

To sum up, it is clear that integrating culture in a FL classroom helps a lot in raising learners' interest and motivation towards their own culture as well as towards other countries' culture. This will allow them to compare between various cultures and distinguish similarities and differences. This is further encouraged by globalization which looks for the exchange of languages and cultures namely for those learners who live in monolingual and monocultural environments. Thus, teaching a FL should not be restricted to giving lectures in language, raising learner awareness to the natives' culture is as important since as Crystal (1997) explains: "language has no independent existence: it exists only in the brains and mouths and ears and hands and eyes of its user".

1.3.2 Integration of Culture in Foreign Language Teaching

The importance of integrating culture in FL teaching has been widely maintained as it helps to improve the learning process. It is considered as an essential component provided in the course book and presented by the language teacher. According to (Byram & Fleming, 1998), though culture is integrated in different teaching materials people's unawareness lead culture to have an isolated position or little importance in language teaching and learning.

Recent models of language teaching have tended to put more emphasis on the behavioural aspects of culture and their role in communication (Morgan, 1993). And for some scholars like Tomalin & Stempleski, (1993) it is only recently that the concept of culture has become fashionable in language teaching.

At present the need for learning about culture is widely recognised, as it is seen that it is inadequate to teach the language only in itself (Byram, 1989; Morgan, 1993; Byram & Fleming, 1998). Foreign language teaching needs to be devoted to linguistic skills but more attention should be paid to broader issues.

According to Kramsch (1993) culture is always in the language learning process but it should not be considered as a fifth skill, i.e. teaching a language requires teaching the four language skills by incorporating culture in each skill (speaking, writing, listening, and reading). Then, it is evident that culture takes an important part in language process and becomes a spontaneous entertainment to be taught or learnt. In order to get meaningful results when integrating culture in foreign language learning, it is necessary to look at the process from particular aspects of it.

1.3.3 Culture and Communication

Researchers claim that the concept is that knowledge about culture helps discourse and enables people to communicate (Brown, 1990, Byram, 1997). Inevitably, there is a strong demand for linguistic fluency but cultural fluency is also needed (Byram, 1997).

Learning a foreign language and its linguistic components does not necessarily provide an idea about the norms and values of the target community to the learners. However, increasing learners' awareness of and interest in the target culture may help them to understand people and the different cultural aspects that occur in their own and others' societies.

Communication in foreign languages is based on the ability to understand an idea, express and explain thoughts, feelings and facts both orally and in a written form in a versatile socio-cultural context.

In this respect, communication is defined as follows "one's native tongue and in foreign languages influences the development of all the other competences as language influences the way we are thinking". (Bernstein, Penner, et.al, 2003; Vigotskis, 2002).

1.3.3.1 Developing Communicative Competence

According to Juan and Flor (2008) The act of using the language appropriately in different contexts with different persons needs the knowledge of both the language usage and language use, this was highlighted by Hymes (1972) to define 'communicative competence', as a reaction to Chomsky (1965) who argued that language should be studied in isolation. Thus, Hymes argues that in addition to linguistic competence (the rules for describing sound systems and for combining sounds into morphemes and morphemes into sentences), one also needs notions of sociolinguistic competence (the rules for using language appropriately in context) to account for language acquisition and language use. He says: "there are rules of use without which the rules of grammar would be useless" (1972:277).

Communicative competence has been the subject of many researchers such as Canale and Swain (1980) and Canale (1983), Bachman (1990) and Celce-Murcia (1995), who maintain that communicative competence consists of four competencies: grammatical competence (i.e. knowledge of the language code); sociolinguistic competence (i.e. knowledge of the sociocultural rules of use in a particular context); strategic competence (i.e. knowledge of how to use communication strategies to handle breakdowns in communication) and discourse competence (i.e. knowledge of achieving coherence and cohesion in a spoken or written text).

On the other hand, following the view of Celce-Murcia and her followers, Uso-Juan and Martinez-Flor (2006a) aim to show how the four language skills serve to build discourse competence for communicative purposes, while also highlighting the importance of the intercultural component given an increasing recognition that is nowadays associated to cultural aspects. Thus, the model of communicative competence is briefly summarized as follows:

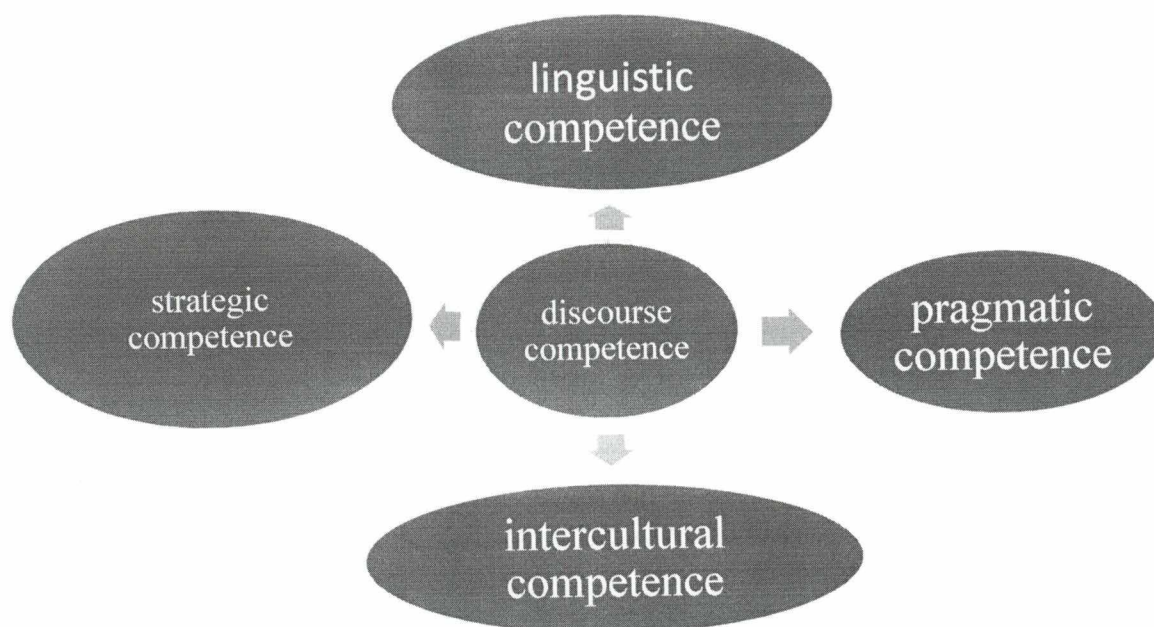


Figure 1.1: Components of communicative competence
(Usó-Juan and Martínez-flor, 2006a: 16)

Therefore, the communicative competence model is based on understanding the relationship between language and culture. Linguistic, discourse, sociolinguistic, and strategic competences between each incorporate facets of culture, and the development of these competences is intertwined with the development of cultural awareness.

Tourism students have to possess good communication skills and high level of intercultural competence as they have to use language in different socio-cultural contexts. The various existing definitions and classifications of the English language competence do not include the specifics of tourism business; therefore, there was an objective need to study possibilities how tourism students could attain a high level of English for specific purposes (ESP) competence, the ability to produce correct and comprehensible and appropriate utterances (coherence and cohesion), to continuously develop themselves, how to integrate ESP in their studies.

It is noted that any course starts with needs analysis, conducted to any field of studies: tourism, business, economics, architecture, etc. Within the same vein researchers define it as: "needs analysis is a component of a system approach and it can be defined as procedures that are carried out in order to get information about students' wishes". (Richards, 2001). Next, curriculum and syllabus theories are analyzed.

The use of topical and situational syllabi ensures its content correspondence to the requirements of the tourism students. Also the elements of the task-based syllabus help to develop students' communication skills, creative thinking and problem-solving skills.

In order to define ESP competence, historically competence has been associated with skills, qualification and abilities defined as "it is an individual combination of abilities and experience" (Tijlla, 2005, p.36). Thus competence includes knowledge, skills, attitude, and abilities which determine an individual's readiness for activity in order to attain their professional and personal goals.

1.3.3.2 Cultural and Intercultural Competencies

Communicative competence relates language to the context in which it is used, it is seen inadequate without an awareness of the cultural dimension of interacting in a foreign language. Hence, there is need for cultural or intercultural competence.

In effect, trying to develop learners' overall communicative competence in the target language is necessary focusing mainly on intercultural competence. This fact is highlighted by Byram (1997) who maintains that being communicatively competent needs both cultural and intercultural competences by giving great importance to language the means of communication.

As there is a need of linguistic competence to build communicative competence, there is a need to be aware of the cultural dimensions of the foreign countries to be communicatively competent, since communicative competence includes cultural and intercultural competences.

-Cultural Competence

In fact, developing cultural competence results in ability to understand, communicate, and effectively interact with people across cultures. It is defined as follows by David & Donald (1997):

Cultural competence is the integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of services, thereby producing better outcomes.

-Intercultural Competence

Intercultural competence is the ability to reach successful communication with people of other cultures; in general, the essence of intercultural competence can be summarized as the ability to interact well across cultures.

Intercultural competence is the necessary pre-condition for an adequate; successful and mutually satisfactory communication, encounter and cooperation between people from different cultures.

(Alexander Thomas, 1996).

Byram incorporates five components while defining intercultural competence: Attitudes (curiosity and openness to suspend disbelief about other cultures and belief about one's own and in one's interlocutor country, and of the general process of society and individual interaction; skills of interpreting and relating (ability to interpret a document or event from another culture, to explain it and relate it to documents from one's own); skills of discovery and interaction (ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time, communication and interaction); critical culture

awareness/ political education (ability to evaluate critically and on the basis of explicit criteria perspectives, practices and products in one's own and other cultures and countries).

Consequently, in order to reach intercultural competence the individual has to be aware of different people's backgrounds to be able to capture and understand the interaction that arises with people from different foreign cultures. Students thus, would be able to build effective conversation while dealing with foreigners in workplaces focusing much more on how to respond, act, and deal with differences.

1.3.4 Potential Aims of Teaching Culture

Teaching culture helps to raise awareness towards the target culture. According to Meier (1997) this approach needs to be taken into account leading to a good practice of the language, and change of attitude towards other countries' cultures. Consequently, cultural awareness gives learners the opportunity to interact effectively in cultural and intercultural communication.

Learning about other cultures does not necessarily mean to behave the same way or to espouse this culture, but gaining cultural knowledge is a way to establish an appropriate conversation. It has also another advantage highlighted by Seelye (1984: 31) which is "to get the student to begin looking for the reasons behind human behavior". This enables learners to be better 'understanders' of both their own world and others', in this respect, increasing cultural awareness rises interest, progress and motivation towards learning other differences; offers cultural understanding to bypass the diverse cultural obstacle rather than keeping negative attitude towards other communities that lower the learning process

There are some cultural objectives sited by researchers of paramount importance in teaching culture, to be in harmony with the general educational and economic objectives, there is the need to cater for the cultural needs of the Algerian learners, by allowing them to benefit from greater prospects for apprehending

individual and collective human potential, since new opportunities can only be offered through the negotiation of meanings with other second language speakers and an awareness of cultural norms which become essential for the English language learners (Wilson 2001).

Such a contribution process starts and grows with the flexible individuals eager to learn and grow as world citizens, for this reason the major objective of the ELT need to be cross-cultural understanding with the purpose of encouraging interaction and empathy towards other people's culture without the fear of misunderstanding or cultural shock (Ourghi 2002). This process enables the purification of stereotypes and generalisations and facilitates learning and socialisation for the Algerian learner when dealing with the target culture either to perform academic or occupational requirements.

In sum, the educational objectives are planned according to a given foreign language policy. They consist in preparing learners to develop into responsible, productive members of society by equipping them with information and life skills to both, perform and communicate effectively in a variety of situations, and cope with the complex requirements of the globalisation process.

1.3.5 Potential Aims of Teaching Culture in ESP

The aims of teaching culture in an ESP course are diverse and vary according to the context of teaching and learning. However, the following aims seem to be of enough relevance in the context of ESP and may be used as a basis for developing a culture syllabus. In this respect, Mohamed Ouakrime (1992) states the following aims:

1. To understand the forms of organizations, concepts, customary beliefs and patterns of behaviour of members of the target culture community.
2. To understand individual and institutional aspects of the culture.
3. To acquire enough knowledge and understanding of the target culture with the purpose of developing a tolerant attitude towards its community.
4. To develop an awareness of the relativism of culture.

5. To develop an awareness of the differences and similarities existing between cultures and their implications.
6. To be able to behave linguistically and non-linguistically in such a way that one's intended meanings are understood by members of the target language and culture community.
7. To develop an ability to understand the intended meanings when one observes the behaviour or the product of the behaviour of members of the target community.
8. To use one's knowledge and understanding of the target culture to value one's own culture.
9. To use cultural awareness as a fostering factor for developing communicative competence in the target language.

1.3.6 Approaching Culture in Language Teaching

Culture in language teaching has traditionally involved providing cultural information. Such information typically includes at least one of the following dimensions of culture discussed by Adaskou, Britten, and Fahsi (1990): 'the aesthetic sense' in which the literature, films, and music of a target language country are examined; 'the sociological sense' in which the customs and institutions of this country are explained; 'the semantic sense' in which how culture's conceptual system is embodied in a language is investigated ; and 'the pragmatic sense ' in which how cultural norms influence what language is appropriate for which contexts is examined.

For this sense, if culture outside of the classroom is acquired by means of individuals interacting with one another, how can a classroom become an extension of this process and students be encouraged to reflect on and perhaps modify the meaning they have encountered? There are two shared perspectives to practice in the life of human beings, while learning the target culture that can be encouraged by teachers in EFL classroom as discussed by Kramsch (1993). Regarding culture in language teaching particularly relevant here, two goals are explored as follows in this study:

1.3.6.1 Establishing a 'Sphere of Interculturality'

This line of thought promotes the idea that the learning of culture is more than just the transfer of information between cultures. Rather, learning about a culture requires that an individual consider his or her own culture in relation to another. Hence, the process of learning about another culture entails a reflection on one's own culture as well as the target culture. The sphere of interculturality requires two steps:

First, learners need to acquire knowledge about another culture and then they need to reflect on how their own culture contrasts with it.

For Kramsch and Spradley the individual has first to acquire the knowledge of the target culture and second to reflect. This means that students are encouraged to reflect on another culture, they think that it contains the same meaning as the one they have. However, they need not reflect on the target culture by considering that members of that culture have meaning of particular behaviors different from theirs.

1.3.6.2. Teaching Culture as Difference

This notion of culture highlights the fact that national identities are not monolithic. Within each culture there exists a variety of national characteristics that are related to age, gender, regional origin, ethnic background, and social class.

One of the major reasons for using EFL is to enable speakers to share their ideas and culture with others in cross-cultural encounters; moreover, it is beneficial for learners to be asked to reflect on their own culture in relation to others, or, as Kramsch (1993) puts it, to establish a 'sphere of interculturality'. He argues that knowing about a culture (gaining cultural competence) does not mean that one has an obligation to behave in accordance with its conventions. In other words, encouraging learners to gain knowledge about other countries' culture and the differences that occur within communities would not affect the learners' act, behavior, and way of life, etc.

So, both perspectives, i.e. teaching similarities in culture or differences, are encouraged in the EFL classrooms but this does not mean that learning about another

culture implies necessarily that one must accept that culture. Thus, as was noted above, the individual who is learning a foreign language has to learn differences that exist between cultures, but not to accept the standard of the foreign language countries' culture.

1.4 Importance of Culture in ESP Teaching

According to McKay (2002) in spite of the relationship between language and culture, different views arise concerning the integration of culture. Some find that acquisition of language requires an understanding of culture and others look at the cultural content as only a motivating process for students, so "It can be questioned whether the teaching of culture is necessary to integrate in teaching English, which has become the international language" McKay (2002: 86). On the other hand, there are some scholars who claim that teaching an international language does not need an integration of culture. Gonzalez (1995:58), for example, maintains that in the teaching of English as an International Auxiliary Language (EIAL), "English is deracinated or uprooted from its original cultural soil; only special registers of science and technology, business and geopolitics are used", he adds that "teaching EIAL is nothing more than teaching English for specific purposes (ESP)".

So globalization requires people to learn EIAL to fit their needs, the ability of using the language appropriately permits to individuals to communicate easily and achieve communicative goals.

From this view, it is seen that the individual learns English only for specific purposes such as: technology, science, biology, business, etc. and no need to know the cultural side of the language; thus, the individual's communicative goal is achieved only by specific registers for some. Others find that, to reach effective communicative goal whether individual's learning English for specific purposes (ESP) or for other purposes, learners need to fit their needs; so using the language requires both learning the language and its culture. This means that the cultural values are present in the use of the language by individuals.

The integration of culture when using the language seems to be an essential component, McKay (2002:85) presents an example about scientific writing which deals with cultural assumptions and presuppositions. For instance, the nature of objectivity, the importance of truthfulness in scientific endeavors and what is appropriate to include or exclude in a scientific report. Therefore, it is assumed that the English language used and the field chosen by individuals need cultural knowledge that fits their requirements in an ESP context. Along this line Valdes (1986:121) states that “it is virtually impossible to teach a language without teaching cultural content”.

McKay (2002) maintains that culture is essential in a way that students learning English for specific purposes need to be aware of the culture related to a particular discourse that suits their studies and the goal to reach when using the language. Brown (1986: 45) maintains that culture is necessary because “it is really an integral part of the interaction between language and thought. Cultural patterns, customs, and ways of life are expressed in language; culture- specific world views are reflected in language”.

In knowledge society the content of the studies, the methods used and the requirements for an educator’s professionalism are changing. The exchange of information does not take place only in a single country but a wide cooperation between countries in the fields of tourism, culture education is developing. In this respect, Robertson (2005) considers that in knowledge society the aim of education is not only to educate professionals for a certain field but it has to help students to be aware of cultural values, from human mutual relationship, collaborate, be open, adapt to the new situation, creativity express their ideas, accept responsibility and challenge.

1.4.1 How to Include Culture in ESP Teaching

Many scholars maintain that cultural content in EFL textbooks should be presented in a way to interest and motivate students to learn other cultures, otherwise, it decreases their motivation (Mckay, 2002). Within the same vein, Prodromou (1988:76, qtd. in Mckay, 2002: 87) describes the content of EFL textbooks which suffer from poor integration of culture as empty of life and this affects negatively the way students look at other countries' culture, because of students are discourage to gain cultural knowledge. He explains that when students enter the language classroom:

... they leave their three-dimensional humanity outside and enter the plastic world of EFL textbooks; textbooks where life is safe and innocent, and does not say or do anything. Our modern books are full of speech acts that don't act, don't mean anything...Most textbooks project an Anglo-centric, male-dominated, middle-class utopia of one kind or another.

Prodromou (1988: 79, qtd. in Mckay, 2002: 87)

Thus, he confirms that adequate teaching materials supplemented by fitting cultural content and good training on the way culture is presented increase learners' motivation toward and awareness of the target culture. It seems that students' low motivation decreases their interest in learning the language in EFL/ESP classroom. In this respect Mckay (2002:87) argues that when "both the material we use and the way we use it are culturally alienating then, inevitably, the students switch off, retreat into their inner world, to defend their own integrity".

The relationship between students' motivation and the way cultural data is presented is also focused (Mckay, 2002). This affects language learning positively or negatively. Therefore, teachers need first to make them appreciate a foreign culture and cultural appreciation comes when the students understand a foreign culture and hopefully feels comfortable with it to achieve cultural competence. Taking an example from the Arab world, Moroccan students have negative attitudes towards learning the English speaking countries' culture because of the big differences that occur between

various countries' culture in the world. Moroccan teachers notice that students' attitude affects their English learning and to avoid this it is preferable to present English courses about Arab-speaking countries' culture rather than gaining information about English-speaking countries' culture.

According to these different findings, it seems that motivation plays an important role while teaching culture in EFL/ESP classrooms. However, it depends on which cultural contents are dealt with and discussed. Comparison between different cultures, it means, own and British or American cultures seems to motivate students to learn English but in a way that the cultural content consists of different English-speaking information, that are closely related to their own lives and their field of study. Thus, students have the pleasure rather than dissatisfaction and discontent in learning English-speaking cultures.

1.4.2 Integration of Culture in the Class of English for Tourism

There exist some activities to integrate culture that seem to have a good impact on students of tourism, and help to improve their learning of English, these are some of them:

1.4.2.1 Familiarization with the Target Society

Genc (2005: 79) notices that what helps to familiarize students with the target society is to provide course books including peoples' real life and considers that "As a second benefit of the culture class, course books provide real life situations". He confirms that to understand the other situations students need to attend culture class to be connected with the target culture. Therefore, it is beneficial for students to be informed about real facts and not virtual which develop cultural awareness of the target people and encourage learning their language.

In addition, he maintains that this way of learning the target cultural background helps students of English to use correctly the language to fit their needs. Then, doing so changes the way at looking unpleasantly to culture and increases interest and contentment to learn the language and its rules (grammar). Teacher's

competence is approved when students are satisfied about their needs and requirements seen as an essential step for successful learning.

1.4.2.2 Assistance in Teaching Grammar

Genc (2005: 79) supports the idea of teaching language rules by integrating cultural content from real life; it is done through examples in sentence structure and grammatical items which help students to acquire the language and culture. It is easier to provide grammatical examples about cultural countries but to translate cultural content from one language to another may lead to misunderstanding.

For example: I go to the mosque five times in a day.

This sentence cannot be translated in another language neither from the structural side nor the cultural one, as Chandler (1994) says that to understand the sentence structure of language requires an understanding of its culture. Culture integration helps to decrease the grammatical problems of language. Also the role of the teacher is important to explain the differences that occur in the grammatical structure of the source and the target language.

1.4.2.3 Enhancing Communicative Competence in ESP

To be communicatively competent, individuals need to possess both linguistic competence and performance. Chomsky (1965) defines the concept of linguistic competence as the individual's usage of the language or the knowledge perceived while linguistic performance is the individual's use of the language or how to practice the language learnt. Hymes (1972) goes one step further and considers that communicative competence is achieved not only by the knowledge of grammatical rules (grammatical competence) but speakers' appropriate use of language is also needed to communicate effectively with members of society and to attain their objectives (see section 1.3.3.1).

Within the same vein, Genc (2005:79) states that communicative competence consists of linguistic and pragmatic competences. Cultural competence is one aspect related to behaviour, values, beliefs, traditions, and people's way of life. It is defined as an ability to understand cultural aspects of the members of the society so as to avoid misunderstanding, to interpret things wished-for and correspond to the same meaning. In addition he argues that when the students find difficulties in understanding the target culture, they translate from one language to another. Ibid (2005: 80) confirms that each language is distinguished by particular characteristics and specific rules. Students may use sentences or utterances with the same grammatical structure but the meaning differs, this transformation is called idiosyncratic utterances. Therefore, it is preferable to attend culture classes to not fall in those errors and at the same time to develop linguistic, cultural or pragmatic competences to achieve communicative competence.

The studies in competence theory reveal several approaches to competence classifications stressing the most important competencies essential to successful professional activity, personal life and use of English interactively with foreign tourists. ESP competence stresses the point on how tourism students can build competence in English language learning connected to their field of work.

1.4.2.4 Expanding Vocabulary

Another important point revealed by Genc (2005: 80) to well integrate culture in the English classroom is increasing vocabulary of the target language. Students can achieve success in different areas such as grammar and phonetics; however, these cannot be reached without learning English words and their meanings. Using appropriately the language needs knowledge of its terminology, expression and words meaning. The advantages of being enrolled in culture classes aid to enrich vocabulary repertoire of target language culture. In addition students can use the words in the appropriate context but no matter to acquire some terms that have no relationship with their field, difficult to learn and do not fit students' needs by giving examples such as

The House of Commons, The House of Lords, The Civil Service, and The Ombudsman.

To ease acquiring and using new words students have to follow the peg techniques which entail an association between acquired words and new words. This may help the misuse of the target words and learning vocabulary more easily.

1.4.2.5 Providing Information Prior to a Visit to the UK or the USA

One of the motives for studying English for tourism is that tourism students sometimes have to go abroad, especially due to business, and meet people from different nationalities. It is not practical and economic to communicate with others through a simultaneous translator.

With the introduction of the SOCRATES / ERASMUS¹ Student Exchange Program, it has become much easier for a student to visit an EU country. If students did not know what a DIY (Do-it-Yourself) shop sells they would be left to their devices to discover what DIY shops are for. Providing information about such stores may greatly ease the life of such tourism students. If they did not know what leisure the English have, they may feel perplexed to observe people engaged in activities quite different to theirs. We believe that such students have the right to access information about the target society prior to such visits, and one major way of acquiring such information is through the language.

1.5 Cultural Content in ESP Teaching Materials

Cortez and Jin (1999) distinguish three types of cultural information that can be used in language textbooks and materials:

‘Source culture materials’ that draw on the learners’ own culture as content.

¹ SOCRATES/ERASMUS: students exchange program, organized by the EU and it concerns undergraduate and graduate students of all disciplines. The receiving university does not charge tuition fee to the exchange students. One can study a broad within this exchange program for 3-12 months.

‘Target culture materials’ that use the culture of a country where English is spoken as a first language.

‘International target culture materials’ that use a great variety of cultures in English non-English-speaking countries around the world.

It is argued that culture teaching in EFL needs to be more than supplying information about various cultures if it is to be helpful in using the language for both cross-cultural encounters and sharing insights about one’s own culture with others. In order to develop these uses of EFL, students need to be encouraged to reflect on their own culture in relation to others as a way of establishing a sphere of interculturality. What cultural content is only part of the issue. Equally important is how to deal with this content in a particular context involving teachers and students from various cultural backgrounds (point of view) and textbooks that include information on different cultures, it is necessary to consider how these various dynamics can be used to establish a sphere of interculturality and contribute to students’ use of EFL in cross-cultural encounters.

Concerning the cultural content in language teaching materials involve what individual knows about his or her own culture, target culture, and international culture, so as to be able to compare and exchange information with others (teacher, foreigner, or students), for that reason there are some considerations to be taken into consideration teachers and students’ cultural background , as well as, types of cultures included in the textbooks, however, the basic point is the procedures designed while dealing with specific contexts and also which cultural contents fit the needs of students learning English for Specific Purposes.

What the benefit from using content from source culture, target culture and international culture?

1.6 A Reflective Approach to Cultural Content

An assessment of whose culture to use in teaching ESP needs to be made in the context of specific classrooms and the dynamics that exist among the teacher, students, and textbook. In all contexts it is important to consider how a sphere of interculturality can be encouraged.

In approaching the cultural content used in an ESP class, one of the first steps that need to be taken is to examine in what ways it might appear unusual to members of another culture. For example, a lesson on garage sales it is presented in the context of asking for and giving advice (Hymes and Baichman 1989). In their analysis, they found that while dealing with this lesson, for those coming from cultures in which garage sales are held, the cultural information appears rather innocuous, although it is important to point out that personal reactions to the value of garage sales would vary tremendously among members of these cultures. However, for those from other cultures, there may be a good deal that is puzzling. For example these particular texts are to be used in Algeria; many things might be quite unfamiliar to the students.

As was pointed out earlier in the discussion of the role of culture in language learning, it is extremely important to recognize the great diversity that exists within any culture. Thus, within any classroom in Algeria there would no doubt be mixed reactions to the text, depending on individual students' familiarity with garage sales both within their own country and in other countries. Nevertheless, some cultural information contained in the text might present points of conflict.

The question is: what approach might a teacher take to these materials? One possibility is to omit the lesson. And according to Gray (2000), for example found that about half the teachers he surveyed would omit what they considered to be culturally inappropriate materials. On the other hand, Hyde (1994) argues strongly against the idea of censorship. He maintains that a better alternative would be to take an analytic path in which the cultural content is explicitly dealt with, 'drawing students' attention to their own history and culture, as well as to those of the target culture, in order to explain and contrast the difference' (p. 301-2). Hyde maintains that it is especially

important to deal explicitly with cultural content in the case of the teaching of English since 'English is situated at the interface of foreign and native cultural values to a greater extent than any other language because of its greater use around the world' (p.303).

From these different views what it is seen appropriate for ESP students, it depends on teacher's approach. And what seems appropriate from the above considerations is what Hyde speaks about, because the cultural contents in the lesson of the English-speaking-countries culture establish a sphere of interculturality and develop cross-cultural awareness, and this what it is demanded in the ESP classroom so as to achieve effective communication. However, when omitting target cultural contents so what for students continue to learn the target language since language and culture are entwined. According to these researchers, one potentially productive approach would be to encourage students to consider their own culture in light of this event.

It means that those texts could provide a context for students to compare elements of their own culture with another, helping them to arrive at better understanding of both cultures. Thus, the primary aim is to use English to explain one's own culture to others. Hence, it is important to approach all cultural content in EFL materials reflectively. But one question is raised, is how the approach the cultural content in the ESP classrooms?

Consequently, Kress (1985: 7, qtd. in Wallace 1992:123), considers the following questions in reference to specific cultural content.

Why is this topic being written about?

How is this topic being written about?

What other ways of writing about the topic are there?

This study considers 'why the topic is written about?' here it takes account of the choice of content, which is made on the basis of students' interest in a typical English-speaking-culture that fits their needs according to the field of study. The context with in which they are, provide a basis for introducing which topic to deal

with, as well as the cultural contents that suit, motivate ESP students, and draw their attention to be aware of their own culture and others. Unfortunately, this purpose often results in teachers focusing on the language agenda and leaving the cultural content unprocessed.

For the second question ‘how is this topic being written about?’ is concerned, students are presented with what appears to be a very objective account of the cultural content in the text. However, there are some kinds of cultural events reflect a variety of cultural assumptions. Students need to know what happen in the English-speaking countries so as to be aware of the differences among cultures.

Finally, what other ways of writing about the topic are there? Any presentation of a topic should explore the various meanings that the event has for people in that culture and encourage students to reflect on the event in reference to their own culture. In other to establish a sphere of interculturality, it is essential that the cultural information presented in a text be processed reflectively so that learners can explore cultural differences and gain greater insight into their own culture.

Therefore, not only the choice of the cultural content of teaching materials is important in EFL/ESP, but also the way in which texts are developed, presented, and used in various domains, in order to shed light to latter role of culture in discourse communities and the use of EFL for specific purposes (ESP).

1.7 ESP Competence for Students of Tourism

ESP competence includes all competencies, communicative, intercultural, and professional activity competence. Each of them consists of several sub-competences that interact. The development of ESP competence takes place in action and it is based on students’ experiences.

ESP competence is an individual combination of gained experience, attitude and abilities developed on the basis of learning, which allows a specialist observe different cultural traditions and peculiarities, to creatively implement the English language both receptively and productively in communication and professional work,

responsibly develop tourism industry and offer the client a product in an understandable and acceptable way.

1.7.1 Professional Competence for Students of Tourism

It is pointed out by some researchers that professional competence for tourism specialists includes some competences. According to Wilson (2001), it consists of personal, technologically-professional and intercultural competences. Print, Ornstrom and Lielsen (2002), on the other hand, mention three groups of competences: cognitive, emotional and social competences, but Renard's (2001) competence classification corresponds with the key competences for lifelong learning

It is concluded that tourism specialists' professional activity competence consists of:

- cognitive competence: theoretical and practical knowledge of the industry.
- personal competence: communication abilities and social skills.
- technologically-professional competence: creative and constructive problem solving, communication skills, cooperation.

Finally, based on this theoretical review defining professional competence which elaborated tourism specialist's professional competence as an individual combination of gained experience, attitude and abilities developed on the basis of learning which allows a specialist to think strategically by implementing the knowledge of language and its culture, responsibly develop tourism industry and creatively work in tourism profession observing traditions and peculiarities of different cultures.

1.7.2 Communicative Competence for Students of Tourism

Communicative competence for tourism students includes the incorporation of the knowledge needed in the field of tourism. It includes English language proficiency to build ESP competence, professional, and intercultural competence for tourism students.

Most of the popular approaches of communicative competence (Canale, Swain, 1980) treat it as knowledge and skills necessary for communication. Tarone and Yule (1989) elaborated Canale and Swain's classifications of communicative competence (Canale, Swain, 1980; Canale, 1983a, 1983b) and they associate communicative competence with an ability to form and understand syntax, lexis, phonology of the language and ability to use a language according to the socio-cultural context and effectively pass information to the partner, including an ability to use communication strategies to solve the problems that have arisen in the communication process. Within the same vein Widdowson's definition of communicative competence is used:

” communicative competence is a set of strategies or creative procedures for realizing the value of linguistic elements in contexts of use, an ability of make sense as a participant in discourse, whether spoken or written, by the skilful deployment of shared knowledge of code resources and rules of language use” (widdowson, 1979, p. 240).

Thus communicative competence for tourism students includes: grammatical competence (basic lexis, semantics, morphology, syntax, phonology and orthography), pragmatic competence (contextual lexis, language functionality, unity of text and situation), sociolinguistic competence (understanding of other cultures, register, accent, dialects and interaction skills) and strategic competence (verbal and non-verbal communication strategies and compensation stratgies).

During the last decade language communicative competence has included cultural knowledge and exposure (Lund, 1996; Byram, 1998; Mckay, 2002; Dirba, 2003) but none of the existing classification pays attention to language for professional purposes.

1.7.3 Intercultural Competence for Students of Tourism

Nowadays communicative competence without awareness of cultural dimensions in language use is not complete. In language learning it is important to be aware of its cultural aspect, because knowledge about other cultures helps to learn a language and assess cultural values and peculiarities of the language learner's nation (Anisimova, 2006; Dirba, 2003; Ellis, 2005; Kim, & Hall, 2002; Korhonen, 2004; Stier, 2004; Williams, & Burden, 1999).

Intercultural competence may be divided into two groups: content-competence and process-competence. Content-competence refers to "the knowing that-aspects of culture" (knowledge of history, language, behaviour, cultural norms, habits, customs, symbols, traditions, etc.) tourism students need to be aware of the content-competence that help them to build knowledge of the English culture so as to be able to interact with tourist foreigners. Process-competence refers to the dynamic character of intercultural competence and its interactional context or "the knowing how-aspect of intercultural competence». Process-competence consists of intrapersonal competencies (perspective alteration, self-reflection, role-taking, problem-solving, culture-detection and axiological distance. (Stier, 2006; 2004).

Developing intercultural competence is a rather slow learning process, which includes learning a foreign language, intercultural training and gaining experience from meeting people of other cultures (Korhonen, 2004). Tourism students have also to acquire theoretical and practical cultural knowledge, which can be done through intercultural communication.

In this study intercultural competence is referred to as an ability to see and understand differences in one's own and other people's cultures and countries, accept them and accordingly react, in conversation and behaviour treating people in a way, which is not offending, scornful or insulting to the members of other cultures. At the same time it includes the knowledge of one's own nation and culture, awareness of their values, their preservation and development.

Thus, intercultural competence consists of tourism students' attitude with the tourist foreigners (openness, tolerance, and inquisitiveness), declarative knowledge of cultural aspects (facts, concepts) and an ability to operate and interact in different cultural contexts and situations.

Therefore, Jiang (2003) claims that "...Learning changes a person from a naive individual into one who understands the ways in which he is shaped by cultural forces, and thus be able to accept the diversity of those cultures". It is important to teach students to accept others for what they are and to value the rich and varied contributions of all cultures to the totality of human life i.e. Mans' intercultural horizons need to be expanded through approaches in cross cultural understanding.

1.8 Difficulty of Incorporating Culture in the ESP Classroom

The incorporation of culture in the EFL classroom seems evident, since EFL teachers include different schedules: Br/Am/Af civilization, Br/Am/African literature, oral expression...etc, where which EFL students study both language and culture, while in the ESP classroom the incorporation of culture seems to be ignored by both the English teacher and tourism students because of some factors.

1.8.1 Reasons for the Ignorance of Culture in ESP Classroom

Omaggio (2001) gives the following three main reasons for neglect of incorporating culture in the ESP classroom. First, teachers usually have an overcrowded curriculum to cover and lack the time to spread on teaching culture, which requires a lot of work. Second, many teachers have a limited knowledge of the target culture and, therefore, are afraid to teach it. Finally, she argues that teachers are often confused about what cultural aspects to cover.

1.8.2 Common Cultural and Language Barriers for Tourism Students in Workplace

It is very important for all students studying in different fields: tourism, business, architecture, economy, medicine, etc., to gain better understanding of and sensitivity to language barriers and cultural differences among people from all

backgrounds, because such understanding and respect of other cultures help to increase recruitment in workplaces, advance in communication, and build better relationships with peoples for whom you are working with, in this study they are foreign tourists.

Thus, this phase identifies some of the common cultural barriers that tourism students have to take into consideration, since some cultural differences and misunderstanding are raised:

Role and Status:

In some cultures, a social hierarchy often exists that can create “bumps” in communication in the workplace; this is why it is important to raise students awareness of these differences. For example in many countries, women are subordinate to men. In an Algerian or in the Arab world, working with women from these countries may feel they should defer to their male counterparts or should not look directly in the eyes of their male tourist foreigners or managers. When men try to interact with them in the workplace, such women can feel uncomfortable. Tourism students should be aware of the diversity that exists between cultures and understanding the interaction between sexes and the roles assigned in various cultures is important.

Personal Space:

People from different cultural backgrounds may have different “comfort zones”. For example, Arabs like generally to get closer, Americans typically prefer to stand about five feet apart when conversing, German and Japanese like more distance. Knowing these nuances in personal space can help tourism students in achieving great communication with tourist foreigners.

Body Language:

Body language can be interpreted differently in the world. For example, most Americans typically signal “no” in shaking their heads, however they like to make eye contact; people from some countries raise their chins. Another example shaking hands and heads are normally used in the Algerian society and it is way of greeting people,

but people from some cultures do not feel comfortable shaking hands, the Americans may view this as lack of respect or ignorance. In some Latin and Asian countries averted eyes contact are a sign of respect. So, greeting people is the first and the most important step that tourism students need to be aware of, thus they need to know the differences of the body languages since for some is way of contempt others feel that their way of greeting people is the most respectful way. So it depends on the people cultures.

Religion:

In many countries cultures, religion dominates life in a way that is often difficult for others to understand. For example, people from some Muslim cultures have to pray five times a day in accordance with their values and beliefs, there are also religious holidays on which people of certain religions are not allowed to work or need to follow certain customs, for example, Friday is the day where usually Muslims pray in the mosque, these differences need to be respected, where possible, and not ignored, and people from other cultures are not obliged to follow but only to value other traditions and beliefs.

Personal Appearance:

Personal appearance includes hygiene and grooming, eating habits and attire (dress) can vary from country to country and culture to culture. For example, Arabs are known by the hygiene and grooming, they wash their hands before each meal of the day. In another example, immigrants from India, Turkey or other countries may use spices in their diets that are emitted through the body, American can interpret this as dirty or unhygienic, which is not the case. In Tlemcen or in different regions in Algeria there are still women wearing a white body dress called "HAYEK" to remain true to their beliefs and traditions, in order to be respected by men. Others see these traditions and way of respect as lack of civilization; the same thing is done for the veil and there are other cultural nuances that exist.

According to (Sondra, 1991; Barbara, 2001), who consider these common cultural barriers between students of tourism and foreign tourists helpful to overcome

some of the challenges and being aware of them, led to achieve successful interaction although they are from different countries' culture.

Finally, many resources are available to help tourism students learn more and be aware about specific cultures if they are so inclined. Also to know how to explain and transmit these differences to the tourist foreigners is very important. Language barriers often go hand-in hand with cultural differences, posing additional problems and misunderstandings in the workplace. Therefore, tourism students as a future guide of tourist foreigners being aware of such differences are not going to be intimidated or frustrated in trying to communicate, they may act like if they already know what is being said in their course cultural content.

1.9 Conclusion

The present chapter has shown a brief overview on the important reasons for integrating the target culture in the ESP classrooms 'tourism field', this study tries to define culture as way to communicate by means of language either in GE or ESP and considering it as a basic process to implement in teaching/learning a foreign language, also looks for the role culture plays in communication and emphasizes on the relationships between language, culture and communication that lead students in the ESP classroom build communicative competence in workplace.

Some key concepts in EFL teaching have also been highlighted in this chapter including cultural, intercultural and professional competence for tourism specialists to reach communicative competence which is the main goal to undertake in order to fit learners' needs and interest, as to raise their cultural awareness of the subject matter. At the end this chapter provides some factors that make the incorporation of culture difficult in the ESP classroom, and presents some common cultural barriers that lead tourism students ignore the target culture.

CHAPTER TWO: RESEARCH DESIGN AND PROCEDURE

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2.1 Introduction

This chapter presents an overview on the practical phase of the study. It first focuses on providing a description of the ESP situation in the Vocational Training Centre of Tlemcen. Focusing on students of tourism with the purpose of looking at the cultural content implemented in the course and students' attitudes and knowledge about the target culture.

Then, this chapter describes the sample population of tourism students and their teacher of English before it presents the three research instruments and the procedures held during the second semester. This investigation used a questionnaire designed for tourism students, a structured interview addressed to their teacher of English and a classroom observation used to look at the cultural teaching/ learning situation, the three research instruments try to answer the four research questions.

At the end, the two methods of data analysis (quantitative and qualitative) are presented and explained and triangulation is emphasized.

2.2 Description of the ESP Situation at the Vocational Training Centre of Tlemcen

The vocational Training Centre of Tlemcen is a governmental institute. It is located in Tlemcen more precisely in Imama. It is administered by the Ministry of training and Professional Education. It opened its doors on the first of September 2003. The effective global staff of the institute is described as follows:

Supervising staff: seven

Teaching staff: thirty, among them nine: PSFEP1⁽²⁾ six: PSFEP2⁽³⁾ and fifteen: PFEP⁽⁴⁾

Administration staff: nineteen.

This institute provides instruction in several fields such as: local craftsman, hotel services, gastronomy, and tourism which is the case under study in this work. The Ministry of Higher Education appoints language teachers with the aim of developing learners' knowledge of the French and English languages in different fields, so that they can communicate in workplace.

Teaching English has become of paramount importance for international communication. Thus, the institute implements and encourages the teaching of English where students need to achieve good communication for specific purposes. ESP teaching is programmed mainly in the fields of tourism and voyage agencies because students need to develop their knowledge of the English language to interact with foreign tourists. However, it seems that there is no syllabus of English designed for the field of tourism.

2.3 Research Design

The following part describes the research method and instruments used in this investigation. Information about the teacher and the students are obtained by different methods chosen for gathering data, a questionnaire, an interview, and classroom observation to be able to triangulate results.

(2)PSFEP1:Professeur Spécialisé de Formation et d'enseignement Professionnels du deuxième grade d'adaptation.

(3)PSFEP2:Professeur Spécialisé de Formation et d'enseignement Professionnels du premier grade.

(4)PFEP: Professeur de Formation d'enseignement Professionnels

Different data collection methods are discussed highlighting their positive and negative points. This study will also provide justification for the choice of each instrument used in this work.

The present investigation is a case study involving twelve tourism students learning English at the Vocational Training Centre of Tlemcen. The case study research is opted for in this work because it aims at producing a detailed description of the studied phenomenon since it is generally more limited in scope as opposed to ethnography research. Stake (2005:443) explains that a case study is defined by “interest in the individual case, not by methods of inquiry used.” He suggests that the key features of a case study are its boundedness and specificity. In order to explore the case study research, it is essential to consider some elements and later contrast with ethnography research.

On the other hand, Willis (2007) highlights case study as an approach that is often used by both critical and interpretive researchers (p.239). Borrowing from Merriam (1988) Willis (2007:239) defines a case study as “an examination of a specific phenomenon such as a program, and event, a person, a process, an institution, or a social group”. He also adds that this approach is inductive, heuristic, and that it involves thick descriptive data.

Willis (2007:240) outlines three specific attributes of case study research:

1. It allows the researcher to gather rich, detailed data in an authentic setting.
2. It is holistic and thus supports the idea that much of what we can know about human behaviour is best understood as lived experience in the social context.
3. Unlike experimental research, it can be done without predetermined hypotheses and goals.

For Meyer the facility of a case study research is that it leads the individual to understand and value the observable fact as well as the happening in the real context. He states that “The contextual nature of case study research heightens our capacity to understand contemporary phenomena in real-life contexts” (Meyer, 2001).

According to Stake’s (2005: 460) assessment content that case study is “a part of scientific methodology” and insists upon convention approaches to rigour- such as triangulation of data in order to address issues of validity, reliability and objectivity. However, others see case study as unrepresentative research as opposed to ethnography which takes a large number of informants and makes the study more concrete, it means that with a large number of informants the research can be solid and general. Barlett et al. (1982) claim that the major barrier in doing case study lies in the extent to which a research finding can be generalised beyond the case studied. On the other hand, others stick to the idea that one single case can provide enough information helpful to make research representative as Nunan (1992:89) states:

...one can learn a great deal about one’s own student in general through a detailed study of one particular student, in the same way as insights into language classrooms in general can be derived from the intensive analysis of a single classroom.

Consequently, this work uses case study research dealing with a limited number of informants and employing different methods for the collection and an analysis of data to allow for triangulation. Such type of procedure is hoped to provide detailed data about the cultural content included in the field of tourism and to produce a thorough description of learners’ knowledge, awareness of and attitude toward the target culture in the field.

2.3.1 Teacher's Profile

The subject teacher in this study is a general English teacher holding a "Licence" Degree in English; she is forty one years old. Her teaching experience is of three years in the Vocational Training Centre of Tlemcen. She has no other teaching experience. She is the only teacher of English there, her teaching of English covers the fields of tourism, and hotel services and other fields.

The informant English teacher does not have a syllabus designed for the students enrolled in the field of tourism. However, there are French/Arabic teachers in which the teaching is based on making students aware of the Algerian heritage mainly Tlemcen; they are teaching Geography, Art, History, etc. who have already the syllabus in French and Arabic to fit tourism students' cultural needs.

2.3.2 Learners' Profile

This research is concerned with twelve tourism students learning English in the Vocational Training Centre of Tlemcen. The period of training of these students extends to two years and a half that is the equivalent of five semesters, four semesters of theory and the last semester is devoted to workplace training.

Learners come from different neighbouring towns in Algeria, they have the 3rd year level at the high school, and only one student has the "Licence" Degree in English. Their time table is overloaded and includes several courses; they have thirty two hours a week with four hours devoted to learning English. They study French, Arabic, and English; however, students' proficiency level in all languages is estimated by teachers as being low.

The researcher has chosen to work with tourism students of English during the third and the fourth semesters, because during these semesters students are aware of the importance of the cultural content of the English-speaking countries' culture and their relationship with the field of tourism. In addition, during this period, the syllabus becomes more advanced as the first two semesters are devoted to the teaching of the basics of English grammar and vocabulary. See appendix A, the following (table 2.1)

provides the timetable designed by the administrative staff in the field of tourism, in the year 2011.

Hours \ Days	8-10	10-12	13-15	15-16
Sunday	PSVA	Anglais	Histoire de L'art	
Monday	Anglais	Espagnol	Art de L'artisanat	
Tuesday	Informatique	Français	Art de L'artisanat	
Wednesday	Technique de visite	Civilisation Algérienne	Relation Publique	
Thursday	Méthodologie	La civilisation Algérienne	Espagnol	Sport

Table 2.1: Timetable designed to Students of Tourism.

2.3.3 Instruments and Procedure

Information will be obtained thanks to different research instruments chosen for gathering data; a questionnaire, an interview, and a classroom observation.

2.3.3.1 Questionnaire

In this investigation the researcher administered a questionnaire to tourism students to reach specific objectives:

- To know the cultural content included in their curriculum and whether or not the content is relevant to the field of tourism.
- To look at their attitudes towards the target culture and their awareness of such a culture.
- To determine the target cultural needs (cultural lacks, cultural necessities, and cultural wants).

The questionnaire consists of 12 questions (open, closed and mixed questions) (see appendix A) that students could answer in any language they preferred (Arabic, French, and English).

Questions 1 and 2: asked about the cultural content included in the English course and its relationship with the field of tourism.

Questions 3 to 5: asked about students' point of view while acquiring new information about the English culture to distinguish their outlooks, feelings and thoughts towards the target culture.

Questions 6 to 8: inquired about students' knowledge of the English-speaking countries' culture by making a comparison between their own and the other countries' cultures

Questions 9 to 11: questioned about the teaching materials involved to raise students' cultural awareness such as: reading materials, textbooks, ICT etc.

The items emphasized in the questionnaire are:

-To ask for students' opinion on the content of the English course and the relationship between the cultural content taught and the field of tourism. To have a look on the teaching materials directed to the field of tourism, used by their English teacher or provided by the institute in order to answer the first research question.

To have an idea about students' knowledge and attitudes towards the target cultural content in order to answer the second and third research questions.

-To look learners' awareness of the cultural contents such as: traditions, arts, history, way of life, religion, and architecture...etc. all what is related to the field of tourism in order to answer the fourth research question.

The designed questions try to find out students' cultural needs in the tourism field in order to achieve effective communication based on raising cultural awareness of the English-speaking countries culture.

Before students were given the questionnaire, it was necessary to give some clarification about the procedure of this tool, although it seems to be a simple instrument that provides learners with confidence to write what they see, feel and think is relevant or irrelevant. The participants were asked to answer the questions and invited to check for clarification and understanding. The questions were written in English and translated to Arabic and French, the informants were allowed to write their answers in any language (Arabic, French, or English) they felt at ease with in order to express their ideas about the subject matter. The questionnaire was given to twelve students.

After the collection of the questionnaire given to tourism students at the Vocational Training Centre of Tlemcen in January 2011 during the English course , it was noticed that all the informants answered the questions, and that one of them answered in English, the others answered either in French or Arabic.

2.3.3.2 Structured Interview

After dealing with the first research instrument, the researcher opted for another one, the structured interview, designed for the English teacher of tourism students. The study needed further explanation and clarification of the teaching situation in the field of tourism. Thus, the structured interview is considered as the most formal type of interview as opposed to unstructured and semi-structured interviews. It was addressed to both the director of the Vocational Training Centre of Tlemcen and the EFL teacher of tourism students. This instrument offers interaction between the interviewer and the language teacher and the questions posed in the interview can be clarified systematically.

The structured interview consists of prepared questions of which the answers are noted or recorded. Mackay (1978) strongly favours this method of gathering information, and highlights its advantages:

Firstly, since the gatherer is asking the questions, none of them will be left unanswered as frequently happens in questionnaires. Secondly, the gatherer can clarify any misunderstanding which may crop up in the interpretation of the questions. Thirdly, and perhaps most advantageously, the gatherer can follow up any avenue of interest which arises during the question and answer session but which had not been foreseen during the designing of the structured interview.

The interview objective was first to determine whether the content of the course is planned to teach the cultural aspects related to the field of tourism. It intended to look students' awareness of the target culture and their attitudes. Then, it sought the ways and techniques used by the teacher to integrate the target culture and raise learners' cultural awareness. (See Appendix B)

To sum up, the objectives of the 19 questions of the teacher structured interview were as follows:

Questions 1 to 4: asked about the cultural content of the course and its relationship with the field of tourism.

Question 5: solicited the teacher knowledge of the target culture.

Questions 6 to 8: asked about students' cultural knowledge.

Questions 9 to 13: inquired about whether the teacher noticed some attitudes, reactions, and feelings on the part of their students towards the target culture.

Questions 14 and 15: asked about the teaching materials, techniques and activities used to integrate the target culture of the English-speaking countries.

Question 16: asked about the challenges encountered in teaching the English speaking countries' culture.

Questions 17 and 18: inquired about the reasons that lead to misunderstanding of culture among students, then some suggestions and implications.

Question 19: inquired about what tourism students need in terms teaching materials production that includes culture to raise their cultural awareness.

The interview was addressed to the teacher of English in the institute in January 2011. The researcher introduced herself to the English teacher and asked for the permission to engage a structured interview. The questions were asked and answered in English.

During the structured interview procedure, the English teacher was sometimes hesitating in answering the question dealing with the teaching materials provided by the institute. Then, the researcher stated the objective of these questions and that her answers facilitate to carry out this investigation. The English teacher provided the researcher with insightful information.

Another structured interview was addressed to the director of the Vocational Training Centre of Tlemcen in January 2011; the questions were about the openness of the institute, the number and the level of the students engaged in the field of tourism, their time table, the modules taught, and their teacher especially the English teacher. The director's answers were needful and helpful information namely for providing a good description of the ESP situation at the Vocational Training Centre of Tlemcen, the students and the field of tourism, and for proceeding in good way during the three research instruments.

2.3.3.3 Classroom Observation

Classroom observation was based on a grid concerned with what the English teacher was doing and saying as well as how tourism students reacted towards the target culture. (See Appendix C)

This study has chosen to work with classroom observation, since it looked at real environment of students of tourism; it is possible to see students' reactions while dealing with the target culture during the course and the teaching materials used.

The data collected can be helpful to verify the research hypotheses. Through the last research instrument the researcher will present useful suggestions to raise students' cultural awareness in the field of tourism.

The researcher attended four sessions of two hours during two months April and March 2011 at the Vocational Training Centre of Tlemcen. In each session the researcher used the classroom observation grid to report the course cultural content, learners' knowledge and behaviours towards the target culture, and the teaching materials implemented in each course. If new information related to the objectives of the study was added or observed during the course and was missing in the worksheet of the classroom observation, the investigator could include it at the end or in the appropriate place. As Breen and Candlin (1980:98) say that: "the classroom is a unique social environment with its own human activities and its own conventions governing these activities."

To sum up, the objective of this instrument was to observe four areas:

Cultural content presentation: Looked at the cultural elements included in the course (foreign and/or local) aspects of broad or narrow culture and the relationship of the cultural topics to the field of tourism.

Ways of integrating cultural aspects: Determined the materials used to include the target culture in the course content for tourism students.

Teacher-student cultural knowledge and attitudes: The investigator observed teacher awareness of the target culture and the native one, in addition to students' interest, retention, knowledge and awareness of the target culture. Moreover, the researcher tried to observe students' attitudes regarding cultural differences while comparing between the target and the native cultures.

Discussion of the cultural content: This rubric was concerned with the interaction between the English teacher and the learners, or peers about the cultural content of the course either target or native cultures. Moreover, the investigator observed if the cultural content was linked to the field of tourism during their interaction, and the problems they faced when building the bridge between the native and target cultures.

This research instrument requires attention, observation, taking notes in the worksheet already prepared, concentration, and emphasis on the research objectives. Before the day of the observation, the investigator spoke to the English teacher of tourism students, and had permission from the director of the Vocational Training Centre to attend English courses. The investigator introduced herself to the students, and explained the purpose of her presence.

Classroom observation was preceded by a pre- observation meeting, i.e. the researcher met the teacher, explained her purposes of the observation, stated the subject topic, shared information, prepared the instructor for the observation and opted for the days and hours of the observation to take place.

On the day of the observation, the English teacher gave the course content of tourism students, and classroom activities of the days to the observer, each session lasted two hours. At the beginning of the first course, the instructor explained the attendance of the researcher and observation procedure to her students, and added that this observation should not be demotivating or changing students' attitudes and behaviors.

At the beginning of each classroom session, the investigator wrote the date, course content, and time, she then took the worksheet of the classroom observation and started taking notes of what was observed; and what was dealt with. It was a very delicate procedure to tackle.

The use of classroom observation aimed at looking at the cultural content of the course and its relationship with the field of tourism. This observation intended to see the learners' attitudes while dealing with the target cultural content, students' knowledge of the world culture through their interaction and participation in class with their teacher and peers. Finally, the analysis of the observation may lead to the final results on raising cultural awareness of those students in the field of tourism.

2.4 Data Analysis

This study includes two types of analysis, quantitative and qualitative data obtained through various research instruments as used in this investigation (questionnaire, structured interview, and classroom observation). Therefore, the researcher tries to make general distinction between quantitative and qualitative types of data.

2.4.1 Quantitative Analysis

Quantitative data analysis favoured by fundamental sciences as mathematics, physics, all what is quantified and measured to have the possibility to give precise and testable data of large amounts of data. According to Aliaga and Gunderson (2002, ptd.in Muijs 2004:01) define quantitative research as "explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics)". According to them, quantitative data analysis refers to data recorded in numerical form, including larger sampling. Such type of statistical data is collected by questionnaire, interview where closed questioning techniques are included. It also involves the control and manipulation of statistical analysis.

The data in this analysis presents the results clearly when dealing with numbers and anything that is measurable like statistics, tables, and graphs in which things will be separated easily so that they can be counted and modelled statistically. It was used for the analysis of students' questionnaire and classroom observation.

The researcher in her analysis of students' questionnaire resulted both quantitative and qualitative data because the structure of the questionnaire involved close-ended questions where the respondents had the choice to select from a number of answers what correspond for them, and open-ended questions where they answer by illustrating within the free space given. Through the results obtained from the four rubrics of the observation grid, let the researcher to analyse this tool (classroom observation) qualitatively since it permitted to describe the subjects (English teacher and students' attitudes and knowledge), courses (cultural content), the contextual variable under study and the remarks taken from the attendance, also quantitatively because the researcher included some rubrics with quantify elements, especially the presence of the cultural aspects during the four courses and which ones are taught, the selection of teaching materials and activities provided in the course.

2.4.2 Qualitative Analysis

Qualitative data analysis is defined by Nunan (1991:20), as the positivistic notion that the basic function of research is to uncover facts, truths which are studied within a natural context and independent of the researcher. In this respect, qualitative research is concerned with description of the studied phenomena in naturalistic setting, to allow directional findings by explaining and analysing thoughts and feelings by open questioning techniques, for example, why do informants behave in such a way?, why do they think like that? In qualitative research, data are often collected by means of observation, interview, diary and log, tape and recording, and recorded in non-numerical form.

In this study, the data collected through the qualitative methods, was used for the analysis of interview, questionnaire and classroom observation based on interpretation, exploratory, descriptive, and discovery data. The researcher in her analysis of the teacher's interview revealed that the results were based on qualitative analysis where the interviewee was exposed to pre-planned questions (structured interview) which offered information and description about students' attitude and

knowledge, provided explanation about the cultural content and aspects of culture integrated in the course. The structured interview required some answers based on clarification and illustration in relation to students' attitude, knowledge and teaching materials toward the issue in question which reflected deep involvement from the interviewer who should take note, check the qualify data, and reaffirm the findings. In this respect, Weir and Roberts (1994:137) affirmed that:

A combination of data sources is likely to be necessary in most evaluations because often no one source can describe adequately such a diversity of features as is found in educational settings and because of the need for corroboration of findings by using data from these different sources collected by different methods and by different people (i.e. 'triangulation'). It is now widely held that multiple methods should be used in all investigations.

A mixture between qualitative and quantitative methods is useful to hold any type of research in social sciences, intended to find more consistent answers to the specific research questions, lead to additional and better results, in terms of clarification, rectification, and advance in research. They draw together all possible issues for the improvement of the work under study. It is higher to combine between them to refer to mixed-methods research because both types are complementary and enrich the current study

Research Instruments Design

Instruments	Definition	Advantages	Drawbacks
Questionnaire	<ul style="list-style-type: none"> -It is the most common instrument used for the collection of data, in written form. -It consists of open, close questions or open-closed questions. -It is easy to prepare and analyse. -It has aim at being entirely self explanatory. 	<ul style="list-style-type: none"> -It allows asking the same questions for a large sampling -Respondents have enough time to think about the answer in anonymous way and liberty, without influence. -It is to analyse and quantify the data -It is an introspective instrument (unobserved data can be gathered non-verbally). 	<ul style="list-style-type: none"> -It does not allow interaction between the researcher and the informants. - It may be completed in a rush. -There is difficulty of making questions clear, so the researcher usually translates the question. - There may be reluctance from the respondents' answers.

Interview	<ul style="list-style-type: none"> -Is is the elicitation of data by one person on discursive rather than statistical analysis. - Offers interaction between interviewer and interviewee. 	<ul style="list-style-type: none"> -It gathers in-depth information providing flexible and free space to answer. -It is an introspective research, the respondents are asked directly to tell what they think, or do verbally. - The responses can be clarified and developed through follow-up questions 	<ul style="list-style-type: none"> -It is time-consuming. -Asymmetrical. -There may be an influence of the interviewee by the interviewer and the responses may be different in terms of their verbal abilities.
Classroom observation	<ul style="list-style-type: none"> -It is considered as a major data tool in qualitative research. -It collects data with many contextual variables, it happens in the realistic setting. 	<ul style="list-style-type: none"> -It provides a real description of the instructional practices. - It focuses on the frequency with which specific attitudes occur in the classroom. -Allows the researcher to study the phenomena in naturalistic setting. 	<ul style="list-style-type: none"> - The observer may affect teacher and students' attitudes and behaviours because they are aware of the observation. - It fails to report students and teacher thinking processes.

Table 2.2: Advantages and Drawbacks of the Research Instruments Used.

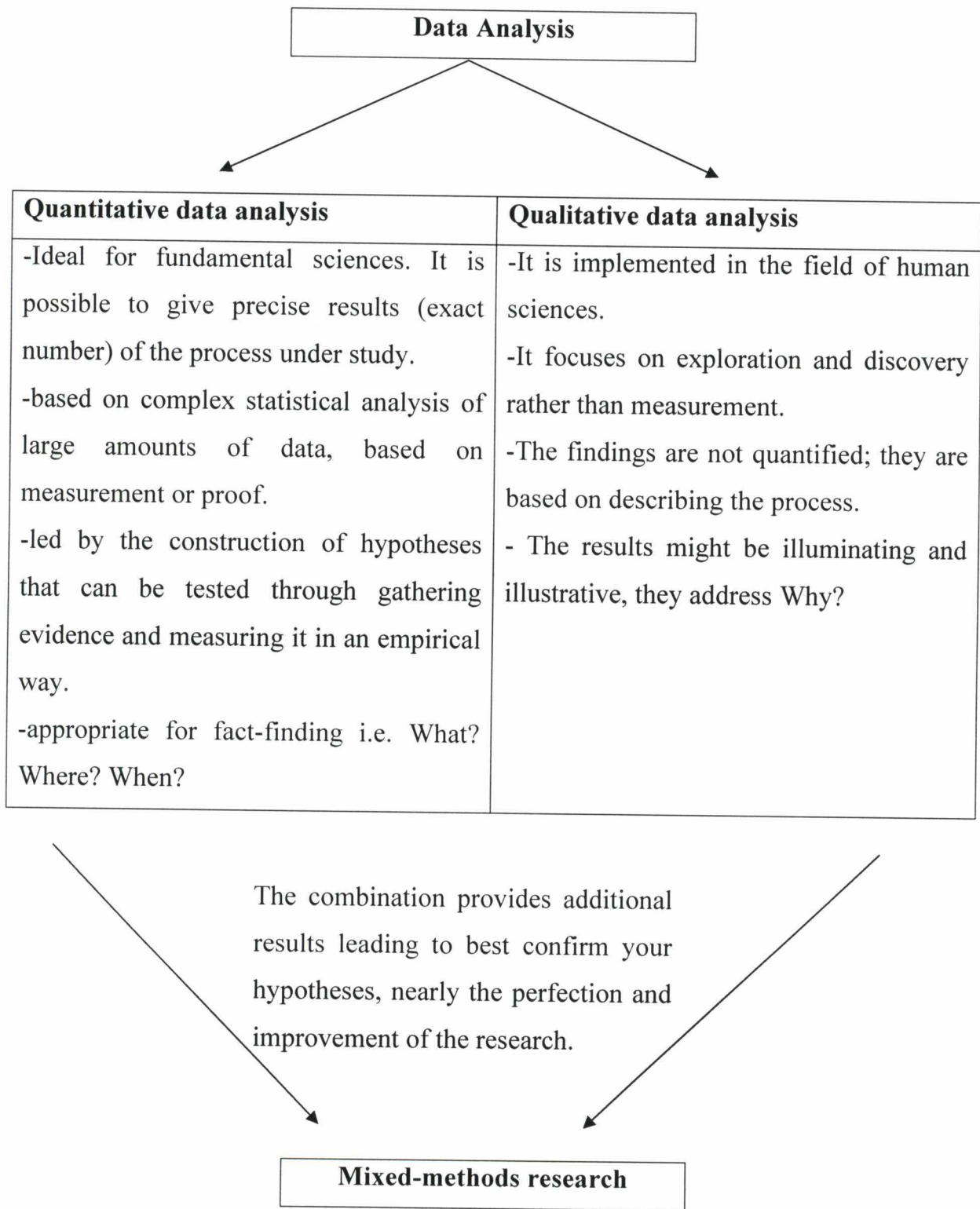


Table 2.3: The Combination between Qualitative and Quantitative Data Analysis.

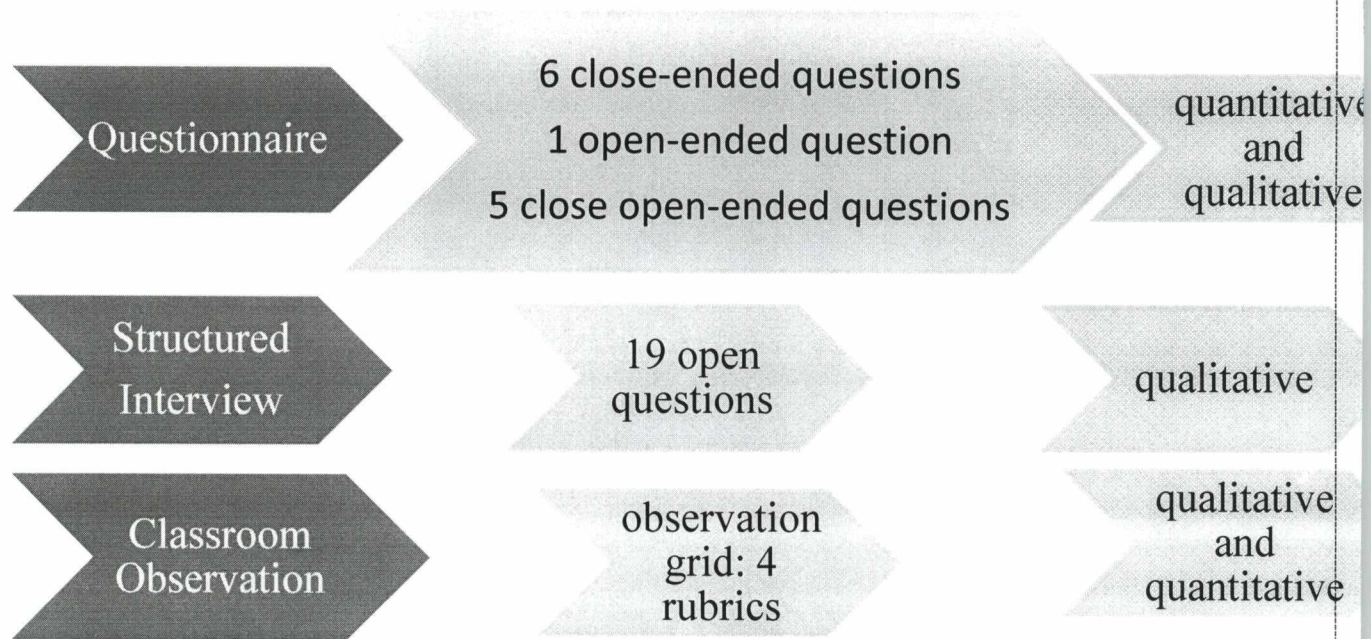
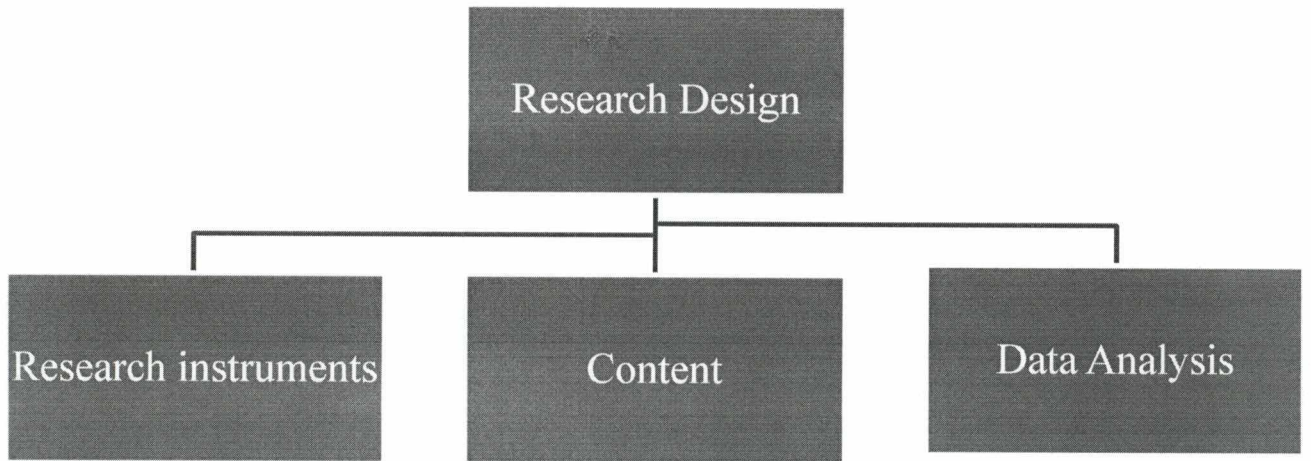


Figure 2.1: Research Design.

2.5 Conclusion

This chapter provided a description of the research design used in this investigation. Following the approach of triangulation used for the collection of data the researcher adopted three research instruments (questionnaire, interview, and classroom observation) which were defined and justified. The procedure of each instrument was described. This chapter tried also to explain the procedure of data analysis through a mixture of quantitative and qualitative analysis. The results of both classroom observation and questionnaire were analysed quantitatively and qualitatively, while the interview was analysed qualitatively.

The research is described as a case study research, dealing with twelve participants involved through questionnaire, learning English during the third and the fourth semester (2011/2012 academic year). Those students are enrolled in the Vocational Training Centre of Tlemcen in the field of tourism. This study covered the English teacher and the director of the institute through an interview.

Finally, these procedures of collection and analysis of data will be helpful in carrying out the third chapter dealing with the cultural needs identification and analysis of tourism students.

**CHAPTER THREE: CULTURAL NEEDS IDENTIFICATION AND
ANALYSIS OF TOURISM STUDENTS**

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3.1 Introduction

This chapter attempts to obtain empirical evidence for the research questions through the research tools used. It aims at identifying learners' cultural awareness in the field of tourism at the Vocational Training Centre of Tlemcen. This aim will be achieved thanks to the analysis of the collected data from a questionnaire as a self-report instrument given to tourism students, a structured interview addressed to their teacher of English. In addition, classroom observation to clearly define the teaching/learning situation and investigate the research hypotheses.

In this chapter, the data collected from the three research instruments will be analyzed and discussed. The students' questionnaire will be analyzed and explained in the form of tables, and then the results will be discussed according to eleven questions. The structured interview will be analyzed through what the teacher of English reported on the cultural content of her courses, her students' knowledge and attitudes towards the target culture and awareness, the results will be discussed according to the description and the statements of information given. The last research instrument will be analyzed according to a classroom observation grid and the results will be discussed under four rubrics: presentation of the course cultural content, ways of integrating cultural aspects, and teacher-students cultural knowledge and attitudes.

At the end, this chapter will summarize the main results and discuss them into the four research hypotheses suggested in this study.

3.2 Analysis of Students' Questionnaire

This phase will be devoted to an analysis of eleven questions given to students of tourism; the results obtained will be discussed according to the four research questions put forward in this investigation.

3.2.1 The Results

To allow the researcher to have a clear description of the target situation and distinguish the cultural needs, lacks, and wants of tourism students whose objectives is to build effective communication with foreigners through an awareness of the target culture, the present section will present an out look of the statement and analysis of the data collected from the students' questionnaire.

The questionnaire was submitted to twelve students who were asked to answer freely eleven questions. Each question will be dealt with separately.

Question 1: Cultural Content of the English Course.

The data collected revealed that most students (10) have been acquainted with the culture of the English speaking countries in the course of their studies. Concerning which aspects they were taught (narrow, broad or both), the informants mentioned the following broad aspects: customs and habits, celebrations, food, languages, English names, music, and people's way of life as mentioned in (table 3.1).

Culture of broad definition	N° of sts
Customs and habits	7
English names	7
Languages	7
Food	6
Music	6
Celebrations	5
People' s way of life	5
Education: apologies	5
Making phone calls	5
Sports	4
Films	4
Currency	4
Weather	3
Famous persons	3
Cultural differences	2
Dress	2
Proverbs	2
Sculpture	1
Manners	1
Legend	1

Table 3.1: The Broad English Cultural Content Dealt with.

On the other hand, from the narrow aspects learnt of the English speaking countries' culture only one student selected architecture and the majority (9) students learnt history, six of them chose geography and religion, (see table 3.2).

Culture of narrow definition	N° of sts
History	9
Geography	6
Religion	6
Literature	5
Science	3
Politics	2
Economics	2
Architecture	1
Other suggestion	0

Table 3.2: The Narrow English Cultural Content Dealt with.

N° of sts: number of students.

Question 2: Cultural Aspects Related to the Field of Tourism.

Regarding the cultural aspects that have a close relationship with the field of tourism, eleven students selected customs, habits and festivals as the most appropriate aspects from the broad culture related to the field of tourism, six students linked people's way of life to their field, eight associated music, and seven spoke of food and languages, as shown in (table 3.3).

Culture of broad definition	N ^o of sts
Customs and habits	11
Celebrations	11
Music	8
Food	7
Languages	7
People's way of life	6
Currency	5
Cultural differences	5
Sports	4
Dress	4
Education: apologies	4
Legend	3
Sculpture	3
Famous persons	2
Proverbs	2
Weather	2
Making phone calls	1
Names	0
Manners	0
Films	0

Table 3.3: The Broad Aspects of Culture
Related to the Field of Tourism.

Regarding narrow culture, informants reported that geography, and history have a correlation with their field of study, and more than half of them opted for religion and architecture, see (table 3.4).

Culture of narrow definition	N° of sts
Geography	11
History	10
Religion	8
Architecture	7
Literature	3
Economics	2
Politics	1
Science	0

Table 3.4: The Narrow Aspects of Culture
Related to the Field of Tourism.

Question 3: Students' Concern and Interest in the English Speaking Countries' Culture.

Nearly all the informants (11) are interested in learning the target culture for mainly the same reason: to facilitate communication with foreigners since they will be guides for tourists and should be able to speak and interact with them. In addition, their work requires the use of the English language as a means of communication among different peoples in the world. Only one student showed his lack of interest in the target culture and expressed negative attitudes.

Question 4: Students' Enjoyment and Appreciation of World Cultures.

Most students (10) showed high enthusiasm to speak about their way of life because they were very proud of their own culture. On the other hand, the English-speaking countries' culture did not seem to attract many students, a minority of only two students were interested in speaking about the American as well as the British ways of life for curiosity and simply to compare between the Algerian culture and the English speaking countries' culture.

Students held that the Algerian culture is very wealthy with its traditions, customs, food, history, religion, music, habits, and ways of life, but they did not know how to transmit these aspects of the local culture while lacking knowledge of the English language and its culture. However, speaking about other cultures did not mean anything for the informants.

-Aspects of the Chosen Countries' Culture Students Want to Gain Knowledge about.

It appears that five to six students had a positive perception of the countries that receive a big number of visitors such as: Turkey, Morocco and Spain. However, only two students opted for America and England, see (table 3.5).

Positive reception of countries' culture	N° of sts
Turkey	6
Spain	5
Morocco	5
Algeria	4
Egypt	3
France	3
America	2
England	2
Palestine	2
Germany	1
Russia	1
Japan	1
Poland	0
Switzerland	0

Table 3.5: Students' Preference of World Cultures

From the broad cultural aspects all students like to know more about people's way of life, celebrations, customs and habits, then six wanted to learn about languages, music, and cultural differences, see (table 3.6).

Culture of broad definition	N° of sts
People's way of life	12
Customs and habits	10
Celebrations	8
Food	7
Legend	7
Education: apologies	7
Music	6
Cultural differences	6
Languages	6
Dress	4
Proverbs	4
Currency	4
Films	3
Famous persons	3
Manner	2
Sports	1
Weather	1
Making phone calls	1
Sculpture	0
Names	0

Table 3.6: Students' interest in the broad aspects of the chosen countries' culture.

Concerning the narrow cultural aspects, students wanted to gain knowledge of the chosen countries' history, religion and architecture first and geography, see (table 3.7).

Culture of narrow definition	N° of sts
History	11
Religion	8
Architecture	7
Geography	6
Literature	5
Science	5
Economics	3
Politics	2
Other : technology(Japan)	1

Table 3.7: students' interest in the narrow aspects of the chosen countries' culture.

Question 5: Students' Awareness of world Cultures.

Six students answered having some knowledge of the British culture, only four opted for the American culture, while few of them have some knowledge of the French, German, and Egyptian cultures.

Question 6: Students Like to Speak about the English-Speaking Countries' Culture and Own Culture.

Eight Students like to speak about the American way of life and think that Americans are more developed than us in almost all fields, while four students reveal that there is no concrete reason that leads them to speak about American way of life since it is totally different from the Algerian way of life.

Then concerning British way of life seven students would like to speak about it because they want to know other differences, but five students revealed that they did

not have enough knowledge to speak about British way of life, since they did not study it.

When speaking about the Algerian way of life, all students revealed that it was easy as they had the knowledge of their culture and it is something natural to speak about it.

Question 7: Similarities and Differences among the World Cultures.

The data revealed that six students can not make a comparison between different cultures; according to them this is due to lack of knowledge as an important reason for their failure. While the six others compare between world cultures for many reasons: for judgment, contrast of way of life, religion, art, food, etc., or contrast of science, technology, and architecture. This comparison leads to build discussions and conversations with their teachers, colleagues, and people in different workplaces.

Question 8: The Reasons for Unsuccessful Communication.

Nine students considered cultural differences, lack of contact with foreigners and teachers' weakness in the target culture as the main causes for their failure in communication. The remaining two students gave two additional reasons: being afraid of losing one's own identity and lack of interest in foreign culture.

On the other hand, seven students agree that misunderstanding of culture is due to lack of materials (internet, textbooks, videos, records) and five claim about the ignorance of the target culture in addition to the course cultural content irrelevant to the field of tourism, see (table 3.8).

Reasons for Misunderstanding of Culture	N° of sts
a- Big cultural difference	9
b- Not enough contact with foreigners	9
c- Teachers' weakness in the target culture	8
d- Lack of materials	7
e- Aspects of culture taught not linked with the field of tourism	5
f- Ignorance of the target culture	5
g- Big cultural differences lack of interest	4
h- Being afraid of losing your own identity	1
I- Not knowing its importance	1

Table 3.8: Reasons for misunderstanding culture leading to unsuccessful communication.

Question 9: Techniques and activities Incorporating Culture in the Lesson.

Students chose materials helpful to integrate the target culture in the field of tourism. Seven students opted for reading materials: guidebooks, novels, magazines, historical, and geographical books, and six for textbooks.

Materials Incorporating Culture	N° of sts
Reading materials such as: historical and geographical books, guidebooks, magazine, and novels.	7
Textbooks	6

Table 3.9: Teaching materials to incorporate culture.

The most important multimedia techniques students mentioned are: internet, TV, and newspaper see (table3.10).

Multimedia techniques	N° of sts
Internet	11
TV	10
Newspaper	8
Guest speakers	4
Songs	3
Video	3
Cards	2
Other: travelling	1

Table 3.10: Multimedia techniques incorporating culture in the lesson.

Concerning the appropriate activities to incorporate culture in the field of tourism, students chose: discussion, surveys, stories, group work and songs, see (table 3.11).

Activities	N° of sts
Discussion	7
Surveys	7
Stories	7
Group work	5
Songs	5
Quizzes	3
Prediction	2
Role play	2

Table 3.11: activities incorporating culture in the lesson.

Question 10: Students' Attitude toward Ignorance of One's Own Culture.

Ten students reported that it is a shame to be ignorant of one's own culture and to which he/she shows respect, admiration and value. Only two students revealed that because of lack of teaching materials in schools and weak educational programmes some people may be ignorant of their own culture.

Question 11: Students' Suggestions of the Ignorance about the Target Culture.

The informants proposed some useful techniques to learn about other cultures like reading books, guidebook, novels, newspapers, making surveys, watching TV, using the internet and as those respondents are enrolled in the field of tourism they recommend travelling and participating in organized trips.

3.2.2 Discussion of the Results

The questionnaire was designed for tourism students to identify their cultural knowledge of the English-speaking countries as well as their attitudes vis-à-vis cultural differences between their culture and the target one. It also sought to identify students' needs looking at the course content, and the teaching materials. In their answers the informants revealed that they received in the course of their studies some information about the English-speaking countries' culture whether narrow or broad. However, their lack of interest and ignorance of the target culture led some to fail to retain information of the cultural aspects of the English-speaking countries.

Most students agreed on the same cultural aspects linked to the field of tourism; from the broad culture students selected: customs, habits, celebration, related music and people's way of life. While from the narrow culture students associated geography, history and religion to the field of tourism. These cultural aspects may help

them to learn more about their culture and to know other cultures to facilitate communication with foreign tourists.

From the informants' answers, it seems that students are eager to learn cultural aspects of other countries and have positive attitudes towards the world cultures. They also revealed that they wanted to gain knowledge about the English-speaking countries' culture, since this would help them to improve and achieve better communication in their future work.

Students' responses about the teaching materials incorporating the target culture revealed that including reading materials and providing textbooks in the field of tourism would help them know more about the target culture. On the other hand, the best multimedia techniques considered to incorporate the target culture in the lesson are: internet and TV. Then students believed that activities such as: discussion and surveys were helpful and useful to gain knowledge of other countries' culture.

To sum up, informant students are aware of their needs in the field of tourism starting from the cultural content of their lessons and moving to the techniques and tools used. Students want to gain information about the English speaking countries' culture to improve their communication namely with foreign tourists.

3.3 Analysis of Teacher Structured Interview

After dealing with the first research instrument (the questionnaire), the researcher opted for another one, the structured interview, designed for the English teacher at the centre.

3.3.1 The Results

The researcher aimed to know more about the learners' cultural needs; she therefore interviewed their teacher of English. The following section will deal with the analysis of the data collected from the teacher's structured interview consisting of 19 questions.

Question 1: Do you teach the culture of the English speaking countries?

The teacher answered positively. She stated that it was important for students in the field of tourism to communicate with foreign tourists and to this end knowing the English speaking countries' culture was crucial.

Question 2: Are the cultural elements relevant to the field of tourism?

The teacher answered positively.

Question 3: What are the topics included that suit tourism students?

The teacher selected some aspects of broad and narrow culture that suit tourism students such as: customs, festivals, history, geography, phone calls, habits and people's way of life.

Question 4: Have you been taught things about the culture of other countries?

Her answer was negative; she explained that she hasn't been taught about the culture of other countries.

Question 5: Do your students have enough knowledge of the local culture?

She answered that her students have some knowledge of the local culture.

Question 6: Do they have some knowledge of the target culture?

She replied that students lack the knowledge of the target culture.

Question 7: What aspects of the foreign culture do your students prefer to learn?

The English teacher selected different aspects of culture that her students preferred to learn. From the broad aspects she mentioned: customs, festival, food, sports, music, cultural differences, phone calls, manner, dress, language, habit and people's way of life, and from the narrow aspects she listed: history, literature, geography, religion and drama.

Question 8: Are your students interested in gaining knowledge about the English speaking countries culture?

The teacher explained that her students were interested in gaining knowledge about the English speaking countries' culture because it will help them in their work.

Question 9: Do your students make comparison between their culture and foreign ones?

She claimed that students were not interested in making comparison between the local culture and the foreign ones.

Question 10: Which culture do you feel your students are at ease with and which one are they bored with and uninterested in?

She stated that her students felt involvedness and found difficulty to speak about other cultures since they do not have enough knowledge that let them to be at ease except their own one.

Question 11: How many of your students are interested in learning about the English speaking countries' culture (s)?

She replied that some of them were interested in learning about the English speaking countries culture.

Question 12: Which attitudes have you noticed from the part of your students when learning about the cultural side of the English speaking countries and comparing it with the local culture?

She claimed that not all the students were interested but only some of them paid more attention and tried to compare with other cultures.

Question 13: What are the reasons that lead to the misunderstanding of culture among students?

According to her, this misunderstanding of culture is due to their lack of awareness of the target culture since they don't give as much importance to culture as to language learning.

Question 14: Do your teaching materials include English speaking countries' culture?

She explained that there were no textbooks designed for tourism students. Therefore, the teaching materials are provided by teachers. The only aspects of culture taught are how to greet foreign tourists, politeness form.

Question 15: What are the activities you use to integrate the foreign cultural aspects in you teaching?

She used texts and dialogues followed by comprehension questions, but they were not sufficient for those learners. She added that the oral practice was difficult to tackle since tourism students had very low proficiency level in English.

Question 16: What useful techniques do you suggest to make learners aware of the target language culture?

The most useful techniques revealed by the teacher were using dialogues for greeting, reception, textbooks including the English speaking countries' culture which tourism students need in their professional life.

Question 17: What sort of challenges are there in teaching the foreign language culture and incorporating it in the tourism classroom curriculum?

The teacher found that the big cultural differences in religion, traditions, customs, and people's way of life were some of the challenges to incorporate in the tourism classroom curriculum to make students aware of cultural diversity between countries.

Question 18: How can you help students to be conscious of the target culture?

She stated that generally students were not interested in written documents; they need more oral practice by using materials such as: video cassettes, pictures, maps, internet, and other information sources.

Question 19: According to you, what do tourism students need in their syllabus, to communicate effectively with foreign tourists in the target situation?

The teacher claimed that students of tourism need in their syllabus design some teaching materials helpful in order to communicate effectively with foreign tourists such as: textbooks, internet, readings, magazines and listening to English songs; these sort of materials help to include some aspects of the target culture: history, monuments, arts, geography for describing places needed in their work.

3.3.2 Discussion of the Results

The interview designed for the English teacher of tourism students was aimed to provide further information on the cultural aspects integrated in the content of the course as well as the connection between the broad and narrow aspects of culture in their field of study. In sum, to verify the four research hypotheses stated in this study.

When asked about the cultural content of the course, the EFL teacher was convinced that the elements taught were appropriate to the field of tourism. Her answers revealed that students in the field of tourism are requested to learn the language and its culture used to communicate with foreigners. She also agreed that the culture integrated was relevant and appropriate to the field of tourism, it included some broad cultural aspects such as: customs and habit, celebrations, food, manners, languages, people's way of life, currency, making phone calls, cultural differences, education, dress and narrow ones such as: history, literature, geography, and religion.

From the teacher answers about the knowledge of both the local and the target culture, it appears that tourism students have some knowledge of the target culture since they are able to compare between their culture and the culture of the English speaking countries during the course. However, and as revealed by the informants, their knowledge of the target culture is insufficient.

The teacher remarked that most tourism students are interested in gaining knowledge of the English speaking countries and explained that the more they know about the culture of the foreign countries (American, British, French...etc) the more they become aware of and able to face different situations with different persons in the target situation. The teacher observed that tourism students preferred to learn some aspects which have a close relationship with the field of tourism e.g. celebrations, customs, habits, food, people 's ways of life as stated before in addition to famous persons, music and drama that are considered for pleasure.

Regarding teaching materials, the teacher revealed that there were some teaching resources such as: texts, textbooks which implement the culture during the course but they are not sufficient. Thus, the teacher suggested some suitable materials such as: texts and dialogues followed by comprehension questions to answer and open a debate, sometimes using pictures and maps followed by oral practice.

The teacher believed that the most appropriate activity were dialogues to facilitate communication, learn the speaking functions through: how to apologize, request, agree and disagree, interrupt, give your opinion ...etc. she believed that the choice of such an activity is the most useful to teach the language and the culture.

The results also reveal that misunderstanding of culture is due to students' lack of interest in the topic itself or simply in some aspects of the target culture such as religion, celebrations, people's ways of life, and food, and unawareness of both the language used in their professional life and its culture. Thus, the teacher proposed some teaching materials such as video cassettes, pictures, internet, songs, maps...etc. focusing more on the oral practice so as to make students of tourism interested and aware of the target culture.

The teacher gave interesting suggestions concerning the programme designed for tourism students to communicate effectively with foreign tourists in the target situation. Students like to deal with cultural topics relevant to the field of tourism for example giving the choice of subjects such as monuments, art, history, architecture, how to welcome foreigners, how to book, ask questions, how to describe places...etc.

Finally, the teacher concludes that although students are active in their studies and show a positive attitude towards learning the target culture, there is much to say about lack of teaching materials, knowledge of the target culture which represents a barrier to their communication with foreigners.

3.4 Analysis of Classroom Observation

The third research instrument involved in this investigation is classroom observation which was designed to help the researcher to gather information missing from the other instruments. To obtain conventional research, triangulation of data is needed. Thus, classroom observation is going to complete this function.

This section is devoted to the results obtained from the analysis of classroom observation through the four rubrics: cultural content presentation, ways of integrating cultural aspects, teacher-students knowledge and attitudes, and discussion of the cultural content, then, to discussion of the results.

3.4.1 The Results

After classroom observation, the investigator analyzed each rubric separately. However, after the first attendance it was noticed that no cultural content was observed or even talked about, be it foreign or native. Thus, the investigator carried on her observation sessions aiming to find out more about the subject under investigation following the four rubrics drawn in classroom observation grid.

- Cultural Content Presentation:

The result of what has been observed from this situation is that the teacher did not present enough cultural elements (either broad or narrow ones) for students of tourism during the four sessions observed. There was no integration of culture be it culture-general learning (universal, cross-cultural phenomena) or culture-specific learning (particular culture, including its culture). On the other hand, the English language was used only by the English teacher and because of students' low level more French and Arabic were used.

The content of the course included neither the target culture (British, American, or world cultures) nor the native; therefore, there were no differences and similarities raised of world cultures between the students. The topics were irrelevant to the field of tourism

- Ways of Integrating Cultural Aspects:

In the second rubric, the investigator tried to detect some teaching materials included in the course, however, there were no materials used. The activities mentioned in the grid were not used such as: quizzes, action logs, research, and prediction. The information sources (internet, video, TV, songs, newspapers, fieldwork, surveys, anecdote, and guest speakers) that help a lot in providing students with cultural content that suit their needs in the field of tourism were not provided. The cited ways of presenting the cultural points were not used by the teacher including: similarities, differences; historical, modern; city life, country life. In addition the teacher did not ask students to prepare any research including some cultural aspects for the next lectures.

- Teacher-Students Knowledge of and Attitudes toward the Target Culture:

The investigator tried to detect some of the elements included in this rubric, but it was difficult since the cultural content was not integrated; thus, teacher knowledge

of the target culture or the world culture was not observed in the four sessions, since she provided lessons only on grammar, vocabulary, punctuation, and phonetics. The researcher noticed that teacher raised students' interest in the course but not in cultural topics.

On the other hand, students' interest, retention and awareness of the target culture were not observed. Students did not compare their culture with the target culture. It was observed that some students lacked interest in the English course but nothing toward the target culture since no cultural topics were integrated in the course. Also, their attitudes regarding cultural differences were not observed.

- Discussion of the Cultural Content:

In this rubric, the investigator tried to see students' motivation when discussing about the target culture, problems facing in fostering the bridge between native and the target culture, teacher and students' interaction about the target culture, teacher connection between the cultural components and the field of tourism, and students' understanding of the target culture. These elements were not observed during the sessions.

Therefore, at the end of the sessions the investigator tried to ask other questions directly to the teacher about missing the cultural content of the course. The instructor replied that students' English proficiency level was very low but it was not the only reason that the course content did not include cultural topics relevant to the field of tourism, the fact was that the institute did not administer or manage to set the syllabus design of English in the field of tourism.

3.4.2 Discussion of the Results

Classroom observation allowed the investigator to conclude that neither the native culture nor the English speaking countries' culture were included in the course syllabus of tourism students. As a result, students' knowledge and attitudes towards the target culture were not observed during the four sessions.

Another important element was observed: although the course content included grammar, phonetics, punctuation, prepositions and was not adequate with the field of tourism, only one student who had the 'licence' degree in English seemed to be aware of the English speaking countries culture. This was observed in his answers to the questions and the examples given since he was very acknowledged about other cultures during the years spent at the university. The different modules integrated during the four years included aspects of culture be it culture of broad definition (customs and habit, way of life, celebrations, education, English names, legend, currency, proverbs, cultural differences, pronunciation, accent, food, dress...) or culture of narrow definition (history, geography, religion, literature, civilization...). These aspects of culture were integrated during the lessons of American/British/African literature or civilization and also in reading comprehension, oral expression, written expression, and grammar.

For the last element to be observed, the situation of learning at the vocational training centre of Tlemcen was not adequate because of the content of the course and lack of teaching materials. Nowadays, science and technology are seen as the most used and helpful for developing the teaching/learning process, so neither multimedia techniques such Internet, videos..., nor traditional materials such as textbooks, reading materials... were included. Therefore, this lack may demotivate students. As a result, raising cultural awareness of tourism students needs more than altering the syllabus. It needs new teaching materials which provide cultural content, raise students' knowledge, interest, motivation toward the target culture and help students to communicate in workplace.

3.5 Discussion and Interpretation of the Main Results

The results obtained from the data analysis through the use of three research instruments: a questionnaire designed for tourism students, a structured interview designed for their English teacher, and a classroom observation designed for the teaching and learning situations were analyzed quantitatively and qualitatively. A triangulation of the data was used to cross-check the results in order to have more reliable findings. This study tried to identify whether the target culture was included in the English course content of tourism students. Moreover, it tried to check tourism learners' knowledge of and attitude towards the target culture

Regarding the first research hypothesis which stipulates that cultural content is rarely included in the syllabus designed for tourism students, the results obtained from the teacher's interview was not adequate with the results obtained from classroom observation. The English teacher stated that cultural elements were included in their curriculum such as: history, literature, geography, and religion from the narrow ones, and selected celebrations, people's way of life, food, customs and habits, from the broad ones and she added that these topics suited tourism students incorporating the cultural aspects appropriate to their studies and future work. On the other hand, the results obtained from the observation of the class revealed that the cultural content was missing and what was taught was not related to the field of tourism. In addition, tourism students' questionnaire revealed that 10 students received the culture of the English speaking countries out of the Vocational Training Centre of Tlemcen. Therefore, no cultural content was integrated in the English course. These results seem to confirm the first research hypothesis.

Regarding the second research hypothesis which puts forward that the majority of subject students have a negative attitude towards the target language culture being afraid of losing their own identity, the researcher found that most students of tourism were interested in learning the culture of the English speaking countries. The teacher on the other hand, claimed that students were eager to learn other cultures because they needed to interact in English and were aware of the importance of knowing the

English speaking countries' culture to facilitate communication with foreign tourists. Yet, students showed reluctance toward learning about the target culture from the observation of the classroom; this was clearly due to the content of the course which was not very attractive or as revealed by the questionnaire to some reasons led them to develop negative attitudes to learn English such as teachers' weakness in the target culture, lack of materials (internet, textbooks, video, newspapers...), and lack of contact with foreigners. Therefore, the second research hypothesis is partly confirmed since students showed negative attitude toward learning about the target culture not because of being afraid of losing their own identity but because of lack of adequate teacher preparation and teaching materials.

Concerning the third research hypothesis assuming that students lack knowledge of the English speaking countries' culture, the classroom observation allowed the researcher to notice that students of tourism possess some knowledge of the target culture but did not have the opportunity to show it during the lessons. There were little or even no cultural aspects taught relevant to the field of tourism such as history, geography, art, celebrations, traditions, people's way of life...etc, so few students were motivated to gain knowledge. It seemed that the students lack the knowledge of the target culture, since no interaction in this sense with their teacher was observed. In addition, the teacher explained that most students did not have enough knowledge of the English speaking countries' culture. On the other hand, from the questionnaire students of tourism believe that they have this knowledge but it was clear from their answers that it was limited to some areas. Thus, the results obtained show that the students have a limited knowledge of the target culture which leads the investigator to confirm the third research hypothesis.

The findings related to the fourth research hypothesis revealed that the teaching situation was not favorable to learn because of lack of teaching materials as internet, videos, cassettes, watching TV, English songs... that are helpful to motivate students, make them aware of the target culture so as to increase their knowledge and to allow the English teacher to integrate the cultural content in the course of tourism and provide lessons related to the field. The teacher, in her answers, stated that if there were some teaching materials available, the course content would be more interesting and motivating and the students would have enough knowledge to interact effectively with foreign tourists, and more motivated to learn. Students of tourism also complained about the lack of materials that may help them to communicate effectively using the target culture. As a result, the investigator confirmed the fourth research hypothesis which puts forwards that raising students' cultural awareness comes gradually by developing a teaching programme in which language and culture are interrelated and must have the same level of importance.

In sum, there were some differences recorded in the results, obtained from teacher answers, students' questionnaire and the observation of the classroom. These may be due to the influence of the interviewer on the interviewee, or the students wanting to please the researcher. Yet, triangulation of results allowed verification and drawing of final conclusion.

3.6 CONCLUSION

This chapter provided interesting findings through data analysis. The results were drawn from three data collection instruments: the students' questionnaire, the teacher's structured interview, and classroom observation. Responses and observations helped to reach some objectives in this investigation in terms of students' cultural needs (lacks, wants, and necessities), attitudes, knowledge of the target culture, and the available teaching materials used in the English course.

It has been noticed that students lack awareness of the target culture although they have positive attitudes. The English teacher believed that there were some cultural elements and teaching materials integrated in the designed course; however this was different from what was observed.

Therefore, this chapter promotes an understanding and clear identification of tourism students' needs enrolled at the Vocational Training Centre of Tlemcen, as a result this helped the investigator to design the suitable materials which fit students' cultural needs and a syllabus including cultural content related to the field of tourism. The following chapter is going to provide some pedagogical recommendations.

In sum, there were some differences arising from the results, about teacher answers and the observation of the classroom concerning all the elements included in this thesis: cultural content, knowledge and students attitudes.

CHAPTER FOUR: SUGGESTIONS AND RECOMMENDATIONS

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4.1 Introduction

This chapter tries to describe the possible suggestions that raise cultural awareness of tourism students learning English for communicative purposes. To achieve this objective students need to enrich their knowledge of the target culture while learning the target language by including cultural components lacking and useful in the field of tourism. The researcher proposes some teaching materials to satisfy the cultural needs better, including textbooks, using portfolio, dialogues... to provide students with both competencies, linguistic and cultural competence. To achieve effective communication and social interaction with foreign tourists, another important point to be raised is to create learners' motivation as an extremely powerful tool, used to achieve better results.

4.2 Ways of Integrating Cultural Content in the English Course for Tourism

The findings revealed that the cultural content is rarely included in the English course for students of tourism. In this respect, researcher tries to find some ways to make the target culture of great necessity by integrating it within language learning by using different means to achieve the aim.

4.2.1 Learning Target Culture

The primary goal of teaching narrow culture is to encompass people's traditions, customs, beliefs, behaviour, and values, whereas teaching broad culture focuses on the study of the art, literature, music, history, and civilization of people through literary texts. In fact the issue is no longer related to narrow versus broad culture, but on the method of learning rather than through memorization of facts.

Therefore, teachers should avoid presenting target culture through a series of facts to be memorized. More importantly, the process of teaching target culture should

focus on helping students understand and appreciate the target culture so that they feel comfortable to interact with native speakers.

In addition to these considerations, there is the process of learning target culture, according to Crawford-Langue and Lange (1984) target culture should be learned as a process that cannot be separated from language acquisition itself. They point out that this integrative process “operates in both the cognitive and affective domains of general educational objectives” (155).

- The Cognitive Domain: as defined by Bloom et al. (1956), consists of six components: knowledge, comprehension, application, analysis, synthesis, and evaluation.
- The Affective Domain: involves attitudes; that is, the motivation to receive and respond to the situation.

Both cognitive and affective domains facilitate the learning process and help learners gain the information in a meaningful way.

In spite of many efforts and contributions from previous researchers, the need for a systematic and consistent approach to teaching culture is still unmet. Then, how can teacher evaluate cultural knowledge and awareness of the learners? Thus, construction of a portfolio may be an appropriate way to develop in foreign language students’ knowledge, understanding, and awareness of target cultures.

4.2.2 Cultural Project to Be Practiced into the Classroom

In an attempt to help language teachers tackle cultural aspects in the language classroom, this study proposes a cultural project to be implemented for building learners’ communicative competence in the target language. The project is organized around three main stages: explanation, collection and implementation, which are described as follow:

A-Explanation:

The teacher explains the concept of intercultural competence to make students aware of the importance of paying attention to the culture of the target language. Once the concept has been introduced, learners are asked to explore the culture of the target language, at the same time they are presented with a list of key areas that offer the possibility for developing intercultural competence, including family, education, power, politics, religions, sports, customs.etc. The choice of topics follows Duffy and Mayes' (2001) project on how best to explore another culture. Another point to focus on is to attract learners to the content of the topics, for example, Cain (1990) developed the five-word technique, this is means, that learners are requested to note down five words they think are in relation to each topic presented by the teacher and then learners' individual lists are discussed at length. This work is a simple way to make learners activate their cultural background knowledge on the topics.

B-Collection:

In this step, learners are requested to gather material outside the classroom in relation to the cultural topics they have already seen in the first stage of the collection. Therefore, learners have to collect material from a variety of sources including: newspapers, photo-documentaries, pictures, video or DVD scenes, recorded material like interviews with native speakers, the good thing of this activity is that learners' cultural awareness is further increased since they spontaneously ask themselves what is culturally representative of the given topic.

C-Implementation:

In this stage, learners work with a variety of activities including the use of the four skills (listening, speaking, reading and writing) in order to develop their overall communicative competence, and promote their cross-cultural awareness and understanding in the target culture.

Listening skill	Activities such as video-taped cultural dialogues, audio- or video-taped cultural misunderstandings and taped-recorded interviews with native speakers, songs, jokes, interview.etc. Could promote listening skills with a special emphasis on the intercultural competence.
Speaking skills	Activity formats such as face-to-face tandem learning, making up questions to a native speaker or role-playing, among others, may develop speaking skills with a particular emphasis on the intercultural component.
Reading skills	A variety of activities may be used in the language class to develop reading skills with a focus on the intercultural component, such as: critical reading, cultural bump; activities that focus on written genres or cultural extensive reading.atc.
Writing skill	Activities including tandem e-mail learning, designing stories and essays including similarities and differences among cultures.etc. may develop writing skills with a particular emphasis on the intercultural component.

Table 4.1: Integration of Culture through the Four Language Skills

4.2.3 Creating Cultural Texture

Teaching culture is considered important by most teachers but it has remained “insubstantial and sporadic in most language classrooms” (Omaggio, 1993, p.357).

On one hand, Omaggio gives several reasons for this including lack of time, uncertainty about which aspects of culture to teach, and lack of practical techniques. In this phase the investigator will present a range of practical techniques needed for tourism students, seen as to be successful in culture-based course and some tips that can help to make the teaching of culture a better experience for both the English teacher and students.

Oxford (1994) has used the term 'cultural texture' to describe the many aspects of culture needed to teach students. To achieve this texture, we need to vary three different parameters on the other hand.

1- Information sources:

Is based on providing students of tourism with different kinds of cultural information, it includes some possible sources for teaching culture such as: videos, readings, newspapers, stories, internet, literature, surveys, and guest speakers, from which students can gain and increase their cultural knowledge.

2- Activity-types:

They are also labelled 'additional activities' which attempt to teach culture based on some preparatory activities before proceeding to discussion. These are some of them:

-Quizzes: test the cultural aspects that the teacher has previously taught, using true or false questions, choosing the odd one of the following items... These activities are useful in learning new information; students share their knowledge by introducing similarities and differences between cultures.

-Action logs: is a notebook used for written reflection on the activities done during course, it provides feedback on students' interest, difficulty, usefulness and motivation towards the course content, thus it helps the teacher to have an idea about students' attitude, knowledge of the target culture and ameliorate the course content.

-Noticing: it engages students to observe and pick particular aspects of culture through watching TV or Videos, then, comparing with their own culture, for example, celebrations, tradition, dress, food, wedding...it develops listening and speaking language skills.

-Research: the teacher uses this activity because it provides insightful results to students, seeks to supplement them with cultural content of the world cultures, raise students' interest of other topics, enhance interaction and exchange of ideas.

3- Selling-points:

According to Oxford, creating cultural texture, teachers must represent different aspects of culture including the contrasted ones, and not to portray the culture as monolithic, i.e., students have to be aware of the differences that exist within societies either pleasant or unpleasant aspects of culture. He gave some contrast examples of 'selling points':

Attractive vs. shocking, historical vs. modern, dark aspect of culture vs. bright, stated beliefs vs. actual behaviour...

4.3 Teaching Materials Useful to Increase Students' Cultural Knowledge

The findings led the researcher to maintain that cultural knowledge may be developed by providing some teaching materials that facilitate the integration of cultural content within the English course in the Tourism classroom.

4.3.1 Use of Internet (Chat and GVC Experience)

Internet is considered as a useful and helpful instructional tool in and out of the ESP classrooms; it creates the opportunity to gain cultural knowledge through on-line chat rooms dealing with different people all over the world, provides intercultural exchanges, and improves students of tourism writing and speaking language skills.

In this respect, Oliva and Pollastrini (1995:552) defined the internet as "Computer network resources help students improve their language skills in a manner similar to full immersion or study abroad, but are based more heavily on written communication."

This study also emphasized on the importance of GVC experience, considered as a videoconference technology, define as a set of interactive telecommunication technology which allows two or more locations to see and hear each other at the same time via two-ways video and audio transmissions simultaneously. A videoconference system must have audio-visual equipment, this includes: Video input (video camera or

webcam), video output (computer monitor, television or projector), audio input (microphones), and audio output (usually loudspeakers associated with the display device or telephone). It needs, also a means of transmitting information between sites (analog or digital telephone network, and internet).

Videoconference offers new possibilities for students of tourism at the Vocational Training Centre of Tlemcen to connect with guest speakers where different topics relevant to the field of tourism are dealt with (tradition, religion, people way of life, politic, education, society, economic, music, geography, history...) which lead to create a cultural exchange between the speakers and increase their motivation. It is an interactive communication medium, since it enhances understanding, collaboration and builds relationships among the participants.

The benefits of using videoconference for students of tourism, makes face-to-face possible, provides educational opportunities for interactions, and allows students to create and form meaningful relationships with others who may be different from them. This helps students to have a greater opportunity to interact in front of the foreign tourists in their workplace.

4.3.2 Textbooks and Culture

Rechards (1993: 49) clearly articulates the more reflective, resource-based view of the use of textbooks:

“I see textbooks as sourcebooks rather than coursebooks. I see their role as facilitating teaching, rather than restricting it. However in order to be able to serve as sources for creative teaching, teachers need to develop skills in evaluating and adapting published materials.”

Using textbooks in ESP classrooms facilitate the teaching / learning processes, students' skills will be developed, and these texts provide students with enough cultural knowledge. Textbooks may help the teacher to well organize and present the course based on the cultural content that suits ESP students.

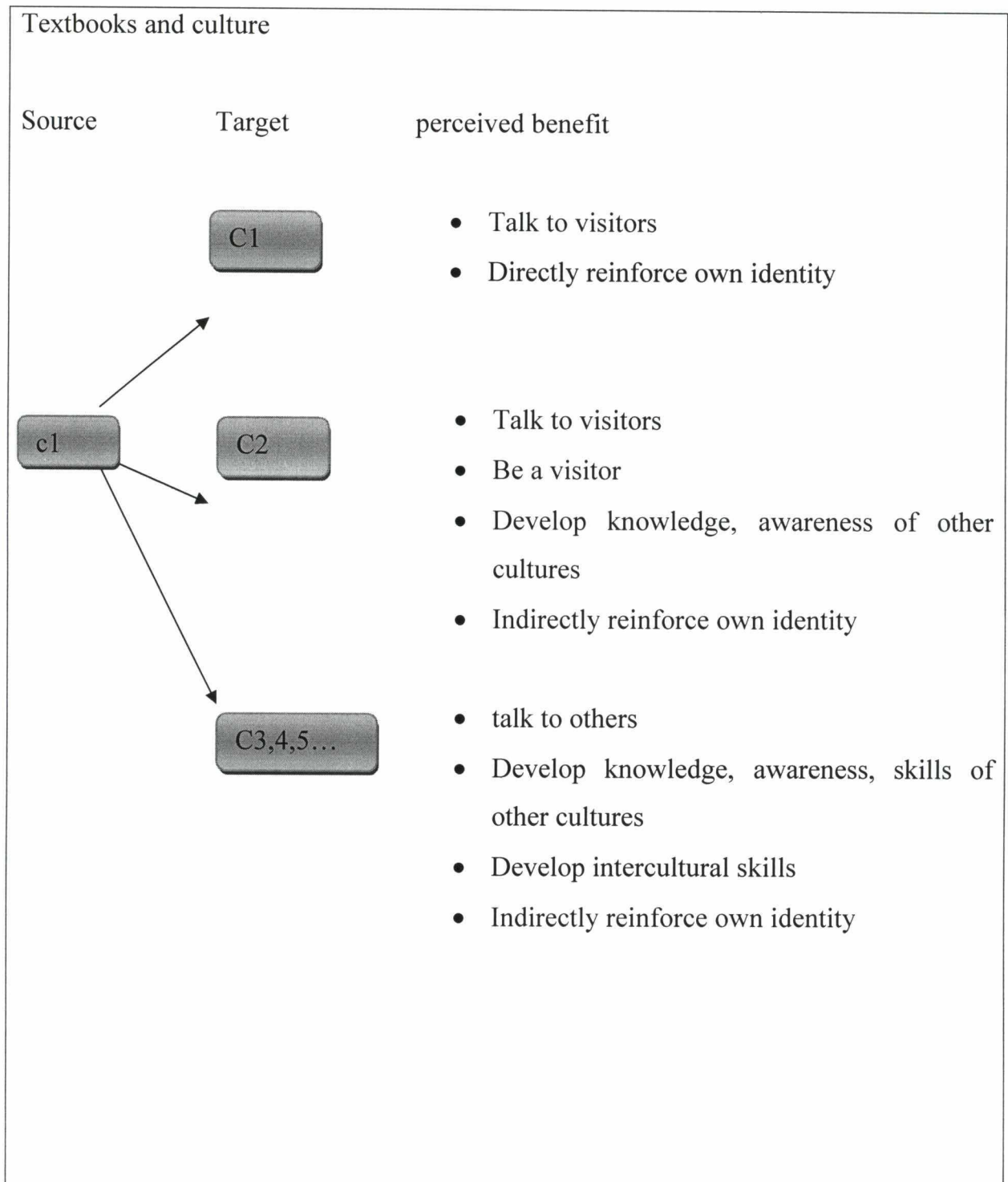


Figure 4.1: Textbooks and culture.

(Figure 4.1) shows three patterns in English textbooks reflecting cultures. C1 refers to learners' own culture, the source culture. C2 refers to a target culture where the target language is used as a first language (there may be many, of course, as with English). C3, 4, 5 refer to cultures that are neither a source culture nor a target culture; these are a variety of cultures in English or non-English-speaking countries around the world, using English as an international language. These may be termed international target cultures.

4.3.2.1 Textbooks Based on Source Cultures:

Most textbooks in Saudi Arabia, talk about professions, make Arabian coffee, or talk about going on pilgrimage to Mecca; they are predominantly Saudi Arabians performing culturally familiar activities in their own country with their own citizens in English. All the maps in the book are maps of the home country. In such textbooks, learners see members of their own culture, in their own context, who are not different from themselves, except that they all speak English.

There are reasons why it is the source culture that features so strongly in such textbooks; there is a need for learners to talk about their culture with visitors. A deeper reason is that such materials are usually designed to help students become aware of their own cultural identity. Thus, in many African countries it was important for ELT textbooks to reflect local cultures in postcolonial times. Both these aims are unlikely to be realized, however, unless teachers and students have a degree of reflection on the nature of culture, and have some idea of cultural contrasts (as well as cultural aspects likely to be held in common).

Regarding identity, there is an argument that until learners' first cultural identity is established, it may be harmful to learn about other cultures. In this view, it is acceptable for students to learn ESP but not for them to learn about English-speaking countries' cultures. This argument depends on the separability of language and culture, yet, as stated earlier, many scholars in the field (e.g., Byram, 1989) maintain that such separation is impossible (and undesirable) if communicative competence is the goal.

The paradox with the use of EFL materials containing largely source cultures is that, although the reason often given for their use is that this will help students to develop their own cultural identity, it effectively deprives the learners of realizing that identity. Since the materials mirror mainly their own culture, students have little opportunity to engage in intercultural negotiation with a text portraying another culture, and so they are unable to engage in a dialogue with the text to identify and confirm their own cultural identity, or to ascertain its similarities and differences with that of another cultural group.

Using dialogue help students to better communicate; however, if this dialogue is intended as a model of how to talk about local customs in the source culture, then it is not difficult to imagine that it could be a cause of some embarrassment if shared with others from the wider English-speaking world it means that, visitors to the country might receive unexpected explanations or be asked awkward questions.

There is resolution to this kind of paradox: the teacher can mediate the textbook in classroom interaction, indicating which aspects of the source culture would be interesting or problematic for target language speakers. Such compensatory action would, however, demand a measure of intercultural knowledge, skills, and awareness from the teacher.

4.3.2.2 Textbooks Based on the Target Culture:

There are a large number of EFL textbooks that focus on target cultures. Many conform closely to Risager's (1991) analysis, outlined earlier, and some deserve Brumfit's description of being "masses of rubbish that is skilfully marketed" (1980, p. 30). The type of texts provide information about the English-speaking countries culture, these textbooks has an enormous variety of cultural coverage, focusing on modern history and social, political, technological, religious, and artistic topics. Other texts give details of contemporary social, moral, or economic issues (e.g., child abuse). The text delineates aspects of such problems but do not provide solutions and students are asked to share their own opinions and concerns.

EFL textbooks include materials designed to promote awareness of race, gender and environmental issues. However, the text intended to establish cultural competence since the target culture focus is the United State or Great Britain thus, is the role of the teacher to encourage learners to work with the text by presenting information and comparing between topics including differences and similarities among cultures.

4.3.2.3 Textbooks Aimed at International Target Culture:

A third category of cultural content in EFL textbooks which is mainly the concern of the study, involves those books that include a wide variety of cultures set in English-speaking countries or in other countries where English is not a first or second language, but is used as an international language. The rationale for such international target cultures is that English is frequently used in international situations by speakers who do not speak it as a first language. These EFL textbooks focus on illustrating international target cultures as one world, including different cultures either native or non-native speakers of English around the world. The use of this category of textbook contain units focusing on British history, Australian geography, Spanish tourism, the Chinese New Year, a Canadian story, Greek mythology, Arab history and culture, French gastronomy and other topics. These are fragmented topics and each is restricted to a single unit there is no cultural thread to link the topics together.

Therefore, EFL textbooks based on an international target culture offer interesting cultural mirrors, allow both teachers and learners to compare between cultures, to be aware of the differences and similarities and this help the Learning of culture and the development of intercultural skills depend on large part on how the textbooks are used in the classroom, that is, on the quality of interaction between students, texts, and teachers. Beyond textbooks, what is required is a methodology of cultural learning. Thus, what appropriate methods are needed for teaching and learning culture in the EFL classroom that will facilitate a reflective use of the best available materials? And then, learners are able to communicate in English with an awareness of own as well as others cultures.

4.3.3 The Use of Authentic Materials:

Using authentic materials in the classroom with advanced learners was when given the task of designing an intensive reading course for students of tourism at the Vocational Training Centre of Tlemcen. The use of authentic materials gives students the ability to read and understand English texts by the end of the course.

Most students have a low level of English, thus, the initial approach is to use ESP textbooks that motivate students and provide them with cultural knowledge related to the field of tourism.

The use of materials downloaded from the internet also provides tasks designed to use different reading skills. The skills concentrated upon were extensive and intensive reading; skimming and scanning.

- Extensive reading: was good for larger texts that contained a lot of information.
- Intensive reading: was used to obtain an exact understanding of the text.
- Skimming and scanning: were used in the pre-reading activities, either for getting a general idea of the text or the main points (so as to activate the students' schemata) or finding a specific piece of information.

Authentic reading texts that were not simplified were then used and the approach later adopted was very similar to The Minimal Teaching Strategy (Allwright 1976) (this was a pure coincidence and discovered only after the courses had finished), with the use of task based activities, pair & group work (peer learning) and peer correction. The role of the teacher in the classroom was a very low profile one, with most of the work being done outside of the classroom. Most of the preparation involved looking for suitable material and designing tasks.

Once in the classroom after having set up the activity, very little to had to done which included monitoring, giving advice and any eventual feedback. The students were highly motivated and preferred working with the authentic material, finding it more interesting, more up to date than the textbooks as well as generally more stimulating. Whereas language control is necessary at lower levels, being advanced learners, their problem was neither lack of vocabulary nor control of the language but the fact that they could not use the same different types of reading skills when reading authentic texts as when reading in their L1. They all wanted to use a bottom-up approach and read intensively, word for word and very often translating.

The aim of the course as well as the use of authentic materials was to make the students aware of the reading skills that they use in their L1 as well as how to use these skills when reading in a foreign language.

4.3.4 The Use of Portfolio

Another important tool to provide cultural content and increase cultural knowledge of the students is the use of Portfolio. Therefore, the investigator presents some of the characteristics and benefits of using this type of assessment tool.

4.3.4.1 Definition of Portfolio

Portfolio is considered as an effective instruction and assessment tool for teaching and learning the target language. According to Resnick (1992) and Valencia et al. (1990), portfolios are defined as any project that represents collections of artifacts of the students' learning experiences assembled over time. Portfolio should contain written and oral assignments, also the students' self evaluation, and documentation of teacher's observation.

There are three distinguishing characteristics of the portfolio:

- Students' involvement.
- Evaluation and reflection of both the process and product of learning.
- Work collected overtime.

4.3.4.2 Using Portfolios to Develop Target Cultural Knowledge and Awareness of Students:

It is natural to feel that we do not have sufficient time to cover a variety of cultural aspects at the entry level of language classes. Foreign language teachers have long faced problems in choosing which aspects of culture to teach and how to measure what students have learned, and especially how to bridge the gap between learners' linguistic and cultural competence. The use of portfolios can be the solution to these dual problems of content selection and assessment.

Portfolios provide students with a practical and meaningful way to gain both language and cultural knowledge, and offer many advantages to students. They evoke learners' interest by allowing students to focus on cultural components that interest students most.

The portfolio method leads them to investigate a foreign culture individually and in greater depth than they would be able to do in a normal teacher-centred classroom context.

Selecting, planning, organizing, and producing a portfolio involves higher-order cognition as well as the four basic language skills (Moore 1994).

Thus, portfolio can serve several purposes simultaneously, for instance, students may choose specific topics of their interest such as: history and geography of Tlemcen, traditions (festival, andalus music, Hayek, weddings), art (monuments, sculpture). The students then searches for the information, reads and organizes the materials, and write essays for each chosen aspect. The students share the information about the topic with the class through oral presentations. Students ask questions, share their opinions, and make comments about the topic during oral presentations. Finally, the student complies and self-evaluates the portfolio through the questionnaire provided by the instructor.

In brief, compiling a portfolio is learner-centred. The student is free to choose the topic. The students employ higher-order cognition as well as a combination of other language skills. Several things need to be kept in mind when using portfolios in the language class for students of tourism at the Vocational Training Centre of Tlemcen. Students' prior cultural knowledge needs to be measured in order to identify their strengths and weaknesses. Portfolios should be used as a required part of the course. Also the definition, purpose, content, procedure, and assessment criteria for the portfolios need to be carefully presented to students and portfolio process needs to be re-examined periodically by the instructor.

4.4 Awareness- Raising on Culture

According to Ardith J. Meier maintains that, what is perceived as a formal context in one culture may be seen as informal in another. What is considered in one culture to be a normal amount of complimenting may seem excessive in another. What may be viewed as accepted topics of phatic communion (i.e. small talk) in one culture may be perceived negatively in another.

He advocates an anthropological approach of sorts that points to an awareness-raising of different expectations regarding, for example, role of dominance, power, and rights, which interlocutors bring with them to intercultural encounters. Such as awareness-raising entails at least two aspects:

- 1- An understanding that different evaluations of appropriateness may exist across cultures, and that interpretations based on the learners' own interrelated linguistic and cultural system may go amiss.
- 2- Attention to contextual factors and their possible values in the target language, so that learners can make informed choices in negotiating effective communication and in presenting their desired image in a particular context. This also develops in learners an ability to deal with the diversity that exists even within one language. The goal is thus education rather than training (Widdowson 1983).

Cultural assumptions and situational factors present a complexity that can never be adequately captured by a list of cultural rules or by a recipe for every, or even most, possible constellations of contextual factors.

‘Cultural rules’ would also be ill-suited to account for most subgroups within a culture or larger speech community, and, would certainly be inadequate when instructing learners whose use of English might be predominantly with other non-native speakers. Not cultural rules, but cultural awareness and sensitivity need to be the focus (Schmidt 1993).

These activities are encompassed as well by Kramersch’s (1993) ‘new ways’ of looking at culture:

- a. A discussion of judgements of appropriateness in context both for the learners’ cultures and for the target culture.
- b. Using learner observations, guided discussion, comparisons of successful and unsuccessful dialogues, and critical incidents (rather than presenting perspective rules) to increase learners’ understanding of linguistic behaviour.
- c. Modifying textbook dialogues and enacting role plays to raise learners’ awareness of socio-cultural factors, (e.g. age, gender, social class, setting, etc.) as they inform linguistic decisions.

Such activities also address causes of pragmatic failure which are accounted for by negative transfer of linguistic forms as well as other causes identified in the literature, for example, pragmatic failure caused by the link between cultural factors and linguistic factors (Clyne 1983), and by misconceptions of the target culture and language and the universality of a particular speech act (Olshtain and Cohen 1983).

An awareness-raising regarding language and culture and pedagogy is not new (Holmes and Brown 1976, Edmondson and House 1982, Schmidt 1993, Kramersch 1993), but what has not been specifically called for, is a cultural approach to the teaching of specific speech acts with a refocused use of research data in a

way that will make optimal use of their contextual and cultural insights (Meier 1996).

There are some strategies suggested by Lazar to overcome culture problems:

- 1- Personalizing: make the theme of topic of the text relevant to their own experience.
- 2- Providing explanations: provide brief cultural information in a note form.
- 3- Inferring cultural information: a set of questions are asked to help students infer from the text cultural information.
- 4- Brainstorm ideas about students' own society and then ask them to compare them with those in the text they have read.
- 5- Make free association: get students free associate around a word or phrase that may have connotative meaning.
- 6- Extensive activities: thinking critically and being involved in the text students have read.

4.5 Conclusion

Based on the data collected this study provides recommendation on the use of the target culture in the tourism classrooms. Teaching target culture is important to include in the curriculum plan. The use of authentic materials with the students of tourism is beneficial from the exposure to real language being used in real context in the workplace. The role of the teacher is to prepare students of tourism raising the awareness and giving the necessary skills so as to understand how the language is used in real context.

This chapter has provided the most useful resources to incorporate the target culture in order to increase students' knowledge by using a portfolio as an effective means for developing and assessing knowledge of the target culture. Also the teacher needs a method for teaching culture that is efficient. Portfolios are a way to integrate language and culture in the tourism classroom that provides opportunities for students

to learn about foreign culture while using other language skills. Portfolios encourage students to use authentic materials to investigate specific cultural aspects that interest them.

General Conclusion

General Conclusion

Culture has a central position in foreign language teaching; however, people do not yet recognize its importance and seem to neglect it though it is one of the primary conditions to reach communicative competence namely in an ESP context. This research work tried to investigate whether students of tourism learning English at the Vocational Training Centre of Tlemcen possessed the knowledge of the target culture and looked for their attitude towards learning it. The purpose behind this investigation is to increase those students' cultural knowledge needed to interact with foreign tourists and to succeed in their professional field.

To settle down a plan of action to attain the goals of this work some research questions were put forward:

- 1- Is the cultural component included in English teaching for tourism students?
- 2- What is the students' attitude towards the target language culture?
- 3- What is the students' knowledge of the target language culture?
- 4- In what way can the cultural awareness of tourism students be raised?

These inquiries led the researcher to suggest the following hypotheses:

- 1- The cultural component is rarely included in English teaching for tourism students.
- 2- The majority of subject students have a negative attitude toward the target language culture being afraid of losing their own identity.
- 3- Students of tourism have a limited knowledge of the target language culture.
- 4- Raising students' cultural awareness comes gradually by developing a teaching syllabus in which language and culture are interrelated and have the same level of importance.

General Conclusion

The research work was presented through four chapters. The first chapter was a literature review providing background knowledge on the relationship between language, culture, and communication in ESP teaching, standing by some theoretical frameworks. The second chapter presented the profile of participants i.e., students of tourism and their English teacher and gave a brief description of the Vocational Training Centre of Tlemcen. It also described the research method including instruments (a questionnaire, an interview, and a classroom observation) and procedure to gather data. The third chapter presented the combination of three research instruments which used qualitative and quantitative analyses of data and gave insightful results on students' cultural knowledge and attitude towards the target language culture in the field of tourism which led to verify the research hypotheses. The fourth chapter tried to suggest some recommendations to integrate the cultural dimension needed in the ESP course for tourism students providing some teaching materials in order to increase their cultural knowledge and training them to be successful guides of foreign tourists.

The combination of both quantitative and qualitative data analyses helped the researcher to obtain insightful results leading to verify the research hypotheses. The use of the triangulation approach including the three research instruments: a questionnaire for students, an interview for their English teacher, and a classroom observation, helped to collect information on the cultural content integrated in the English course, students' cultural knowledge and their attitude towards the target language culture.

The first findings concerned the cultural content integrated in the English course for tourism. It appeared through the data collected from the questionnaire and classroom observation that no cultural aspects were taught during the English course but the lectures were based on teaching: grammar, vocabulary, phonetics...without relating them to any cultural aspect. These results confirm the first research hypothesis stating that the cultural component is rarely included in English teaching for tourism students.

General Conclusion

Other findings concerned students' attitude towards the target language culture. Students' answers to the questionnaire as well as classroom observation revealed a negative attitude towards learning about the target culture but not because of fear of losing their own identity as assumed, but because of the unsatisfactory teaching materials and the course content provided by the English teacher. Yet, students still express their interest in learning about the English speaking countries' culture if adequate teaching conditions are provided. Therefore, these results partly confirm the second research hypothesis.

Concerning knowledge about the target language culture (3rd hypothesis), students responded possessing some knowledge. However, the teacher answers revealed that these subjects had poor or no knowledge of the target culture during classroom observation thus confirming the third research hypothesis. This was also noticed.

The last findings concerned the pedagogical suggestions to prepare students of tourism to communicate effectively in their workplace by raising their cultural awareness. The results converge towards the proposition of a syllabus that would join language teaching to culture by providing cultural content in the ESP course.

This study tried to examine some aspects and provide the possible solutions to the problem stated in this work. However, it cannot be denied that this study suffered from some limitations such as the limited number of participants (twelve students of tourism), namely that of teachers (one English teacher). Moreover, classroom observation was difficult to realize because of students' frequent absences which led the researcher to postpone her observation sessions and to attend only few sessions still with some students who were missing. In addition, the researcher encountered some difficulties to have the necessary data from the administrative staff of the Vocational Training Centre of Tlemcen.

Finally, the Vocational Training Centre of Tlemcen needs to take into account the importance of effective teaching and training for students of tourism in order to raise their cultural awareness towards the target culture so that they be able to interact

General Conclusion

with foreign tourists from different countries, in addition to providing the necessary teaching materials and aids such as: internet, textbooks, recording, and newspapers. For this purpose they need to train teachers of ESP so that they succeed in analyzing their students' needs according to their field of work (tourism, hotel services, dressmaking, native craftsman...), then planning and designing courses according to their needs and selecting the available teaching materials that help ESP students to well use the language in their professional field.

This study may raise attention to explore other fields of research necessary to carry on this project such as the development of an ESP curriculum that would answer tourism students linguistic and cultural needs along with the selection of the appropriate teaching materials.

Glossary of the Key Terms

Communication: the activity or process of expressing ideas or of giving people information: speech is the fastest method of communication between people.

Linguistic Competence: the rules for describing sound systems and for combining sounds into morphemes and morphemes into sentences, (the usage of language).

Communicative competence: is the ability to use the language appropriately in a given contexts with different peoples and in different situations in order to reach effective communication, (the use of language).

Cultural Competence: is the ability to interact effectively with people across one culture.

Intercultural competence: is the ability to reach successful communication between people from different cultures.

Cultural Awareness: knowing that culture exists in English language teaching and knowing its importance in the teaching/learning processes.

Raise Cultural Awareness: means to develop, increase, or heighten public awareness on culture.

Knowledge: the information, understanding and skills that you gain through education or experience.

Cultural knowledge: the state of knowing cultural content that you have learned (cultural information).

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Appendixes

Appendix A
Students' questionnaire

Students' Questionnaire

Dear student,

I am carrying out a research to identify your cultural awareness and knowledge of the target language. Therefore, I would be grateful if you could help me by filling in the following questionnaire.

Please, put a cross in the appropriate box/boxes, or answer freely.

Thank you.

Miss. Nassima Hamza-cherif.

1)-Have you ever learned the culture of the English speaking -countries (America/Great Britain) in the course of your studies?

Yes

No

If yes what aspects of culture have you learned?

Culture of broad definition:

Customs , festivals , Food , sports , English names , music , Weather , cultural differences , Etiquette making phone calls , Manners , legends , Language , people's way of life , Dress , proverbs , Education , idioms ...

Other.....
.....

Culture of narrow definition:

History , literature , Geography , famous persons Films , politics , Drama , science , Architecture , economics , Religion

Other.....
.....

Appendix

2)-Which part of culture, do you think has a relationship with the field of tourism?

Culture of broad definition:

Customs , festivals , Food , sports , English names music , Weather
 , cultural differences , Etiquette , making phone calls Manners , legends
 , Language , people's way of life , habit , currency , Dress , proverbs
 , Education , idioms

Other.....
.....

Culture of narrow definition:

History , literature Geography , politics Drama , science , Architecture
 , economics , Religion

Other.....
.....

3)-Are you interested in learning about the English culture?

Yes

No

Why?

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

4) - which countries' culture do you wish to know about? Give the reason of your choice.

America England , Algeria France Turkey , Egypt , Germany
 Switzerland , Spain , Palestine , Poland , Russia ...etc

Other.....

justify.....

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

Appendix

Which aspects of this culture do you want to gain knowledge about it?

Culture of broad definition:

Customs , festivals , Food , sports English names music , Weather
, cultural differences Etiquette making phone calls , Manners , legends
, Language , people's way of life , habit currency , Dress , proverbs
, Education , idioms

Other.....
.....

Culture of narrow definition:

History , literature , Geography , politics Drama , science
Architecture , economics , Religion

Other.....
.....

5) - do you like speaking about:

American way of life yes

 No

Why?.....
.....
.....
.....

British way of life yes

 No

Why?.....
.....
.....
.....

Algerian way of life yes

 No

Appendix

Why?.....
.....
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.....
.

Other.....
.....
.....
.....

6)-Which cultures do you think you have enough knowledge about it?

American culture

British culture

Other

.....
.....

7) - do you compare your culture with other cultures?

Yes

No

Why?.....
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.....
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.....
.....
.

Mention some similarities and differences between your culture and the target culture:

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

Appendix

8) – have you ever talked to foreigners and found difficulties of communication because of misunderstanding of culture?

Yes

No

According to you what are the reasons that lead to the misunderstanding of culture?

Being afraid of loosing your own identity

Lack of interest

ignorance of the target culture

Aspects of culture taught not linked with the field of tourism

Lack of materials

Not knowing its importance

Big cultural differences

Teachers' weakness in the target culture

Not enough contact with foreigners

9) – through which techniques do you think learning about culture would be beneficial; tick the ones you consider helpful.

- Through an understanding of your own culture.

- Through gaining cultural knowledge of other countries.

- Through Reading materials and comparing between world cultures.

-Through textbooks.

- Through multimedia: pictures , video , cards photos TV internet
songs , newspaper , guest speakers

Other.....

.....

- Through activities such as: discussion quizzes , prediction , group work
role play , surveys , stories , songs

Other.....

.....

10) – do you think it is usual that someone ignores his/her own culture?

Please justify.

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

11) – if you see that your friends are not really interested in learning about other cultures, what would you propose to encourage them to learn the target culture?

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

Thank you very much, indeed.

Appendix B

Teacher's structured interview

Teacher' Structured Interview

Dear teacher,

I am carrying a research to identify learner's cultural awareness and knowledge of the target culture when learning English in the field of tourism at the Vocational Training Centre of Tlemcen. Thus, I would be grateful if you could answer the following questions.

Thank you.

Miss. Nassima Hamza-cherif.

1- Do you teach the culture (s) of English-speaking countries?

Yes

No

Why?.....
.....
.....
.....
.....
.....
.....

2- Are the cultural elements relevant to the field of tourism?

Yes

No

- What are the topics included that suit tourism students?

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

3- Which aspect of the culture (s), do you think, is the most interesting to be integrated and taught in the field of tourism?

Appendix

Culture broad definition:

Custom , festivals , Food , sports , English names , music , Weather
 , cultural differences , Etiquette , making phone calls , Manners , legends
 , Language , people's way of life , habit , currency , Dress , proverbs
 , Education , idioms

Other.....
.....

Culture narrow definition:

History , literature Geography politics Drama , science , Architecture
 , economics , Religion

Other.....
.....

4- What aspects of culture do your students prefer to learn?

Culture of broad definition:

Custom , festivals , Food , sports , English names , music , Weather
 , cultural differences , Etiquette making phone calls , Manners , legends
 , Language , people's way of life , habit , currency , Dress , proverbs
 , Education , idioms

Other.....
.....

Culture of narrow definition:

History , literature , Geography , politics Drama , science ,
 Architecture , economics , Religion

Other.....
.....

5- Have you yourself been taught things about the culture(s) of other countries?

Yes

No

6- Do your students have enough knowledge of the local culture?

Yes

No

Appendix

7- Do they have some knowledge of the target culture?

Yes

No

8- Are your students interested in gaining knowledge about the English speaking countries cultures?

Yes

No

Why?

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

9-Do your students make comparison between their culture and foreign ones?

Yes

No

10- Which culture do you feel your students are at ease with and which one are they bored and uninterested in?

American culture

British culture

Own culture

Other.....

Why?.....
.....
.....
.....
.....

11- How many of your students are interested in learning about the English speaking countries culture(s)?

All of them

Most of them

Half of them

Some of them

None of them

Appendix

12- Which attitudes have you noticed from the part of your students when learning about the cultural side of the English speaking countries and comparing it with the local culture?

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

13- What are the reasons that lead to the misunderstanding of culture among students?

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

14- Do your teaching materials (textbooks, supplementary, readings, etc.) include English speaking countries culture(s)?

Yes

No

-What aspects are dealt with?

Culture of broad definition:

- Customs , festivals , Food , sports , English names , music , Weather
, cultural differences , Etiquette , making phone calls , Manners , legends
, Language , people's way of life , habit , currency , Dress , proverbs
, Education , idioms

Other.....
.....

Culture of narrow definition:

- History , literature , Geography , politics , Drama , science
Architecture , economics , Religion

Other.....
.....

15- What suitable activities do you best use to integrate the cultural aspects in your teaching? Justify your choice

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16- What useful techniques do you suggest to make learners aware of the target language culture? justify your choice

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17-What sort of challenges are there in teaching English language culture(s) and incorporating them in the tourism classroom curriculum?

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18- How can you help to lead better cultural understanding of your students?

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19- According to you what do tourism students need in their program? syllabus design, or courses to communicate effectively with tourist foreigners in the target situation?

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

Thank you for your cooperation.

Appendix C
Classroom Observation

Classroom Observation Worksheet

Instructor:.....course:.....
Students' field:.....time:.....
Date:.....observer.....

Classroom teaching situation:

Rating scale (observed=1, not observed=2, somehow observed=3)

Situation analysis:

Cultural content presentation

Ways of integrating cultural aspects

Teacher- student Cultural knowledge and attitudes

Discussion and communication about the cultural content

Cultural content presentation

Teacher presents cultural elements in the course

Culture-general learning(universal, cross- cultural phenomena)

Culture-specific learning(particular culture, including its language)

the cultural aspects of the course: Broad aspects of culture

Narrow aspects of culture

Description of the content of the course: target cultural content

Native cultural content

Other cultural content

Appendix

Relate cultural topics to the field of tourism

Teacher' interest in: The British culture

The American culture

World culture

Differences and similarities between world culture

Other.....

Ways of integrating cultural aspects

Materials introduced/used to state the purpose of the target cultural content

Activities incorporating the target culture relative to the field of tourism

Activity-types used:

quizzes	Action logs	reformulation	noticing	prediction	research

Information sources used:

video , CDs , TV , readings , internet , stories , students own information
 songs , newspapers , realia , fieldwork , interviews , guest speakers , anecdotes
 , souvenirs , photographs , surveys , illustrations , literature
 other.....

Ways of presenting the cultural points:

Attractive vs. shocking Similarities vs. differences Dark aspects of culture vs. bright Facts vs. behavior Historical vs. modern Old people vs. young people City life vs. country life State beliefs vs. actual behavior Other	
---	--

students are asked to prepare something about the target culture for the next lecture

Other.....
.....
.....
.....
.....

Teacher- student Cultural knowledge and attitudes

- Teacher awareness of the target culture or the world culture
- Teacher increases students' interest about the cultural topics
- Students' interest and retention of the target culture
- Students' awareness of the target culture
- Students' comparison with their own culture
- Students' lack of interest toward the target culture
- attitude regarding cultural differences

Other.....
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.....
.....

Discussion and communication about the cultural content

- Motivation when discussing about the target culture
- Problem facing in fostering the bridge between native and the target culture
- Interaction between teacher and learners about world culture
- teacher shows again the connection between the cultural components and the field of tourism
- students achieve an understanding of the target culture

Other.....
.....
.....
.....

الملخص (عربية)

تعليم اللغة يتطلب تأسيس ثقافة بما أنهما يكونان وحدة مترابطة. لكن بالرغم من هذا لا يزال العنصر الثقافي غائبا في تدريس اللغة الانجليزية لطلاب السياحة في مركز التكوين المهني بتلمسان، التي مازالت محصورة في إعطاء محاضرات حول قواعد اللغة. لذلك سعي هذا العمل للبحث عن معارف الطلاب و موقفهم اتجاه ثقافة اللغة الأجنبية و ذلك بهدف زيادة وعيهم الثقافي من خلال دمجها في الفصول الدراسية. لتحقيق الأهداف المذكورة أعلاه، استخدمت الدراسة الحالية أدوات البحث التالية (استبيان، مقابلة، والملاحظة الصفية). أدى الكشف عن هذه التساؤلات إلى الحصول على نتائج، إن محتوى العناصر الثقافية نادر و غير كافي لتدريس الطلاب في مجال السياحة و هذا يجعل معرفتهم محدودة من جانب ثقافة اللغة الهدف. و بالتالي للرد على احتياجات الطلاب، يبدو من الضروري زيادة وعيهم الثقافي لتحقيق الكفاءة التواصلية و الحصول على الجودة المهنية في اللغة الانجليزية بحيث يتفاعلون بنجاح مع السياح الأجانب في أماكن عملهم.

كلمات مفتاحية: ضم العنصر الثقافي، التوعية، التواصل.

RÉSUMÉ (Français)

L'enseignement de la langue nécessite l'incorporation de la culture, car ils sont intimement liés. Cependant, il ya toujours une absence de la composante culturelle dans le programme d'enseignement des langues telles que celle de ESP pour les étudiants en tourisme au Centre de Formation Professionnelle de Tlemcen qui est toujours limitée à enseigner la grammaire. Par conséquent, ce travail a cherché de découvrir les connaissances des élèves et leur attitude à l'égard de la culture de la langue cible dans le but d'élever leur conscience culturelle à travers l'incorporation de la culture dans la salle de classe ESP. Cette étude de cas a utilisé trois instruments de recherche (un questionnaire, une entrevue, et une observation en classe) pour atteindre les objectifs susmentionnés. Les résultats ont révélé que rares et insuffisantes contenu culturel a été inclus dans l'enseignement aux étudiants de ESP tourisme, ce qui a conduit à avoir une connaissance limitée de la culture de la langue cible. Ainsi, il semble nécessaire de leur faire prendre conscience culturelle afin qu'ils interagissent avec succès auprès des touristes étrangers dans leur lieu de travail.

Mots-clés : l'incorporation de la culture, sensibilisation, communication.

ABSTRACT (English)

Teaching a language requires culture incorporation since they are intertwined. However, there is still an absence of the cultural component in the language teaching syllabus such as that of English for tourism students at the Vocational Training Centre of Tlemcen which is still restricted to grammar instruction. Therefore, this work sought to look for students' knowledge of and attitude towards the target language culture with the aim of raising their cultural awareness through the incorporation of culture in the ESP classroom. This case study used three research instruments (a questionnaire, an interview, and a classroom observation) to achieve the above stated objectives. The results revealed that infrequent and inadequate cultural content was included in teaching ESP to students of tourism; this led them to have a limited knowledge of the target language culture. Thus, it seems necessary to raise their cultural awareness so that they interact successfully with foreign tourists in their workplace.

Keywords: incorporation of culture, awareness raising, communication.