

People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research



Mohamed Kheider University of Biskra



Faculty of Letters and Languages

Department of Foreign Languages

Section of English

**Analyzing the Advantages of Using Socio-Cultural Norms to
Improve EFL Learners' Communicative Competence.
A Case Study of First Year Master LMD Students of English
Science of the Language
at Mohamed Kheider University of Biskra.**

Dissertation Submitted to the Department of Foreign Languages as Partial Fulfillment for
the Master's Degree in Sciences of Languages

Submitted by:

HARZELLI Nadjoua

Supervised by:

Mrs. GUETTAL Imane

Board of Examiners:

President: Dr. Chelli Saliha

Supervisor: Mrs. Guettal Imane

Examiner: Miss. Khouni Warda

Academic Year: 2012/2013

DEDICATION

In the name of Allah, Most Gracious, Most Merciful

I dedicate my modest work:

To my dear parents “Messoud & Fatima”

To my sisters and my lone brother

To the rest of my family

To my friends

Acknowledgements

I would like to express sincere thanks to my supervisor, Mrs. Guettel Imane, without her invaluable experience, encouragement and continuous guidance, this work would have been much more difficult to finish.

I also wish to express my most sincere gratitude to the board of examiners for having accepted to examine my work.

And to be more sincere, I would like to thank all teachers and students for their generous cooperation, without their support this research would not have been possible.

Abstract

This dissertation is concerned with the importance of having knowledge about the English socio-cultural norms to improve EFL learners' communicative competence. More specifically, the consideration is given to the content and the way of presenting culture in a foreign language classroom, as the quality of that cultural input seems to be ineffective and the majority of Master one students of English Science of the Language in the Department of English at Mohamed Kheider University of Biskra are not able to communicate appropriately. Additionally, it is an attempt to make both students and teachers aware about the advantages of knowing the target or foreign culture. This work is led through students' questionnaire and teachers' interview. The students' questionnaire shed lights on their viewpoints and attitudes towards learning English and the culture (s) of English speaking people to evaluate their ability to communicate and more specifically how much they are able to analyze a spoken or written discourse. The teachers' interview is concerned with the way they present culture in EFL classroom and the main difficulties that face EFL learners there. The obtained results reveal that Master one students of English need to have an idea about the English socio-cultural norms so that they will be able to communicate effectively. And the way culture is taught at Biskra University is ineffective due to the lack of equipments, the context in which culture is taught in amphitheatre, the overcrowded class, and the limited period of time. Last, and not least, as further recommendations, teachers, administration staff, governmental authorities should rethink about the way in which English culture is taught in the Algerian University.

List of Abbreviations

CC: Communicative Competence.

CLT: Communicative Language Teaching.

EFL: English as a Foreign Language.

FC: Foreign Culture.

FL: Foreign Language.

IC: Intercultural Communication.

IC: Intercultural Competence.

L1: First Language, Native Language or Mother Tongue.

L2: Second Language.

L3: Third or Foreign Language.

N: Number of Participants

Q: Question.

TC: Target Culture.

TL: Target Language.

List of Figures

Figure I.1: Two Main Parts of Communicative Language Ability (Smith, 2000, p.8).....30

Figure I. 2: Bachman's (1990) Diagram of Language Competence (Smith, 2000, p.9)...31

List of Tables

Table III. 1: Students' Age Distribution.....	55
Table III. 2: Students' Sex Distribution.....	56
Table III. 3: Students' Reasons for Learning English.....	57
Table III. 4: Students' Definition of Learning English.....	57
Table III. 5: Students' Preferable Activities for Learning English Effectively.....	58
Table III. 6: Students' Ability to Communicate in Pragmatics, Applied Linguistics and Discourse Analysis.....	59
Table III. 7: Students' Frequency of Communication in those Modules.....	60
Table III. 8: Students' Reasons for not Communicating.....	60
Table III. 9: Students' Ability to Analyze a Spoken or Written Discourse.....	61
Table III.10: The Importance of Having Knowledge about English Cultures.....	62
Table III. 11: The Topics that Student would Like to Know more about.....	63
Table III.12: The Impact of Learning Foreign Culture (its negative effect).....	64
Table III. 13: The Positive Impact of Learning the Foreign Culture.....	64
Table III. 14: Teachers' Presentation of Culture Courses.....	65
Table III. 15: Students' Attitudes towards Teachers' Presentation of those Culture Courses (their satisfaction).....	66
Table III. 16: Students' Need for Extra Sessions for Studying Culture.....	67
Table III. 17: Students' Preferable Foreign Country for Carrying on their Studies...	67
Table III. 18: Students' Foreign Friends.....	68
Table III. 19: The Amount of Foreign Languages Students have Learned.....	69

Table of Contents

Dedication	II
AcknowledgementsIII
Abstract	IV
List of Abbreviations	V
List of Figures	VI
List of Tables	VII
List of Contents	VIII
General Introduction	13
1. Introduction.....	13
2. Definition of Key Terms.....	14
3. Statement of the Problem.....	14
4. Background and Significant of Study.....	15
5. Aims of the Study.....	16
6. Research Question.....	16
7. Hypotheses.....	16
8. Limitation the Study.....	17
9. Research Methodology.....	17
9.1. Choice of the Method.....	17
9.2. Population.....	17
9.3. Students' Sample.....	17

9.4. Teachers' Sample.....	18
10. Data Gathering Tools.....	18
10.1. Questionnaire.....	18
10.2. Students' Questionnaire.....	18
10.3. Teachers' Interview.....	19
11. Procedure for Analyzing Data.....	19
12. Structure of the Dissertation.....	20

Part One: Literature Review

Chapter I: Language, Culture and Communication

Introduction.....	22
I.1. Defining of Language and Culture.....	22
I.1.1. Socio-cultural View of the Nature of Language.....	22
I.1.1.1. Language and Context.....	23
I.1.1.2. Types of Context.....	23
I.1.2. The Concept of Culture.....	24
I.1.2.1. The Anthropological Definition of Culture.....	24
I.1.2.2. Definition of culture in Foreign Language Teaching.....	25
I.1.3. The Relationship between Language and Culture.....	26
I.1.3.1. Sapir- Whorf Hypothesis.....	26
I.1.3.2. Culture in Second Language Classroom.....	27

I.2. Culture and Communication.....	27
I.2.1.The Importance of Culture in Communication.....	27
I.2.2. Communicative Competence.....	28
I.2.2.1. Definition of Communicative Competence.....	28
I.2.2.2. Components of Communicative Competence.....	28
I.2.2.3. Models of Communicative Competence.....	29
I.2.3. Intercultural Communication.....	32
I.2.3.1. Definition of Intercultural Communication.....	32
I.2.3.2. Cultural Dimensions.....	32
I.2.3.3. Barriers of Intercultural Communication.....	34
I.2.3.4. Approaches to Intercultural Communication.....	35
I.2.4. Culture and Non-Verbal Communication.....	35
I.2.4.1. Culture and Kinesics.....	35
I.2.4.2. Culture and Proximics.....	35
I.2.4.3. Culture and Oculistics.....	36
I.2.5. Communication Strategies.....	36
Conclusion.....	37

Chapter II: Culture and English Language Teaching

Introduction.....	39
II.1.The most common language teaching Approaches/ Methods.....	39
II.1.1.The Grammar Translation Method.....	40
II.1.2.The Audio-Lingual Method.....	40
II.1.3.The Direct Method.....	41
II.1.4.The Communicative Language Teaching.....	41
II.1.5.The Intercultural Approach.....	42
II.2.Teaching Culture.....	43
II.2.1. Culture and Language Teaching.....	43
II.2.2. Why Teach Culture.....	43
II.2.3. What Topics to Teach.....	44
II.2.4. When to Teach Culture.....	45
II.2.5. How to Teach Culture.....	45
II. 2.5.1. Approaches to Teach Culture.....	45
II. 2.5.2. Classroom Techniques for Teaching Culture.....	45
II.2.6.The Integration of Culture through the Four Skills.....	47
II.2.6.1. Listening Comprehension.....	47
II.2.6.2. Speaking.....	48
II. 2.6.3. Reading Comprehension.....	48
II.2.6.4. Writing.....	49

II.2.7.The Reality of Teaching Culture in the Algerian University.....	49
Conclusion.....	50

Part Two: Field Work

Chapter III: Students' Questionnaire Results and Analysis

Introduction.....	52
III.1. Piloting the Questionnaire.....	52
III. 2. Administration of the Questionnaire.....	53
III. 3. Description of the Questionnaire and its Type.....	53
III.4. Analysis of the Results.....	55
Conclusion.....	71

Chapter IV: Teachers' Interview Results and Analysis

Introduction.....	73
IV.1. Type of the Interview.....	73
IV.2. Aim of the Interview.....	74
IV.3. Description of Interview.....	74
IV.4. Analysis of Teachers' Responses.....	74
Conclusion.....	84
General Conclusion.....	85
References.....	88
Appendices.....	93

General Introduction

1. Introduction

The recent decades show that teaching and learning a foreign language cannot be reduced to the direct teaching of linguistic skills like phonology, morphology, vocabulary and syntax. The contemporary models of communicative competence display that there is much emphasis on learning a language and they include “*the vital component of cultural knowledge and awareness*” (Bachman et al., 1990, as cited in Chlopek, 2008, p. 10)

In a broad sense, learning a language requires a cultural background concerning that language being taught in order to communicate effectively. More specifically, communication without appropriate cultural knowledge may lead to misunderstanding or breaking down communication between interlocutors. This issue is considered as dominant problem within EFL classes. You may find a student who learns English in his own country, however; he has a little knowledge about the target culture and insufficient capacity for being culturally and communicatively competent.

Indeed, it is fact that Teaching English to Speakers of Other languages is restricted somewhere inside the formal institutions. People do not speak it outside as an official language; only in some cases such as communicating with Native Speakers of English, or using it at work; especially for chairmen where they need it a lot. Generally, they need English to fit just a certain purposes as Michael West in 1953 states “*the foreigner is learning English to express ideas rather than emotion; for emotional expression he has the mother tongue*” (as cited in Broughton et al., 1980, p.7). However, the time of a global village and the World Wide Web have had urged them to communicate not only within their local speech communities, but they have expanded beyond that. They must learn a second/foreign language, not just as a pleasing time, but often as a means of obtaining education, securing employment or communicating in/out side classroom setting. More importantly, the applied Linguists have insisted on the importance of communication and they claimed that language without communication is useless as San Valentine’s day without lovers, or children’s day without kids. Moreover, when doing so, the individuals are supposed to master the language patters or structure (phonology, morphology, syntax and grammar) as well as they have to be able to use this knowledge effectively in different social contexts because we cannot study any language in the world without learning its culture or how to use that linguistic code.

In this research study, we would like to investigate that issue of communication and its relationship with culture within EFL classes. Because most of EFL learners are unable to communicate effectively especially if they are asked to do activities related directly with culture. That is why we hypothesize if EFL teachers teach a language through its cultural dimension (they address the socio-cultural aspects of the foreign society), learners will be able to communicate effectively.

2. Definition of Key Terms

English as a Foreign Language: It refers to English where is taught in a foreign countries as a third language. It is used only in the classroom and it may be used for communication with people around the world.

Socio-Cultural Norms: It is knowledge of social rules and norms of interaction between individuals and within institutions, including knowledge of cultural history, and the relations between social objects.

Communicative competence: Communicative competence refers a person's unconscious knowledge of rules governing the appropriate use of language in social situations. It is usually contrasted with linguistic competence, the person's unconscious knowledge of the formal patterning of language.

Linguistic competence: It embodies knowledge of grammar and vocabulary at a sentence level. It involves constructing well-formed sentences according to a certain syntactic, semantic, morphological and phonological rules (Brown, 2007, p. 220).

3. Statement of the Problem

Teaching and learning English as a main foreign language around the world has created a huge number of problems in EFL classes .You may find learners who are not able to communicate with others, to transmit messages, to interpret a communicative intent, or even expressing themselves effectively. Many studies have shown that these difficulties are due to a various internal and external factors such as: fear of making mistakes, lack of sympathy towards speaking that foreign language, lack of linguistic knowledge and more importantly the lack of cultural background. This last factor which is “*cultural knowledge*” has been proved by many researchers in the field of applied linguistics that it is fundamental cornerstone in the process of learning and acquiring a second or foreign

language. However, this research project aimed at investigating and discovering the impact of culture and knowing the rules of language use in enhancing EFL learners' communicative competence.

Indeed, the reason behind conducting such study was due to our experience. When we were studying to obtain Master one degree, this problem was clearly appeared among the students of our promotion. When teachers, especially those who are interesting in the field of Pragmatics, Applied Linguistics, and Discourse Analysis, gave us activities such as analyzing conversations or a piece of dialogue produced by native speakers to hold the interaction process within the classroom. Consequently, we failed to do so because we did not aware about the English culture. Or simply, we kept silent because we hesitated to say the right answers. One may be understood a given conversation in one way and someone else interpreted it in another different way. Finally, when a teacher provided us the feedback and the standard answer, we discovered that we were completely wrong. Another crucial reason for this investigation was that those students who want to go abroad to English speaking country to carry on their studies there; they are obliged to build conversation or to communicate with natives. And if they do not know anything about the culture of that language, they will not be able to communicate with them effectively.

Those reasons are strongly urged us to do this research study even though we were hesitated at the beginning to tackle such investigation, but we decided to deal just with some aspects of culture because it is too broad and takes time to tackle all its aspects.

4. Background and Significant of the Study

This study seeks to explain the issue of communication in EFL classroom and its relation with mastering the culture of that target or foreign language. And this is our main rationale behind choosing to investigate exactly like these subjects. In such EFL class, learners' main intention is how to interact and communicate with their peers and teachers to perform a various activities as role plays, analyzing a conversation, doing a pair or group work ...etc. Such activities need to have both linguistic and cultural knowledge of that target language. In order to gain these two competencies, teachers and administration staff are obliged to prepare a plenty of lectures concerning the American and British culture as well as enough time for students to practice (analyzing discourses) inside the classroom.

5. Aims of the Study

We have two main goals of this research study which are the following:

- To help students communicate effectively within their classroom.
- To allow the EFL learners the opportunity to be aware about the different elements and the social objects (famous monuments and artifacts) of that foreign language culture. And these cultural backgrounds will be helpful for them later on in analyzing a conversation and communicate with their teachers and even their friends in all over the world.

6. Research Questions

Actually, we have more than one research questions that need clarifications during this research trail. They are mentioned below.

- What is the relation between language, culture and communication?
- Why do EFL learners fail to communicate effectively in their classroom?
- How is it possible to be culturally and communicatively competent?

7. Hypotheses

We hypothesize that:

- If EFL teachers teach a language through its cultural dimension (they address the socio-cultural aspects of the foreign society), the EFL learners will be able to communicate effectively in various tasks.
- If the EFL learners be aware about the different social objects (famous monuments and artifacts) and the norms of language use, they will be able to communicate effectively.

In another word, each learner can be good communicator only and only if he knows something about the culture of that foreign language (FL).This needs many requirements which are related directly to the teacher's job and the administration stuff as well as the students themselves.

8. Limitation of the Study

Concerning this point, the findings that will be obtained just limited to the target population which means we cannot make an over generalization of the results to another population of study; this is concerning the internal limitation of the study. However, there are some external limitations which are related to difficulties while gathering information about the subject of the study due to the deficiency of sources, and other related to the short period of time that was devoted to do such this long study in addition to finishing our educational study. But what happened was a reason that pushed us to be able to continue that project on the time.

9. Research Methodology

9.1. Choice of the Method

As far as the types of research are concerned, the chosen of the research method was due to the aim of study. That is why we will use a descriptive method to describe the data that will be collected from both research tools the questionnaire and the interview. Since it is considered the most appropriate method for human studies, it is going to give valid results about the role of culture in improving EFL learners' ability to communicate effectively in and out of classroom contexts. And we will use a qualitative research since it is the most appropriate for describing both research tools that being used in our study.

9.2. Population

It will be a case of study of first year Master LMD students of English Science of the Language at Mohamed Kheider University of Biskra. The reason behind choosing that population was that the students of master one are supposed to be aware about the most important aspects of language code (structure) and language use (communication). However, the second aspect is nearly absent among those EFL students. Actually, it hard task to know everything about rules that govern the language use, but they have to try at least to learn some of them. The second reason was due to the short period of time that is why we will not able to hold an experimental study.

9.3. Students' Sample

The sample that will be used in our research work will be selected randomly. It will be a case study of First Year LMD Students of English Master Science of The Language at

Biskra University, Department of English. We will certainly take 80 students out of the whole population which is around 141 students. Then after preparing the different items of the questionnaire, we are going to submit it to those students to provide us with their views and contributions about the current study under investigation.

9.4. Teachers' Sample

We will also deal with teachers through interviewing them to get more valid results into our research. It will consist of four teachers from the department of English specialized in a various subjects (culture of the language, Applied Linguistics and discourse analysis).

10. Data Gathering Tools

We will work with two main well-known research tools: the questionnaire and the interview. The former will be submitted to students of first year Master; whereas, the latter will be administered to teachers of English Department at Biskra University.

10.1. Questionnaire

We will select to use the questionnaire in our research study because it is quicker to administer and it can be distributed to a larger population. Also we will try to administer the questionnaire before hand to small group around five students with various questions (open-ended and closed-ended) which will be selected according its importance. This step is called a *piloting* step that should be done by any good researcher to check whether the individuals of his sample of the study are able to answer the questions that have been proposed. If they could not do so, the researcher is obliged to readjust them.

10.2. Students' Questionnaire

We will make use of this research tool simply because we wanted to get different viewpoints and attitudes of the EFL students concerning the problem of communication in classrooms and how much culture is important in holding a conversation either with natives or within the classroom contexts.

10.3. Teachers' Interview

This interview will be exploited to provide deeper insights into the teachers' perceptions about the problem under investigation.

11. Procedure for Analyzing Data

We will try to analyze the findings through dividing it into sections and each section into questions and each question presented in form of table with percentages. Under those tables, we will describe and observe the results. This is concerning the questionnaire, but the interview will be slightly different. It will be also divided into sections and each section into questions then analyzing each question separately going through all the teachers' responses and it is the same with the other items till we will finish and draw a final analysis accompanied by a clear and a well stated conclusion.

12. Structure of the Dissertation

This dissertation is made up of two parts: Part one is called literature review and part two is named field work. The Literature review contains two chapters. Also the second part embodies two other chapters.

Chapter one in the first part entitled *Language, Culture and Communication*. In this chapter, we will try to explain the relationships between these concepts. As a starting point it will be concerned with the definition of language and culture and maintaining its interrelationship. The second step will be mainly related to the importance of culture in communication.

However, the second chapter is entitled *Culture in English Language Teaching*. It directly talks about English culture in EFL classroom. This chapter is made of two other main subsections: The most common language teaching approaches, and Teaching culture. During these subsections, we will try to provide a thorough explanation concerning the strategies of teaching the target culture of that language (English Language).

The two other remaining chapters of the field work will be devoted for practical research. Mainly, it will be based on solving problem, testing hypotheses, analyzing results, and drawing conclusions about the status and the impact of the socio-cultural norms in enhancing EFL learners' communicative competence.

Part One: Literature Review

Chapter I: Language, Culture and Communication

Introduction

I.1. Definition of Language and Culture

I.1.1. Socio-cultural View of the Nature of Language

I.1.1.1. Language and Context

I.1.1.2. Types of Context

I.1.2. The Concept of Culture

I.1.2.1. The Anthropological Definition of Culture

I.1.2.2. Definition of culture in Foreign Language Teaching

I.1.3. The Relationship between Language and Culture

I.1.3.1. Sapir- Whorf Hypothesis

I.1.3.2. Culture in Second Language Classroom

I.2. Culture and Communication

I.2.1. The Importance of Culture in Communication

I.2.2. Communicative Competence

I.2.2.1. Definition of Communicative Competence

I.2.2.2. Components of Communicative Competence

I.2.2.3. Models of Communicative Competence

I.2.3. Intercultural Communication

I.2.3.1. Definition of Intercultural Communication

I.2.3.2. Cultural Dimensions

I.2.3.3. Barriers of Intercultural Communication

I.2.3.4. Approaches to Intercultural Communication

I.2.4. Culture and Non- Verbal Communication

I.2.4.1. Culture and Kinesics

I.2.4.2. Culture and Proximics

I.2.4.3. Culture and Oculistics

I.2.5. Communication Strategies

Conclusion

Introduction

Many years ago, different linguists, sociologists, anthropologists, and psychologists have sought to understand the relationship between language and culture; and how culture has influenced different aspects of human behavior such as: language and communication.

The Sapir/ Whorf hypothesis has proved the strong casual and inspirable relationship between those two entities. Therefore, one cannot imagine society without language or language without society/culture.

And both of language and culture are essential conditions for human communication. People interact to one another through non verbal means of communication which varies from one country to another.

This chapter tends to provide a thorough overview about some relevant concepts such as language, culture and communication; and how these notions are related to each other. It has been entitled: Language, Culture and Communication. It has been mainly divided into two main subtitles: language and culture; culture and communication. And each one of them discusses some other related issues.

I.1. Defining Language and Culture

I.1.1. Socio-cultural View of the Nature of Language

Few years ago, language had been perceived as system of grammar rules. Sounds were combined together to form a word, words together to form a sentence, and sentences together to construct a discourse either spoken or written one; following certain phonological and morphological, syntactic and semantic rules. This was mainly the structural view of language which dominated the field of language teaching and curriculum for long period of time. Rules of grammar were taught explicitly and in isolated; teacher comes into the classroom then he gives the form or the rule, explains its meaning then provides his students with exercises to practice. As consequently, students were able to construct well formed and meaningful sentences, but they were not able to use that grammatical knowledge within appropriate context.

During the 1960s and 1970s, sociolinguistics has been sought to investigate language in relation to its social and cultural contexts and it had concluded that language

and culture are one coin with two facets; language cannot be taught without addressing its socio cultural aspects (Dubin and Olshtain, 1986).

Broadly speaking, language is a social phenomenon in which individual should not focus only on the analysis of language structure, but also the socio-cultural norms that govern language use in a particular speech community. This idea was summarized in Dell Hymes' concept of Communicative Competence (1972). It has been defined in different ways, but what is agreed upon is that communicative competence consists of both language form and language use.

The study of language in its social contexts comes from the idea that there are certain social conventions which govern the language use in a specific context (Stern, 1983). This latter has dominated the current study of language teaching, and it will be the main emphasis of this research investigation.

I.1.1.1. Language and Context

A context can be defined as a dynamic situation in which a linguistic unit is uttered and it determines the speaker's meaning. It has been defined by Saville-Troike (2006) as *"knowledge based on what has already been read or heard in a specific text or situation, as well as an understanding of what the writer's or speaker's intentions are, and the overall structure of the discourse pattern being used"* (p. 187).

In order to analyze language in its socio-cultural context (i.e. language use), there are some parameters that should be taken into account such as: tone of voice and facial expiration; the relationship between speakers; their age; sex and social status; the time and place; and the degree to which speakers do or do not share the same cultural background (Cook, 2003).

I.1.1.2.Types of Context

The applied linguists and discourse analysts as Kramsch (1998) and Yule (2006) had pointed out that there are three kinds of contexts: linguistic context, physical context and socio-cultural context. In another situation, a context maybe divided into linguistic, psychological and socio-cultural context.

I.1.1.2.A. Linguistic context

It is also known as **co. text** which is defined as a set of words in particular phrase or sentence, and the explicit meaning of those words is mainly the basic concern of the

linguistic analysis. For example, John eats an apple. This sentence has only a surface meaning which is the act of eating.

I.1.1.2.B. Physical context

It is called situational context which is related with the properties “**Here**” and “**Now**”. It refers to place and time in a given context. Consider the following example:

A: When do you come back home?

B: At eight, and you know how the air traffic looks like.

Here the common features of context are: time (at eight); place (at home), and person (woman and her husband).

I.1.1.2.C. Socio-cultural context

This last category may consider the most important kind of context. Because it directly addresses the socio-cultural aspects of the speech community such as tribal, economics, social or organization, kinship patterns (relatives), fertility rites, seasonal rhythms, concept of time and space ...etc. If we analyze the previous example, we can notice that it has two connotations; the first one refers to a casual situation where a woman asks her husband about the time of coming back home; and the second one reflects a certain cultural dimension related to English people where man and woman collaborate to each other in every single thing even in preparing dinner. This hidden meaning cannot be analyzed and understood without referring back to the socio-cultural context.

N.B: Psychological context concerns the speaker’ state of mind and his intention in each context which is very difficult to be analyzed in a certain conversation.

I.1.2.The Concept of Culture

I.1.2.1.The Anthropological Definitions of Culture

Culture is not an easy concept to define because of its complexity, it reflects different things in a given society arts, attitudes, beliefs, customs, habits, lifestyle, music, rules and rituals, etc. Its definition has been developed in time. And the following scholars have made a great effort to explain such concept.

1. Culture is derived from a Latin word **colere** meaning to cultivate (Kramsch, 1998).

2. *“Way of life of people, social constructs that evolve within a group, the way of thinking, feeling, believing and behaving that imparted to members of a group in the socialization process” (Hinkel, 1999, p.3).*
3. *“The set of practices, codes and values that mark a particular nation group: the sum of nation or group’s most highly thought of works of literature, art, music, etc. A difference is sometimes made between “High” culture of literature and the arts, and small “c” culture of attitudes, values, beliefs, and everyday lifestyle” (Richards and Schmidt, 2002, p. 138).*
4. *“Culture refers to the complex collection of knowledge, folklore, language, rules, rituals, habits, lifestyles, attitudes, beliefs, and customs that link and give a common identity to a particular group of people at a specific point in time” (Schement, 2002, p. 206).*
5. *“Culture is everything that members...have produced and developed their language, ways of thinking art, laws, religion; and, of course, communication theories, styles, attitudes” (Devisto, 2006, p.37).*
6. *“Culture is socially acquired knowledge” (Yule, 2006, p.216)*
7. *“Culture is a dynamic system of rules, explicit and implicit, established by group in order to ensure their survival, involving attitudes, values, beliefs, norms and behavior, shared by a group but harbored [i.e. protect] differently by each specific unit within the group, communicated across generations, relatively but with the potential to change across time” (Matsumoto, 2000, p.24, as cited in Brown 2007, p. 188).*

According to these various definitions, culture is a fundamental part of any society and the “blue print” that guides the individual’s behavior to fulfill their biological and psychological needs within his speech community (Brown, 2007). Broadly speaking culture is a way of life, and system of social norms established and shared by members of group of people to maintain survive which acquired and transmitted from one generation to another. It changes due to time. Then, both culture and language are used interchangeably; one cannot stand without the other. However, culture varies from one nation to another.

I.1.2.2. Definition of Culture in Foreign Language Teaching

Culture becomes highly important in learning a foreign language. Brown (2007) has stated in his book “Principle of Language Learning and Teaching” that *“the acquisition of*

second language...is also the acquisition of a second culture” (p. 189-190); he also stated that many student in foreign language classroom learn the foreign language without learning the cultural norms and patterns of the speech community (Brown, 2007). Differently stated, any foreign language cannot be taught without addressing its cultural aspect, because language and culture are interrelated; and mastering the target culture help the individual minimize the distance between participants with different schemata (i.e. prior knowledge).

I.1.3.The Relationship between Language and Culture

The relationship between language and culture has attracted the attention of many scholars in a various disciplines like anthropology, sociology, psychology, etc. They have questioned whether and how cultural factors influence human behavior such as perception, language, and communication. Edward Sapir (1920) concluded that language and culture of the speech community cannot be analyzed in isolation. He strongly stated that *“language can be seen as a way to describe and represent human experience and understanding of the world” (as cited in Hinkel, 1990, p.2).* And Kluckhonn (1944) adds *“human culture without human language is unthinkable” (as cited in Merrouche, 2006, p.12).*

Hence, language is a channel whereby people transmits their culture (their beliefs, attitudes, experience, view points on the world and so forth) from one generation to another through recording their achievements and constructions to be preserved and imparted to their new generations. This kind of relation was constructed and developed due to a variety of research studies; and later on, it has led to form theories upon such relation. The most famous one was known as Sapir- Whorf hypothesis.

I.1.3.1. Sapir- Whorf Hypothesis

It was a corporative product of the American linguist and anthropologist Edward Sapir (1884-1939) and his student Benjamin Lee Whorf (1897-1941). This hypothesis suggests that the structures of specific languages which used by members of culture groups bear particular meanings which are directly linked to the worldviews or reality. This indicates since different culture group speak different languages, the member’s vision of world will be related to language they belong to (Hall, 2002).

Therefore, Malinowski (1923) believed that the utterances of primitive language are closely related with its cultural context and “*the situation in reality of culture, the tribal life and customs of people ...it cannot be explained without constant reference to these broader contexts of verbal utterance*” (as cited in Stern, 1983, p. 207).

I.1.3.2. Culture in Second Language Classroom

Again the current research on the learning and teaching of second languages shows that teaching a second language cannot be restricted to the direct teaching of linguistic code rather it requires the acquisition or at least being aware about other’s culture. Hinkel (1999) has proved that in his speech “*work on culture learning and teaching has been more interested in attitudinal issues relating to learners’ development of tolerance and understanding of other cultures as well as in the degree to which the study of other cultures enhances cultural self- awareness*”(p.28).

I.2. Culture and Communication

I.2.1.The Importance of Culture in Communication

Devito (2006), in his book “*Human Communication*”, has pointed out to the fact that communication is a necessary condition in transmitting the culture of a given society from one generation to another. Culture teaches individuals beliefs, attitudes, values, and ways of communicating to each other. Therefore, to communicate with people from different cultural background, one must learn something about the target culture.

In other word, the interaction with foreigners needs a sort of acculturation or adaptation to a new culture of that language being used. And the term “acculturation” has been defined generally by Brown (1980) as “*the process of becoming adapted to a new culture*” (p. 129) (as cited in Ellis, 1994, p.326). This process of being acculturate helps immigrants who intend to live abroad outside their host community, where there is a new situation to live in. This term is closely related to Shumann’ model of Acculturation which has been established to facilitate the acquisition of L2 by immigrants. It was made up of twelve factors; eight are categorized under the social distance (social dominance, integration pattern, enclosure, cohesiveness, size, cultural congruence, attitude, intended length of residence); and four belongs to psychological distance (language shock, culture shock, motivation, and ego-permeability). If the immigrants overcome those factors, they will acquire the foreign language easily, and they can communicate with natives (Ibid.).

I.2.2. Communicative Competence (CC)

The notion of communicative competence has been defined and developed in time in different ways by language scholars of different fields. Because, developing EFL learners' communicative competence has become the ultimate goal of modern language teaching. In each EFL class, you may find learners, who have a good linguistic background, but if they are put in a communicative competence they failed to do so.

Consequently, Dell Hymes (1972) developed a methodology to explore how different societies use language functionally in different way. He coined the term Communicative Competence to describe, not language universal as Chomsky believed, but the culturally specific communication tools needed to participate appropriately in culturally specific speech events (Hedge, 2000).

I.2.2.1. Definition of Communicative Competence

Communicative Competence refers to the knowledge of both language forms and language use. It has been explained by Smith (2002, p. 6) as *“the ability to communicate: to interact, to express, to interpret and to negotiate meaning, and to create discourse in a variety of social contexts and situations”*. The following concepts have used interchangeably with the term “communicative competence”; “language competence”, “intercultural communicative competence”, “second/foreign language competence”, “transnational cultural competence”, “communicative proficiency”, and “communicative language ability”.

I.2.2.2. Components of Communicative Competence

Today, many language scholars have agreed that communicative competence is made up of five components. Smith (2002) has been clarified those components as:

I.2.2.2.A. Linguistic Competence

This refers to the ability to control the linguistic code of the target language. It means how to combine the element of grammar following lexical, morphological, orthographical, syntactic and phonological rules of language.

I.2.2.2.B. Pragmalinguistic Competence

It refers to speaker's ability to understand and to convey communicative intent appropriately in a given context. This competence describes the ability to interpret the

illocutionary force and conversational implicature of an utterance. For example, Could you open the door? . This statement is a request rather than a question.

I.2.2.2.C. Sociolinguistic Competence

It reflects the socio-cultural knowledge that a speaker have about a particular speech community. This knowledge might include politeness, taboo topics, non-verbal factors such as kinesics and proxemics. For example, In Great Britain, when they talk to each other, they leave a distance between them. This is in the sense of respect and honesty.

I.2.2.2.D. Strategic Competence

It is all the compensatory strategies for communicating in the target language. It is activated when other competences are breaking down, such as circumlocution or mime when a word is not known.

I.2.2.2.E. Discourse Competence

It is the knowledge of discourse rules, such as cohesion and coherence, topic development, turn talking practice, opening and closing sequences; to produce a unified and meaningful written or spoken discourse.

I.1.2.3. Models of Communicative Competence

Hymes' concept of communicative competence (it has been abbreviated CC) has been further developed by Canale and Swain (1983), Bachman (1990), Celce-Murcia (1995), Uso-Juan and Martinez- Flor (2006). All of them have attempted to define the term of communicative competence and explain its different components.

I.1.2.3.A. Canale and Swain's Model (1980) of Communicative Competence

According to Canale and Swain (1980, p. 7-11), communicative competence is made of four competences which are illustrated below (as cited in Knapp, Seidlhofer and Widdowson, 2009, p.499):

Grammatical competence: "Knowledge of lexical terms and rules of morphology, syntax, sentence-grammar, semantics, and phonology".

Sociolinguistic competence: "This component is made up of two set of rules: socio-cultural rules of use and rules of discourse".

Discourse competence: "This type of competence concerns mastery of how to combine grammatical forms and meanings to achieve a unified spoken or written text in different genres. [...] Unity of a text is achieved through cohesion in form and coherence in meaning".

Strategic competence: “This component will be made up of verbal and nonverbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence”.

I.1.2.3.B. Bachman’s Model (1990) Communicative Competence

According to Bachman (1990), language competence and strategic competence are two main parts of communicative competence which are summarized in figure.1. And here is the explanation of this figure. The Language competence is made of two other competencies which are mainly organizational competence and pragmatic competence. The organizational one comprises grammatical and textual competence. And the pragmatic competence includes illocutionary competence and sociolinguistic competence. And the Strategic competence refers to the strategies used when there is breaking downs .

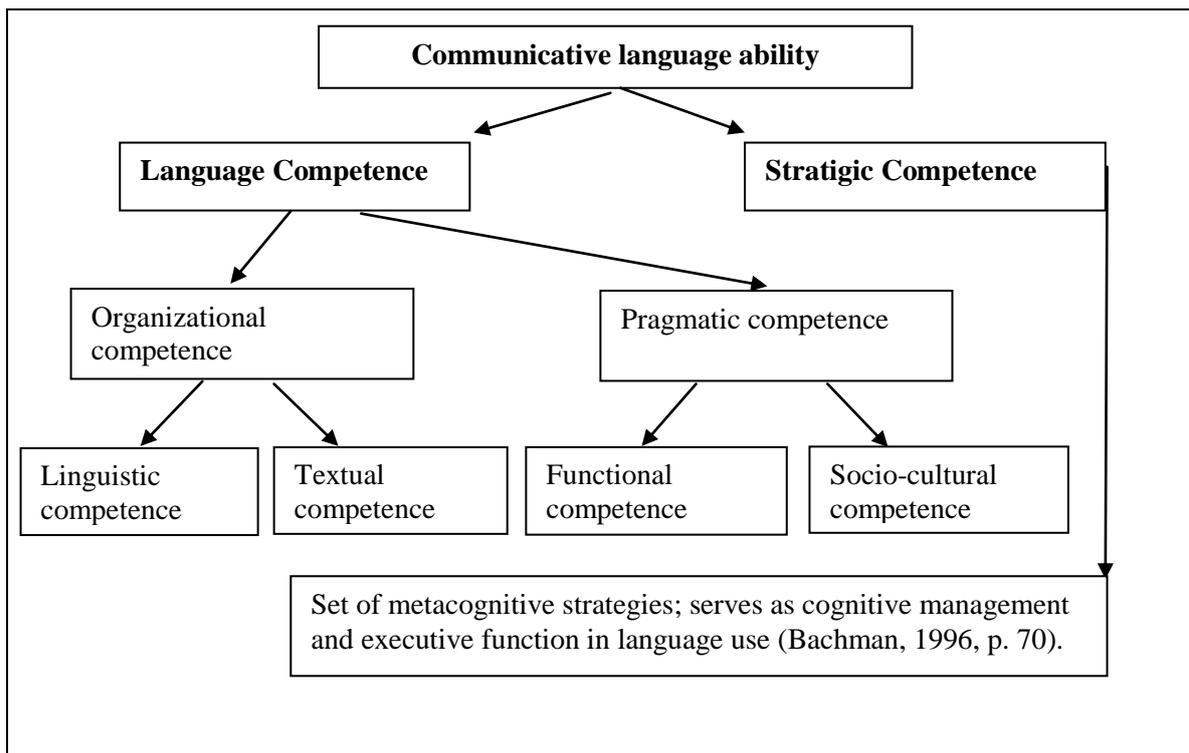


Figure I.1: Two Main Parts of Communicative Language Ability (Smith, 2000, p.8)

<p>ORGANIZATIONAL COMPETENCE</p> <p>LINGUISTIC COMPETENCE</p> <ul style="list-style-type: none"> • grammar rules at sentence level: syntax semantics lexicon morphology phonology/ graphology <p>TEXTUAL COMPETENCE</p> <ul style="list-style-type: none"> • rules for longer text and discourse level: cohesion coherence rhetorical organization conversational structures 	<p>PRAGMATIC COMPETENCE</p> <p>FUNCTIONAL COMPETENCE</p> <ul style="list-style-type: none"> • interpreting and expressing intentions through utterances: micro-functions and speech acts • macro-functions: ideational manipulative heuristic imaginative <p>• conventions of language use in a society / culture</p> <p>SOCIO-CULTURAL COMPETENCE</p> <ul style="list-style-type: none"> • knowledge of: social contexts (participants, situations) rules of appropriateness rules of politeness cultural knowledge /references language variation non-verbal communication figurative language and idiom
--	---

Figure I.2: Bachman’s (1990) Diagram of Language Competence (Smith, 2000, p.9)

I.1.2.3.C. Celce-Murcia’s Model of Communicative Competence

He divides communicative competence into five competences: discourse competence (it is the core of CC in this models), linguistic competence, sociolinguistic competence, strategic competence, and actional competence. These competencies work in parallel in which one influences the other (Us- Juan and Flor, 2008). And their definitions are nearly the same as Bachman’s definition of the components of communicative competence.

I.1.2.3.D. Usó-Juan and Martinez- Flor (2006) Model of Communicative Competence

This model comprises five competences under the heading of communicative competence: linguistic, pragmatic, intercultural, strategic, and discourse competence. The new idea in such model is the essential role of the four skills (speaking and listening, reading and writing) in the construction of a written or spoken discourse and the introduction of intercultural competence as a key factor used to build communication in multiple world cultures (Usó -Juan and Martinez-Flor, 2006).

I.2.3. Intercultural Communication(IC)

Learning about target cultures and having a communicative competence have become necessary conditions to hold communication with people from different cultural origins. Moreover, a foreign learner now needs to develop his *Intercultural Competence (IC)* through getting insights and learning about other cultures (Hinkel, 1999). Thus, the modern language teachers are seeking to raise learners' awareness about the necessity of having such competence and challenging the difficulties for being able to avoid breaking down communication. And “*the ability to understand the cultural context of the foreign language use is a key aspect of effective communication in the target language (TL)*” (Pachler and Field, 2001, p.147). This idea clearly shows the inseparability of language and culture.

I.2.3.1. Definition of Intercultural Communication

Carter and Nunan (2001, p.222) have defined intercultural competence as “*an interdisciplinary field of research that studies how people understand each other across group boundaries of various sorts: national, geographical, linguistic, ethnic, occupation, class or gender*”. It comes across because of various reasons. The first reason is where different American companies have encountered problems of having people from different cultural origins while they live and work together. The second reason is after the Second World War, there was the period of business development and USA wanted to know more about different cultures because of its intention of creating business affairs with chairmen from different parts of the world. The third and the last important reason is US Army, when they have been send to different counties, they have faced numerous intercultural problems. The following research had been conducted the notion of intercultural communication (Gibson, 2000).

I.2.3.2. Cultural Dimensions

I.2.3.2.A. Edward Hall

The first research about intercultural communication was conducted by the anthropologist Edward Hall in 1950. He had trained government employees in US Foreign Service Institution during the 1950s. Edward was intended to see the problem they have faced while dealing with each other due to their cultural difference. He produced two famous books: *The Silent Language (1959)* and *Hidden Dimension (1966)*.

I.2.3.2. B. Kluckhohn and Strodtbeck

The second research was done by two anthropologists, Florence Kluckhohn and Fred Strobeck in 1961. They outlined five key orientations of human beings ranged between beliefs and values.

a. Human nature

How do people think about humans?

Is it good, bad or a little of both?

b. Man- nature relationship

This explains that human beings live in harmony with nature in which they can control it.

c. Time sense

It concerns the past oriented view of the world, present and future orientation.

d. Activity

It is mainly action orientation. What people can do not what they can be in a specific period of time?

e. Social relations

It is related to the idea of individualism or collectivism. The relationship exists between individual and other members of a given society.

I.2.3.2. C. Hofstede

The Dutch social psychologist and engineer Geer Hofstede who collected data from employees of IBM in the late of the 1960s and early 1970s. He worked thirty eight occupations, and spoke twenty languages. In 1980, he published a book called *Culture's consequences*. Where he introduced four dimensions:

1. Individualism/ Collectivism
2. Uncertainty Avoidance
3. Power Distance
4. Masculinity/ Femininity

I.2.3.2. D. Trompennars

The Dutch man Fons Trompennars published a book in 1997 entitled *Riding the Waves of Culture*. He describes three main cultural dimensions:

1. Relationship with People
2. Attitude to Time
3. Attitude to the Environment.

And he has worked a lot on problems of intercultural communication

I.2.3.3. Barriers of Intercultural Communication

I.2.3.3.A. Stereotype

It refers the strong belief towards somebody or something. Such belief may have a negative effect on intercultural communication and the interpretation of a situation when it is too rigid. Stereotype as a word is derived from the art of printing and which has a direct relation with Generalization and Categories. This idea reflects one person's trait either good or bad that can be over generalized on other persons (Gibson, 2000).

I.2.3.3.B. Attitude

Attitude is usually a part from stereotype. Attitude, in this case, concerns culture and language. If foreigners have a positive attitude towards the target culture group, they will be able to communicate, but if they have a negative attitude, they will not be able to do such process (Ellis, 1994).

I.2.3.3.C. Perception

The way people perceive the same thing in different way is often determined by their own culture. Being aware about such difference is very important in intercultural communication (Gibson, 2000).

I.2.3.3.D. Interpretation

The way people understand and perceive things is also necessary in intercultural communication. If two persons have interpreted one state in different ways, this may create what is so called misinterpretation which considers as intercultural barrier (Ibid).

I.2.3.3.E. Culture Shock

All people may experience the phenomenon of culture shock when they expose to a new and foreign culture for the first time. It has been defined by Brown (2007, p. 194) as

“feelings of estrangement, anger, hostility, indecision, frustration, unhappiness, sadness, loneliness, homesickness, and even physical illness”.

I.2.3.4. Approaches to Intercultural Communication

This approach aims to help EFL learners to be successful intercultural communicators through extensive systematic intercultural training, not only through mastering English culture, but also through gaining a solid knowledge about world cultures. Being intercultural communicators also means to be able to compare one’s native culture with other culture, to evaluate the results of these comparisons and apply this knowledge on verbal and non-verbal communication.

Successful international communication is a reason to introduce intercultural approach into EFL classroom. Where language teacher is supposed to teach culture as a fifth skill, in which he must begin with students’ own culture, then cultures that have a direct contact with until they reach a point where they learn all world cultures (Chlopek, 2008).

I.2.4. Culture and Non-Verbal Communication

This sub section intends to provide some areas of non- verbal communication which differ from one culture to another. It is called paralinguistic features as it has been defined by S.Pit. Corder (1973) as *“any deliberate manipulation of bodily behavior for communicative purposes within the conversation”* (p.36), and some of them are:

I.2.4.1. Culture and Kinesics

Kinesics is one cultural aspect of non verbal communication which is also called “body language”. It includes body movement, body position, facial expression and dress. This kind of non verbal communication is different among cultures. What is good in one culture may be bad or forbidden in other cultures (Gibson, 2000).

I.2.4.2. Culture and Proxemics

Physical proximity or proxemics is also a significant communicative category. It is also called “body distance” which refers to *“how close you get to another person when talking to them”* (Gibson, 2000, p. 30).

I.2.4.3. Culture and Oculistics

It is also known as an “eye contact”. The act of spending too much time looking at someone may be acceptable in one country if it expresses an innocent intention, but it may be rude to have much time looking at somebody else if it is taken to under estimate him (Gibson, 2000).

I.2.5. Communication strategies

Many research studies had been conducted upon communication strategies. Those researchers such as Farch and Kasper (1983), Poullisse (1993), Dörnyei and Scott (1995), Kellerman (1997), and Rompton (1997), had tried to investigate the strategies used by EFL learners to learn the foreign language and communicate in classroom. It has been defined as “*potentially conscious plans for solving what to an individual presents itself as problem in reaching particular communicative goals*”(Farch and Kasper, 1983 as cited in Seidlhofer, 2003,p. 178). People make use of these strategies when they have problems to communicate to each other. Communication strategies in other situation are called strategic competence. Here they are some of these strategies that have been proposed by Thornbury (2005).

1. Circumlocution

Communicators try to explain, exemplify, illustrate or describe the properties of the target object or action such as:

- _ I get a red in my head to means “shy.”
- _It becomes waters instead of “melt”.

2. Word Coinage

They create non existing word in L2 by applying a supposed L2 rule to an existing L2 word, for example

- _ *vegetarianist* for “*vegetarian*”.

3. Foreignizing a word

This strategy includes using words from L2/L3 by adjusting them into L2 phonology, such as turning the Span word *una carpeta* (meaning a file for paper) into the English sounding word *a carpet*, and adjusting the German word *reparieren* into *repair*.

4. Approximation

It involves using a single alternative lexical item or a related term which shares semantic features with target word or structure, such as:

- _ Work table is used to represent “work bench”.

5. *The use of all purpose words*

Extending a general “empty” lexical item or words to contexts where specific words are lacking, for example stuff, thing; make, do.

6. *Language Switch/ Code Switch*

When words from native language are used into the target language, such as: using the Latin word *ferrum* for *iron*.

7. *Para linguistics*

Learner makes use of gestures like mime to convey the intended meaning such as:

_ Hand is used for greeting someone.

8. Omission

This strategy means learner tends to leave gaps when a word does not available or learner does not know the target word, and he carries on as if it has been said, like “Then...er... is...and the Mickey Mouse”.

Conclusion

This chapter was an introductory chapter to the phenomenon of culture across languages, and its close relationship with both language and communication. The outcome of this chapter was that any foreign language cannot be taught as a separate grammar rules rather it should accompanied with the culture of that target language. This indicates that we should study how to use this linguistic knowledge in specific situations.

In addition, it has explained the concept of communicative competence and the different strategies used by EFL learners when they want to communicate in their classroom. This concept of communicative competence was the main subsection in this chapter since it considers an independent variable in this research work.

The next chapter will specifically tend to explain culture in English language teaching, the important and the process of teaching such entity. Also teaching culture will be the main focus of this following chapter.

Chapter II: Culture and English Language Teaching

Introduction

II.1. The Most Common Language Teaching Approaches/ Methods

II.1.1. The Grammar Translation Method

II.1.2. The Direct Method

II.1.3. The Audio-Lingual Method

II.1.4. The Communicative Language Teaching

II.1.5. The Intercultural Approach

II.2. Teaching Culture

II.2.1. Culture and Language Teaching

II.2.2. Why Teach Culture

II.2.3. What Topics to Teach

II.2.4. When to Teach Culture

II.2.5. How to Teach Culture

II. 2.5.1. Approaches to Teach Culture

II. 2.5.2. Classroom Techniques for Teaching Culture

II.2.6. The Integration of Culture through the Four Skills

II.2.6.1. Listening Comprehension

II.2.6.2. Speaking

II. 2.6.3. Reading Comprehension

II.2.6.4. Writing

II.2.7. The Reality of Teaching Culture in the Algerian University

Conclusion

Introduction

The theory of teaching culture to EFL learners has dominated the field of language teaching and programs during the ninetieth century. The need for communication and using the language appropriately in a particular context have urged the applied linguists and language teachers to shift a focus from teaching just grammar rules and vocabulary (that was mainly the Structural and Situational syllabuses) to teaching language function and use (i.e. the Functional and the Communicative syllabuses).

The difficulties that have been encountered by EFL learners during their acquisition of the target language were one of the major reasons for the rise of Communicative Approach, in which teacher tries to provide students with opportunities for using the language through different activities, as well as; their ultimate goal is to improve EFL learners' communicative competence.

In this chapter which is entitled "Culture and English Language Teaching", we will try to explain how culture is taught in English language classes and which topics to teach about culture. It will be divided into two basic sections: The Most Common Language Teaching Approaches, and Teaching Culture. Each section will include other sub sections.

II.1.The Most Common Language Teaching Approaches/ Methods

Before tackling the different approaches and methods of language teaching, it is important to make a distinction between the following terms: approach, method, and technique. According to Richards and Rodgers (1986, p. 15)

- **Approach** is a set of a correlative assumptions and theoretical principle dealing with the nature of language teaching and learning.
- **Method** is a procedural plan for presenting and teaching the language.
- **Technique** is strategies for implementing the methodological plan.

During the twentieth century, there were a multiple changes over language teaching methodology. So many approaches have been emerged and other have been died out as Richards and Renandya (2002, p.5) stated "*The notion of teaching method has had a long history in language teaching, as is witnessed by the rise and fall of a variety of methods throughout the recent history of language teaching*". These changes were due to the shift

in “focus, practice, and purpose” (Kelly, 1976, as cited in Hall Haley and Austin, 2004). Here are the most common approaches and methods of language teaching:

II.1.1.The Grammar Translation Method

The Grammar Translation Method was advocated by Johann Seidenstucker, Karl Plotz, H.S. Ollendorf and Johann Meidinger. It was a dominant teaching method in the United States from the 1840s to the 1940s and later on it expanded to the other parts of the world. Grammar Translation Method was also known as Prussian Method (Richards and Rodgers, 1986). The main features of this method were the following:

1. Explanation of a grammar rule through sentences as an example;
2. Vocabulary presented in the form of a bilingual list (vocabulary are translated into the native language) (Krashen, 1982, p. 127);
3. Grammar rules of the students’ native language and the second/foreign language are compared and contrasted (Hall Haley and Austin, 2004, p. 36);
4. Accuracy was emphasized; students are expected to attain high standards in translation;
5. The emphasis on reading and writing at expense of speaking and listening;
6. Grammar rules were taught deductively;
7. L1 is used to explain a new vocabulary items (Richards and Rodgers, 1986, p. 4);

II.1.2.The Audio-Lingual Method

It is also called: Army method, and Aural-Oral method. Its origins go back to the Second World War where the United States of America entered into the war against Japan. U.S.A government was obliged to teach Japanese language to soldiers. The focus was mainly to attain conversational proficiency in listening and speaking, without paying attention to other remaining skills reading and writing because of time limit at that period (Ibid.).Here is the common characteristics of the Audio- Lingual Method:

1. Teaching grammatical points implicitly through dialogue;
2. Memorization of list of vocabulary and dialogue;

3. The use of drills and patterns practice such as repetition, substitution, transformation and translation (Krashen,1982; Richards and Rodgers, 1986);
4. Students learn through stimulus-response techniques. Pattern drills precede any explanation of grammar (Hall Haley and Austin, 2004);
5. Reading and writing are left a side till speech is mastered;
6. Linguistic competence is the desired goal;
7. Accuracy is a primary goal;
8. Language is a habit formation, so errors are prevented;

II.1.3.The Direct Method

It was advocated by F. Gouin in the mid of the ninetieth century after his observation to children' acquisition of their native language. He believed that the way in which children acquire their first language is similar to the process of second language learning (Richards and Rodgers, 1986, p.9). It is characterized by the following:

1. Classroom instruction and grammar rules were explained exclusively in the target language (Ibid., p.10);
2. It makes use of audio visual equipments such as audiocassettes, slides and videos (Ansari, 2012, p. 523);
3. Teaching just every day vocabulary and sentences;
4. Focus on the oral communication, the question-answer exchanges are the main activity used by language teachers;
5. Specially constructed pictures depicting life in the target culture are developed to enable the teacher to present meaning without translating (Hall Haley and Austin, 2004, p.37);
6. Grammar rules are presented inductively;
7. Teaching both speech and listening comprehension;
8. Accuracy was emphasized and errors are corrected in class;

II.1.4.The Communicative Language Teaching (CLT)

The communicative approach came to replace the structural approach that was dominated language teaching programs and curricula for many years ago. And it was an important and influential factor for the emergence of communicative language teaching in

the late 1960s and 1970s to replace the previous approaches and methods to language teaching which is mainly the audio lingual method (Richards, 2001). It is characterized by:

1. Teaching of communicative competence (what a speaker needs to know to communicate appropriately within a particular speech community)(Saville-Troike, cited in McKay and H. Hornberger, 1996, p. 362);
2. Focus on fluency rather than accuracy (Cook, 2003);
3. Inductive teaching of grammar rules;
4. Errors are tolerated;
5. Learning through attending to the feedback learners get when they use the language (Richards, 2006, p. 4);
6. Learners participate in the classroom activities with their classmates through a corporative group, and the teacher is a facilitator and moderator;
7. Link the different skills such as speaking, reading and listening together, since they usually occur so in real world;
8. Communicative Language Teaching activities are: Information Gap activities, Jigsaw activities,(people discuss opinion), Task-Completion activities (puzzles, games, map-reading...etc), Information Gathering activities (surveys, interviews, research), Opinion-Sharing activities, Information-Transfer activities, Reasoning-Gap activities, Role play, Project Work, Pair and Group Work activities,...etc.;
9. Making communication more authentic, by doing so learners will be able to better understand the speaking customs and ways of life of the target country to behave appropriately in native environments (Kramsch, 1993)

II.1.5.The Intercultural Approach

It is a recent approach to language teaching methodology which refers to EFL learners' ability to compare their native culture with other world culture to evaluate and to interpret the results of the comparison and then apply them in both verbal and non verbal communication (Chlopek, 2008). It tends to develop EFL learners 'intercultural competence which has been defined as "*willingness to engage with the foreign culture, self awareness and the ability to look upon oneself from the outside*" (Sercu, 2005, p. 2).

Nowadays, it becomes a necessity to teach intercultural competence within EFL classroom through intercultural approach. The reasons for applying such approach are: (1) the culture aspects that have been incorporated in the textbooks of middle and secondary schools, and (2) the prejudice against other nations and cultures. Intercultural approach is the best way to create tolerance among people of those nations (Chlopek, 2008). Also, it is widely used in classes where learners have come from different cultural background.

The corporation of culture in language courses is relatively recent. The review of literature indicates that culture has always been presented in language instruction (Merrouche, 2006).

II.2. Teaching Culture

As it has been mentioned before in the chapter one, culture is a basic and inseparable element for learning a foreign language. Thus culture is a necessary condition to obtain a communicative competence. The National Center for Cultural Competence defines culture as an *“integrated pattern of human behavior that includes thoughts, communications, languages, practices, beliefs, values, customs, courtesies, rituals, manner of interacting and roles relationships and expected behaviors of racial, ethnic, religious or social group; and the ability transmit the above to succeeding generations”* (Goode, Sockalinga, Brown, and Jone, 2000, as cited in Peterson and Coltrane, 2003, p. 1).

II.2.1. Culture and Language Teaching

The emergence of Communicative Language Teaching and the adaptation of Dell Hymes' (1972) concept of communicative competence as an ultimate pedagogical goal of language learning were considered as a starting point towards teaching culture/ socio-cultural competence to EFL learners (how language functions in speech community) (Gray, 2010, p. 29). The socio cultural competence is clarified by Jan Van Ek and John Trim (1991, p.102) as a familiarity with the target culture of a given society which includes knowledge of everyday life, living conditions and interpersonal relations of native speakers of the language being learned (as cited in Gray, 2010).

II.2.2. Why to Teach Culture

Many English teachers ask question: Is it really important to teach British or American culture? Which cultural aspects are relevant to language learning? When and how it should be taught? Today, many cultural studies in language teaching have proved

the importance of integrating culture in foreign classes and language programs (Merrouche, 2006).

II.2.3. What Topics to Teach

Different authors have suggested different cultural aspects that should be taught in foreign language classroom, and which are mainly related to social, cultural, national, geographical and political life of the English speaking people. Byram and Morgan (1994, p.51-52) have argued that the content of cultural learning should cover the following areas of study:

- *social identity and social groups*: groups within the nation-state which are the basis for other than national identity, including social class, regional identity, ethnic minority, professional identity, and which illustrate the complexity of individuals'
- social identities and of a national society (N.B. the issue of national identity is dealt with under 'stereotypes');
- *social interaction*: conventions of verbal and non-verbal behavior in social interaction at differing levels of familiarity, as outsider and insider within social groups;
- *belief and behavior*: routine and taken-for-granted actions within a social group national or sub-national and the moral and religious beliefs which are embodied within them; and, routines of behavior taken from daily life which are not seen as significant markers of the identity of the group;
- *socio-political institutions*: institutions of the state and the values and meanings they embody which characterize the state and its citizens and which constitute a framework for ordinary, routine life within the national and sub-national groups; provision for health-care, for law and order, for social security, for local government, etc.;
- *socialization and the life-cycle*: institutions of socialization families, schools, employment, religion, military service and the ceremonies which mark passage through stages of social life; representation of divergent practices in different social groups as well as national auto-stereotypes of expectations and shared interpretations;
- *national history*: periods and events, historical and contemporary, which are significant in the constitution of the nation and its identity both actually significant and, not necessarily identical, perceived as such by its members;
- *national geography*: geographical factors within the national boundaries which are significant in members' perceptions of their country; other factors which are information (known but not significant to members) essential to outsiders in intercultural communication (N.B. national boundaries, and changes in them, are part of 'national history');
- *national cultural heritage*: cultural artifacts perceived to be emblems and embodiments of national culture from past and present; in particular those which are 'known' to members of the nation e.g. Shakespeare in Britain, the Impressionists in France, Wagner in Germany through their inclusion in curricula of formal education; and also contemporary classics, not all of which have reached the school curriculum and some of which may be transient but significant, created by television and other media e.g. Truffaut's films in France, Agatha Christie in Britain, Biermann' songs in Germany;
- *stereotypes and national identity*: for example, German and English notions of what is 'typically' German and English national identity; the origins of these notions historical and contemporary and comparisons among them; symbols of national identities and stereotypes and their meanings, e.g. famous monuments and people.

II.2.4. When to Teach Culture

Language teachers believe that the target culture should be taught in the elementary stage (middle and secondary schools) before reaching advanced levels. Because they think cultural courses during the early stages play a significant role (Brooks, 1968, as cited in Merrouche, 2006).

II.2.5. How to Teach Culture

II.2.5.1. Approaches to Teach Culture

Galloway (1985, as cited in Ariza, 2007, p. 13-14) outlined four common approaches to teach culture in EFL classroom which are listed as follows:

- A. *The Frankenstein Approach*: when learners are provided with information from everywhere.
- B. *The 4-F Approach*: related to teaching culture focused on Folk dances, Festivals, Fairs and Food.
- C. *The Tour Guide Approach*: teaching culture by the identification of monuments, rivers and cities...etc.
- D. *The By -the- Way Approach*: teaching culture by sporadic lectures or bits of behavior selected indiscriminately to emphasize sharp contrast (through finding the similarities and differences between EFL students' native culture and the target culture).

II.2.5.2. Classroom Techniques for Teaching Culture

Cultural activities should be selected carefully to be adapted into lesson plans to fit the pedagogical objective of language learning and teaching content. In order to teach culture to EFL learners, teachers need to use authentic materials. The term "Materials" in isolation refers to "*anything which is used by teachers or learners to facilitate the learning of language*" (Tomlinson, 1998, as cited in Ariza, p. 14), together they refer to "*the way language used in non pedagogic, natural communication*" (Kramsch, 1993, p. 177).

Using authentic resources from the native speech community helps students engage in authentic experiences. These authentic materials can be films, news broadcasts, television shows, news papers, web sites, photographs, magazines, travel brochures, role play, proverbs, and other printing materials. Teachers can adapt those authentic materials

according to the age and language proficiency level of the students (Peterson and Coltrane, 2003).

II.2.5.2.A. Proverbs

EFL students can read proverbs in the target culture, and then they make a comparison to see whether they are similar or different with those of their native culture. It is usually said by wizen people who have an experience about the reality. Proverbs tend to provide students with good values and general advices about life (Medgyes, 2002).

II.2.5.2.B. Role Play

In role play activity, Language teachers focus on the students' language proficiency levels and their oral performance rather than their ability to "act out" different roles on the ground of the theater. Role play is "*used to refer to all sorts of activities where learners imagine themselves in a situation outside the classroom*" (Ur, 1991, p.131). It is performed in pairs or groups; it depends on the characters found in the original role play. It is also an effective technique to improve learners' speaking skill in the classroom; this occurs only in the case learners are able to manage themselves and they avoid some difficult factors like being anxious and shy to perform in front of their classmates.

II.2.5.2.C. Cultural Capsules

They are also named "culturgrams", which were first developed by Taylor and Sorenson (1961, as cited in Merrouche, 2006) to describe cultural differences between two cultures, native and target culture. Cultural capsules contain comprehension questions about objects in which students are responsible for collecting information about those objects, and then they make a written summary or oral performance inside the class about those items (Peterson and Coltrane, 2003).

II.2.5.2.D. Ethnographic Studies

Teachers can ask students to make ethnographic studies such as making interviews and discussions with native speakers in their own community, and take notes or record them. Such studies need a long period of time (Peterson and Coltrane, 2003).

N.B. Ethnography is a science which concerns with classifying and describing human civilization.

II.2.5.2.E. Literature

It can provide EFL learners with full information about the target culture, the way people think and behave. It therefore requires a careful selection of texts that go hand in hand with students' level of literacy. It can be developed through drama as Seipert (2011, p. 69) states "*students enjoy the interaction through text while becoming excited by the feeling of ownership in which their own learning that dramatic performance afford them*".

II.2.5.2.F. Film

Film and television segments offer students the opportunity to watch behaviors that were absent in written texts. As well as it helps students be aware about language and cultural issues such as turn-taking in conversation, and gain a rich cultural knowledge (Stephen, 2001, as cited in Peterson and Coltrane, 2003).

II.2.6. The Integration of Culture through the Four Skills

It is worth to note that teaching culture in foreign language classroom through the four traditional language skills has become increasingly a necessary condition that provide EFL learners with opportunity to acquire a communicative competence.

II.2.6.1. Listening Comprehension

Listening is widely used in our daily life. We may listen to obtain information, to negotiate, or to create relationships. However, it is important to distinguish between hearing and listening; in one hand, "*hearing ... is only one part of the listening process, refers to the physical act of receiving sounds. It is a passive process that occurs even when we are a sleep. Listening, in the other hand, is hard work and is dynamic, interactive process involving both speakers and listeners*" (Barker and Gaut, 2002, p.89). Therefore, Listening in language teaching is very important for students because it allows them to hear different varieties and accents such British English, American English, Australian English, Caribbean English, Indian or West African English (Harmer, 1998), and it promotes their ability to communicate in L2 (Martinez-Flor and Uso-Juan, 2006).

So, Language teachers should select authentic passages for listening activities. And they have to make sure that those passages are used to reflect actual language use and communicative situations such as music and songs, especially lyrics and melody which represent historical events of a certain society (Merrouche, 2006).

II.2.6.2. Speaking

Actually, the speaking skill is a complex and a hard process to acquire because it is an interdisciplinary skill which requires knowledge of phonology, morphology, syntax, pragmatics, conversation analysis, corpus linguistics, second language acquisition, psycholinguistics, sociolinguistics or neurolinguistics (Pawlak, 2011).

Moreover, speaking is considered the main productive skill that shows students' level of proficiency. When a teacher gives them specific activities to speak and to use the foreign language, this gives students a chance to "rehearse" having discussion outside the classroom; and it provides both teacher and students with "feedback" (teacher' feedback is to see students' production of the language, and their speaking difficulties, and students' feedback is related mainly with promoting their self confidence and evaluating their ability to handle various speaking tasks); as well as those kinds of speaking activities can help students participate inside classroom settings (Harmer, 1998). Speaking inside the classroom is different from speaking with foreigners where there is a lot things to take into account.

Consequently, Teachers should teach their learners the cultural conventions of verbal exchanges such as turn-taking practice (opening and closing sequences), interruption, speech act (request, apology, compliment...etc.) (Merrouche, 2006).

II.2.6.3. Reading Comprehension

Teachers should teach their students "learn to read", then teach them "read to learn". In other words, teachers should increase students' awareness about the importance of reading English texts; and they have to motivate them to read because the more they learn the more they earn. Moreover, reading is useful because it helps students acquire the language; and it gives them a chance to write effectively by using vocabulary, grammar and punctuation they have read about (Harmer, 1998). Also reading can be defined as "*a complex interaction of cognitive processes and strategies*" (Hedgcock and Ferris, 2009, p.59). In other word, reading requires intelligence, attention and other cognitive abilities.

EFL learners are not supposed to read any kind of the input, they need to read authentic texts as it has been defined by Little and Singleton (1988, p.21) as "*a text that was created to fulfill some social purposes in language community in which it was produced*"(as cited in Kramsch, 1993, p.177). Many research studies have been done on

to show the importance of extensive reading and the main sources that promote students' reading skills such as short stories, novels, newspapers, magazines, books, articles...etc.

II.2.6.4. Writing

Writing was invented around 3000 BC to represent the spoken language and to preserve tradition, religion and all what is related to the culture of a given society. As Kramsch (1993, p. 54) states *“writing permits record-keeping, and thus can be an aid to memorize; by fixing the fluidity of speech, it makes tradition into scripture, which can then be easily codified and made into a norm, a canon, or a law”*.

Writing is just as important as speaking, listening and reading. A few years ago, writing was not taught as a separate language skill; it was only limited to “write answers to grammar and reading exercises”, “to write dictation”, and “to practice hand writing” (Reid, 2001). During the twenty- first century, new approaches have been devoted to teach students an academic English writing following specific strategies along the way.

II.2.7. The Reality of Teaching Culture within the Algerian University

Few years ago, the Algerian teaching programs have started to teach English language through Culture-Based-Activities; where culture has taught implicitly to middle and secondary school students. Now the majority of textbooks are fulfilled with a variety of assumptions and ideas that reflect the daily life and routines, beliefs and values of how people live in different parts of the world. But, there are many studies have conducted to test the validity of those culture activities, and they concluded that although the current textbooks of middle and secondary schools are supported with some culture based activities, teachers did not pay attention to it due the lack of experience in the target culture. Also these recent studies have shown that those activities and others are considered the basic foundations for teaching culture at university level.

Indeed, teaching culture within the Algerian university for LMD students of English is still unacceptable for the following reasons. First, the lack of teaching materials, the majority teachers of culture and civilization present their lectures by using written documents (handouts). Students do not receive something concrete and authentic because materials are very important in language instruction. Today, there are a great variety of teaching materials or pedagogical ones such as newspapers, photographs, songs, books, dictionaries, cassettes...etc (Üstünel and Gedikoğlu, 2011). Second, Culture is taught just for two year to students of English who are specialized in Science of the Language.

This very limited period of time is not sufficient to cover much knowledge about different cultures. Time as Haynes (2010) stated “*is a key variable in teaching*” (p.95). So, teachers should provide an extra sessions and a sufficient time to teach culture; even for those who are not specialized in culture and civilization (i.e. Science of the Language). Third, most of EFL students do not read and listen to benefit from the media especially to learn about other cultures. Consequently, teachers should motivate their learners towards learning about other cultures.

Conclusion

Actually, this chapter was the most important one in the reviewing of literature, since it summarized teaching culture in foreign language classroom. Moreover, it answered questions such as why to teach culture, what topics to teach, when and how to teach culture. These questions helped us a lot decide about culture learning and teaching content. This chapter was also used to explain the importance of learning about both language form and functions to attain the ability to communicate effectively. As well as, it sought to clarify some related issues such as intercultural communication and the importance of having such competence to communicate with people from different parts of the world. As a concluding section, we have decided to shade a light about the reality of teaching culture within the Algerian university to see how much teaching culture is effective in such situation.

The next following two chapters of the practical work will tend to prove the hypothesis that was formulated at the beginning which said that EFL learners are not able to communicate because lack of cultural knowledge. These two last and not the least chapters will be our main concern because we are going to investigate different perceptions and problems faceted by EFL learners. Moreover, we are going to use two qualitative data gathering tools; questionnaire for Master one LMD students of English Science of Language; and interview for teachers of Culture, Applied Linguistics and Discourse Analysis.

And the last sections will be devoted to suggestions and general conclusion to sum up all what have discussed and found in such research study.

Part Two: Field Work

Chapter III: Students' Questionnaire Results and Analysis

Introduction

III. 1. Piloting the Questionnaire

III. 2. Administration of the Questionnaire

III. 3. Description of the Questionnaire and its Type

III.4. Analysis of the Results

Conclusion

Introduction

Field investigation is mainly based on these two last chapters which are entitled “Students’ Questionnaire Results and Analysis”; and “Teachers’ Interview Results and Analysis”. It aims at investigating different perceptions and understanding of both students and teachers towards the issue of teaching culture in EFL classroom and its positive impact in improving EFL learners’ communicative competence.

The third chapter that is concerned with students’ questionnaires involves four main subsections: Piloting Questionnaire in which the researcher tests the validity of different questionnaire items before submitting the final draft to the informants; Administration of Questionnaire that is the second step in which the researcher goes through; Description of the Questionnaire and its Types where there are more details and explanations closed to the questionnaire; and the Analysis of the Results which is mainly devoted to a description of the data collection.

The fourth chapter which is basically related to teachers’ interview also contains four subsections: Type of the Interview that is used in this research work; Aim of the Interview; Description of the Interview; and Analysis of Teachers’ Responses. As concluding points, Suggestions and Recommendations with a General Conclusion will be the last and not the least sections of this research study.

III.1. Piloting Questionnaire

To test the validity and reliability of the questionnaire items, we have passed through a very important step in each effective research which is called “*piloting the questionnaire*”. Actually, before submitting the final draft of this research instrument, we have administered the questionnaire to a small sample which consists of five colleagues who are enrolled in Master one, Science of the Language to see to what extent those items of the questionnaire are effective and clear to be answered. Consequently, we have concluded that some questions in this questionnaire were ambiguous and somehow difficult (Q 25) and some other questions need to repeat their wordings (Q 7 and Q 21) to be clear enough to the participants.

III.2. Administration of the Questionnaire

After all, when we have finished with piloting the questionnaire, we have started on the eighteenth of March in administering the final draft of the questionnaire to the LMD students of English Master one Science of the Language; they were 80 students out of 141. At that time, we have faced some difficulties which are mainly related to the lack of seriousness; especially when students were asked to answer the different items of the questionnaire to be returned back later. Consequently, they could not do so, we did not know why. So we were obliged to resubmit them again and wait their answers. And finally, we were able to collect the required number of the questionnaire copies. Concerning their answers, they were acceptable to a big extent. In other words, their answers were well developed and their views were gone in parallel with our research questions and the hypothesis.

III.3. Description of the Questionnaire and Its Type

Because the essence of a scientific research is trying to find answers to questions in a systematic manner, it is no wonder that the questionnaire has become one of the most popular research instrument applied in the social sciences (Dörnyei, 2003). In fact, it seems to be true that questionnaire is easy to construct, but it is difficult to receive the right answer for each question. Moreover, the term questionnaire can be refer to as “inventories”, “forms”, “opinionnaire”, “tests”, “batteries” , “checklists” ,”scales”, “schedules studies”, “profiles”, “indexes /indicators” or “sheets”(Aiken, 1997; as cited in Dörnyei, 2003). Broadly speaking, questionnaire is a set of written items submitted to informants as a data collection tool. As it has been defined by Brown (2001, p. 6) “*questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers*”(as cited in Dörnyei, 2003, p.6). Dörnyei (2003) has mentioned two types of questionnaire which are listed below:

- a) *Interview schedules*: this kind of questionnaire like a live interview with respondents. Differently stated, it refers to a situation when someone asks a set of fixed questions and recording the respondent’s answer on an answer sheet.
- b) *Self- administered pencil- and paper questionnaire*: it is a written paper submitted to informants to fill in or complete by themselves.

In this research study, we have used the second type of the questionnaire which is administered to be completed by students of English, Master one Science of the Language in the department of English at Mohamed Kheider University of Biskra.

Concerning the type of the questionnaire items, it was a mixture of both closed-ended (boxes to tick) and open-ended questions (blank sections to write in answers). This kind of the questionnaire items is called a “semi- structured questionnaire”. In our research study, students’ questionnaire is made up of four sections, each section consists of closed-ended and open- ended questions that target to provide thorough explanations about the issue under investigation. Therefore, it contains 25 various items raised to evoke the curiosity of the respondents.

Section I

This section is entitled “General Information”. It contains two questions; one is about the students’ age and the other one is about their sex.

Section II

It is called “Language Learning”. In this section, we have prepared eight questions that mainly dealt with students’ reasons for learning English; student’ definition of English; their preferable activities for learning English effectively; the nature of communication inside EFL classroom; the frequency of communication; reasons for not communicating; students’ ability to analyze a spoken or written discourse; and reasons for not being able to analyze these kinds of discourse.

Section III

It is entitled “Culture Learning”. It intends to investigate students’ understanding and their perceptions towards culture learning. It embodies thirteen questions which tackle several points such as the importance of knowing the culture of English speaking people; students’ preferable cultural topics; their reasons for rejecting the target culture; the negative effect of learning the English culture; ways in which culture can influence negatively on the students; the way in which culture was presented by EFL teachers in the department of English; student’ attitudes towards that presentation and content of those culture courses; their reasons for rejecting those culture courses; their needs for extra sessions to study culture; their preferable foreign country for carrying on their studies

abroad; reasons for that selection; and the possibility of having foreign friends and the amount of foreign languages they have learned from those foreign friends.

Section IV

As a concluding section, “Further Suggestions” is the last questionnaire item to be asked for students to provide us with their view points about the possibility of developing EFL learners’ communicative competence.

III.4. Analysis of the Results

Section I: General Information

Q 1: Age

Options	Number of participants (N)	Percentage (%)
20	1	1,25
21	1	1,25
22	21	26,25
23	26	32,5
24	14	17,5
25	7	8,75
26	1	1,25
27	1	1,25
30	2	2,5
31	1	1,25
38	1	1,25
No answer	4	5
Total	80	100

Table III.1: Students’ Age Distribution

This table highlights that the majority of the respondents in this population are relatively young. Their ages are ranged between 20 and 38. However, most of Master one students of English have got 23 years (32, 5%) which implies that those students are motivated enough to learn English as a foreign language; and they are normally advanced students, so they are supposed to have good communicative skills. Concerning those who are old enough (from 30 to 38); they seem to be an experienced people and they are just studying English to obtain an additional diplomat.

Q 2: Sex

a. Male

b. Female

Options	N	%
a	11	13,75
b	69	86,25
Total	80	100

Table III.2: Students' Sex Distribution

N: Number of participants

%: Percentage

According to the results shown in the above table, a high rate of students 69(86, 25 %) who are belonging to Master one English Science of the Language are females. This indicates that girls are more interested in studying foreign languages and they are more ambitious to carry on their studies to obtain higher degrees, whereas few males who are belonging to Master one and the majority of them are not interested to finish their studies. They seem to be they have just a strong desire for getting their diplomat and having a good job.

Section II: Language Learning

Q 3: Are you learning English because:

- a. It is the language of Technology and scientific research.**
- b. You like this language and you want to know more about its speakers and their culture (s).**
- c. It is required to get a good job.**
- d. It is the basic instrument to carry on your studies abroad as EFL learners.**
- e. Others: Please, specify**

Options	N	%
a	15	18,75
b	51	63,75
c	26	32,5
d	7	8,75
e	1	1,25

Table III.3: Students' Reasons for Learning English

In this a case of study, more than the half of participants 51(63, 75%) have chosen to study English because they are excited to know more about its speakers and their cultures to avoid misunderstanding and breaking down communication. Some of them 26 (32, 5%) are more interested to learn that specific language not for granted, but they need it as a part of their job. Other students 15 (18, 75) have studied English due to its familiarity as an international language, where they need it everywhere. Seven students (8, 75%) have studied to continue their studies abroad in English speaking countries.

N. B. When counting the respondents' number, you may find more than 80 students because most of them have selected more than one choice for each question.

Q4: What does learning English mean most to you?

- a. Learning how to build words and sentences.**
- b. Learning the meaning of words and sentences.**
- c. Learning how to pronounce words and sentences.**
- d. Learning about the culture of English speaking people.**
- e. Other: Please, specify**

Options	N	%
a	11	13,75
b	20	25
c	25	31,25
d	41	51,25
e	6	7,5

Table III. 4: Students' Definition of Learning English

From this table, we can notice that 41(51, 25 %) students out of the whole population have stated that to learn English effectively, it is better to learn the culture of the English speaking people . This implies that those EFL learners are more interested in learning the other’s cultures. However, the other remaining proportions focus on the linguistic aspects in learning that foreign language, 11 (13, 75%) students said that in order to learn English it is necessary to know the grammatical rules of the language that being learned, 20 (25%) students claimed that learning a language is learning the semantic aspects, 25 (31, 25%) students stated that learning English is learning how to pronounce words and sentences, but 6 (7, 5%) students claimed that to learn English is to learn all mentioned aspects. This clearly shows that those definitions depend on students’ tendencies and bias.

Q 5: What activities, in your opinion, are the most effective to learn English?

- a. Word- building and sentence completion exercises.**
- b. Vocabulary exercises (searching for synonyms and antonyms...)**
- c. Transcription exercises (pronunciation)**
- d. Role plays.**
- e. Classroom or group discussion.**
- f. Problem solving practice**
- g. Watching and analyzing foreign films.**
- h. Other: Please, specify**

Options	N	%
a	10	12,5
b	29	36,25
c	19	23,75
d	24	30
e	38	47,5
f	14	17,5
g	22	27,5
h	2	2,5

Table III. 5: Students’ Preferable Activities for Learning English Effectively

According to the data collected in this table, the majority of participants 38 (47, 5%) thought that they benefit more and more if they work in groups to discuss a various problems and to communicate with each other. And other students 29 (36, 25%) claimed

that vocabulary exercises are helpful to learn a foreign language because having a good vocabulary can be one way to avoid breaking down communication and pauses within a conversation. However, some informants 24 (30%) have seen that a role play is the best choice to learn English effectively since it represents situations into real life. 22 (27, 5%) students in this population prefer watching and analyzing foreign films. 19 (23, 75%) students claimed transcription activities are the base for learning any foreign language. 14 (17, 5%) students prefer activities that tease their intelligence such as problem solving activities. 10 (12, 5%) students stated that syntactic activities are useful to learn English. And only few students 2 (2, 5%) preferred to receive a mixture activities for effective learning of English language.

Q 6: Do you communicate inside the classroom, especially in Applied Linguistics, Discourse Analysis and Pragmatics?

- a. Yes
- b. No

Options	N	%
a	25	31,25
b	55	68,75
Total	80	100

Table III. 6: Students' Ability to Communicate in Pragmatics, Applied Linguistics and Discourse Analysis

As expected, the above statistics show that the majority of EFL learners 55 (68, 75%) in this population have a difficulty to communicate, especially in Pragmatics, Applied Linguistics, and Discourse Analysis. This difficulty is due to the nature of such modules where students need to read between lines to find the hidden message or meaning of a given conversation; and communicate what they have found with their colleagues and teacher. Few of them, 25 (31, 25%) who are able to communicate in those subject matters. This indicates that communication in foreign language classroom is nearly absent.

Q 7: If "Yes", how many times?

- a. Always
- b. Sometimes

c. Rarely

Options	N	%
a	4	5
b	16	20
c	5	6,25

Table III. 7: Students' Frequency of Communication in those Modules

According to the results shown in this table, even students who are able to communicate are doing so only sometimes (16 students (20%) when a conversation is easy and clear or they are able to deduce only the purely semantic and grammatical analysis of that a particular conversation. When a discourse is a little bit difficult and ambiguous, they communicate rarely (5 students (6, 25%). And few students 4 (5%) who can communicate, but this do not mean that they are right all the time because they are just trying to guess.

Q 8: If "No", why? Is it because:

- a. Fear of making mistakes.**
- b. Feel anxious and shy.**
- c. Lack of vocabulary.**
- d. Lack of linguistic competence (i.e. how to construct a well- formed and meaningful sentences).**
- e. Lack of cultural competence (i.e. how language is used in a given context by a particular speech community).**
- f. Other: Please, specify**

Options	N	%
a	14	17,5
b	20	25
c	14	17,5
d	11	13,75
e	21	26,25
f	1	1,25

Table III. 8: Students' Reasons for not Communicating

When we consult the statistics illustrated in this table, we notice that the main reason that prevents student for being good communicators especially in Pragmatics,

Applied Linguistics and Discourse Analysis goes to the lack of cultural competence (21 students (26, 25%)) because communicating (i.e. analyzing conversations) in those modules requires a knowledge about how English people speak and what are the characteristics of their speech. There are other students who said that they cannot communicate because some of psychological factors such as to feel anxious and shy (20 students (25 25%)); and fear of making mistakes (14 students (17, 5%)). Few of them said that their inability to communicate is due to linguistic factors like lack of vocabulary (14 students (17, 5%)); and the lack of linguistic competence or the mastery of grammar rules (11 students (13, 75%)). And only one respondent who has chosen all factors that have been mentioned before to be responsible for his disability to communicate.

Q 9: Are you able to analyze a spoken or written discourse (conversations and dialogues)?

a. Yes

b. No

Options	N	%
a	37	46,25
b	43	53,75
Total	80	100

Table III. 9: Students' Ability to Analyze a Spoken or Written Discourse

This table highlights that more than half of the participants 43 (53, 75 %) are not able to analyze either a spoken or written discourse. And only 37 students (46, 25%) in this population are able to analyze these kinds of discourse. This deficiency is due to several reasons which are listed in the following students' answers.

Q 10: If "No", why? Please specify

The most of EFL learners in this population are not able to analyze these kinds of discourse because, they have stated that:

-They are not Native Speaker, so that we cannot understand the implicit meaning of their speech.

-They do not have a communicative competence.

-There is no specific program to teach and learn a Discourse Analysis, so that they cannot prepare their lessons before hand to participate inside classroom.

- They do not have enough knowledge about English cultures.
- They do not have appropriate words to say when they speak or write.
- It is related to a given context which you are not sure about.
- It depends on the complexity of a discourse.
- They do not have opportunities to practice (analysis of certain kinds of discourse).
- L2 culture is different from our native culture (L1).

Section III: Culture Learning

Q 11: Do you think that it is important to know about the culture(s) of English speaking people, their behavior, life style...etc?

- a. Yes**
- b. No**

Options	N	%
a	78	97,5
b	2	2,5
Total	80	100

Table III. 10: The Importance of Having Knowledge about English Cultures

The previous table displays that the majority of the participants 78 (97, 5%) have a positive attitudes towards the Foreign Culture (FC) and they are interested to know more about English speaking people and their life style , their history, their beliefs and customs. And the other remaining participants 2 (2, 5 %) believe that there is no need to learn about the Foreign Culture (FC); their reasons are mentioned later (see Q13).

Q 13: If “yes”, which topics would like to know more?

- a. Daily life and routines**
- b. Festivities and customs**
- c. Beliefs and values**
- d. History**
- e. Art**
- f. Literature**

g. Other: Please, specify

Options	N	%
a	42	52,5
b	5	6,25
c	16	20
d	36	45
e	17	21,25
f	26	32,5
g	5	6,25

Table III. 11: The Topics that Students would like to know more about

The majority of students in this population 42 (52,5%) are more interested to know about the Daily life and routines of English speaking people because these two aspects may help them later on if they are planning to live abroad. Other students 36 (45%) said that they would like to study the historical events that shape the English culture, in addition to Literature (26 students (32, 5%)), Art (17 students (21, 25%)), Beliefs and values (16 students 20%)), Festivities and customs (5 students (6, 25%)). However, 5 students (6, 25%) are interested to know about everything related to that Foreign Culture. All in all, the majority of participants despite their different responses in terms of culture preferences, they agree on one thing which is their desire to know about the target culture.

Q 13: If “No”, why?

Those informants (just two students) said that it is not necessary to know the culture(s) of English speaking people and they have justified their answer by the following:

-Since we need English to get job, there is no need to know about the other culture(s).

This reason cannot be a strong argument to refuse knowing nothing about the foreign culture(s) because even at work they may encounter some situations where they cannot deal with foreigners unless they know about their culture.

Q 14: Do you think learning the culture of English speaking people will have a negative effect on you?

a. Yes

b. No

Options	N	%
a	6	7,5
b	74	92,5
Total	80	100

Table III. 12: The Impact of Learning Foreign Culture (its negative effect)

This table illustrates that the majority of participants 74 (92, 5%) do not complain from having knowledge about the target culture (TC) since it will help them improve their communicative competence. Whereas, the other participants 6 (7, 5%) think that learning the culture of English speaking people will have a negative effect on them. They also explain their view point in the next questionnaire item.

Q 15: If “Yes”, how?

As we have said before students who believe that the foreign culture may have a negative influence have justify their answer by the following:

- It may lead to misbehavior and doing forbidden things different from their native culture.
- They may forget their own culture, identity and believe in what other people believe, or they fall into what is called “assimilation”.

Q 16: If “No”, how it can be positive? Is it because:

- a. It helps you to communicate appropriately with foreigners.**
- b. It enables you to learn that foreign language easily.**
- c. It provides you with new assumptions of how those people think, behave, and believe.**
- d. Other: Please, specify**

Options	N	%
a	37	46,25
b	24	30
c	19	23,75
d	12	15
No answer	3	3,75

Table III.13: The Positive Impact of Learning the Foreign Culture

From the above table, we notice that 37 students (46, 25%) out of the whole population (80 students) argue that culture helps them communicate effectively especially with foreigners through avoiding misunderstanding and breaking down communication.

24 students (30%) state that learning about the foreign or the target culture (TC) enables them to learn that Foreign Language (FL) easily since language and culture are interrelated. Also 19 students (23, 75%) said that knowing about the culture of English speaking people provides them with new assumptions of how people think, behave and believe. 12 students (15 %) reply that culture learning may create all the above points. But three students do not give answers for unknown reasons.

Q 17: During your first and second year at university, you have studied something about culture, in general (British and American culture). How it was presented, is it through:

- a. Dialogue and conversation.**
- b. Songs.**
- c. Video-taped and interviews.**
- d. Watching documentary and historical films.**
- e. Pictures**
- f. Other: Please, specify**

Options	N	%
a	18	22,5
b	2	2,5
c	3	3,75
d	5	6,25
e	5	6,25
f	37	46,25

Table III.14: Teachers' Presentation of Culture Courses

According to the results shown in the above table, we deduce that culture in an EFL class was generally presented by using just handouts (37 students (46, 25%) who said that). This clearly reflects the lack of language teaching materials and the appropriate atmosphere for teaching those courses; that is why we find the majority of students feel bored and prefer not to be enrolled under the stream of Literature and Civilization. However, there are other students who answered that culture was presented through dialogue and conversation (18 students (22, 5%)), pictures (5 students (6, 25%)), watching documentary and historical films (5 students (6, 25%)), video-taped and interview (3 students (3, 75%)), or songs (2 students (2, 5%)).

Q 18: Are you satisfied with those courses (presentation/content)?

a. Yes

b. No

Options	N	%
a	31	38,75
b	44	55
No answer	5	6,25
Total	80	100

Table III. 15: Students' Attitudes towards Teachers' Presentation of those Culture Courses (their satisfaction)

This table clearly illustrates that the majority of respondents 44 (55%) are not satisfied with the way in which culture was taught as well as the information that were provided by their teachers; they claimed those courses are not sufficient to know every things about the foreign culture(s) (see Q 19). However, 31 students (38, 75%) said that they are satisfied with both the presentation and content of those courses. Therefore, 5 students (6, 25%) do not respond for unknown reasons.

Q 19: If “No”, why?

Those students who said that those culture courses are not enough to cover the foreign culture (content and time) have proved their answer by the following:

a. At the level of the presentation

- There was no communication or discussion and only the teacher who is supposed to speak and to explain what exists in the handouts all the time.

-Teachers did not use technology inside classroom and other pedagogical materials to teach culture.

b. At the level of the content

- Those courses did not reflect the whole picture of that foreign culture.

-It is better to see something concrete.

-Two years are not enough to learn and master that foreign culture.

Q 20: Do you think that you need an extra sessions for studying culture?

a. Yes

b. No

Options	N	%
a	70	87,5
b	10	12,5
Total	80	100

Table III. 16: Students' Need for Extra Sessions to Study Culture

If we consult this table, we can conclude the following remarks: the majority of students 70 (87, 5%) in this population state that they need extra sessions to see other things related to the culture of English speaking people that may help them for their future studies. And few of them 10 (12, 5%) believe that there is no need for extra sessions because those courses that they have been received during first and second year are sufficient.

Q 21: If you have got the opportunity to continue your studies abroad, which foreign country would you like to be?

Options	N	%
UK (London)	50	62,5
USA (Canada)	15	18,75
Italy	2	2,5
German	1	1,25
Just a foreign country	6	7,5
No answer	6	7,5
Total	80	100

Table III.17: Students' Preferable Foreign Country for Carrying on their Studies

This table shows that most of EFL learners 50 (62, 5%) have chosen United Kingdom exactly London to be the most appropriate foreign country to continue their studies. In addition, 15 students (18, 75%) prefer to go to the USA for studying there. Six students (7, 5%) would like to study in any foreign country which speaks English as first or second language. And three students have chosen Italy (2students (2, 5 %)) and Germany

(one student (1, 25%)) to be the centre of their future careers. But, another six students do not give their answers also for unknown reasons.

Q 22: Why?

The majority of students in this population have agreed upon the following reasons for their selection of these foreign countries:

- They will know more about their history, tradition and customs, behavior and their beliefs.
- They will be in a direct contact with Native Speakers to develop their communicative competence.
- They want to see the different countries and the famous places there.
- They want to be exposed to English language all the time and to meet authenticity.
- They want to realize their personal dreams.
- They want to practice what they have studied in their home country.
- They want to be in a good environment to learn and acquire the language.
- They think that job opportunities are huge there and a variety of cultures are helpful.

Q 23: Do you have foreign friends?

a. Yes

b. No

Options	N	%
a	24	30
b	56	70
Total	80	100

Table III.18: Students' Foreign Friends

From the above table, we notice that 56 students (70%) out of the whole population do not have foreign friends. This indicates that they prefer to learn foreign languages through other tools such as reading books, attending TV programs...etc., and to receive input from their teachers. Concerning those who believe in the necessity to have foreign

friends and on line communication (24 students (30%)), they may benefit from this kind of relationship through improving their speaking skill, and acquiring a new culture(s).

Q 24: If “Yes”, how many languages have you learned from those foreign friends?

a. a little

b. a lot

Options	N	%
a	25	31,25
b	/	/

Table III.19: the Amount of Foreign Languages Students have Learned

According to this table, we can notice that even those students who have foreign friends, they do not lean much foreign languages. This reflects the complexity of both foreign languages and their culture(s) and it reflects students’ difficulty to learn foreign culture and the breaking down communication they may have when contacting foreign friends.

Section IV: Further suggestions

Q 25: Do you have further suggestions for developing EFL learners’ communicative competence, i. e. to be able to use the language appropriately in a particular context?

The majority of the participants have done their best to state some suggestions and recommendations to help EFL learners develop their communicative competence. Some of them are listed below:

- Exposure to language all the time through: listening to authentic materials such as dialogues and conversations, music especially melody and lyrix, poems, reading books and newspaper articles.
- Try to visit some foreign countries from time to time if possible to be exposed to Native Speakers directly and to be put in the real context of that language.
- Watching movies and TV programs especially those which are belonging to BBC channel.

- Open discussions with others, especially with foreigners through on line communication and chat rooms.
- Consulting the internet to know more about English speaking people.
- Making seminars and inviting foreigners or some Native Speakers.
- Inviting teachers from other foreign universities (native teachers) to teach EFL learners.
- Preparing an enjoyable atmosphere to learn that foreign language effectively.
- Using technology and the right pedagogical materials to teach especially culture.
- Add extra sessions for teaching culture especially for those who are specialized in studying Science of the Language, and others for oral expression to practice the language.
- Mastering the linguistic code of English language and how to use this code appropriately in a give context.
- Using recent techniques of teaching such as “work shop”.
- Using culture exchange programs.
- The necessity of collaborating between teachers of culture (the theory) and teachers of oral expression (practice).
- At the level of the government, it should try to publish simplified books which explore culture of other communities.

Conclusion

To sum up, the first section of the students’ questionnaire was devoted to know general information about students, their age and sex, which were able to determine the nature of this research study. The second section was concerned with language learning that is stated to know students’ attitudes towards English language, and more specifically, their ability to communicate in that target language. The third section was mainly related to students’ attitudes towards the culture of English speaking people. The fourth or the last section of this questionnaire was devoted to provide final suggestions and recommendations to the issue under investigation.

After analyzing the results of the students' questionnaire, we have concluded that it is a fact that First Year Master LMD Students of English Science of the Language in the Department of English at Mohamed Kheider University of Biskra have a difficulty to communicate effectively inside the classroom because of their ignorance to the socio-cultural norms that govern the language use. And this difficulty appears more in their inability to analyze different kinds of discourse. So students of Master one Science of the Language in the Department of English at Mohamed Kheider University of Biskra need to have an idea about the English socio-cultural norms to be able to communicate effectively.

Indeed, this students' questionnaire shows that there are other additional factors that hinder those EFL learners to be active communicators within a foreign language classroom which are mainly linguistic factors and psychological factors. The former is mainly related to the lack of vocabulary and mastering grammar rules of the English Language so that they need more practice and exposure to that foreign language in and outside classroom context. And the latter concerns students' anxiety, fear of making mistakes and shyness so that teachers should reduce stress and create non-threatened environment for their students to be able to communicate freely.

Chapter IV: Teachers' Interview Results and Analysis

Introduction

IV. 1. Type of the Interview

IV. 2. Aim of the Interview

IV.3. Description of Interview

IV.4. Analysis of Teachers' Responses

Conclusion

Introduction

This chapter is mainly devoted to analyze teachers' perceptions towards the importance of teaching culture and its relationship with improving EFL learners' communicative competence. We have chosen to use the interview as a main qualitative data gathering tool since it can provide us with a valid and reliable data for further recommendations. This interview has been conducted with four teachers from the department of English at Biskra University who are teaching various subjects; one teacher teaches both Applied Linguistics and Discourse Analysis to Master one and two Science of the Language; and three teachers teach culture of the Language to First and Second year License. Actually their views were extremely reliable and effective; it reflects real situation about teaching culture in the Algerian University.

Moreover, this chapter is made of four subsections which tend to describe the type and the aim of this interview, the different questions that have been used in this research study with the analysis of teachers' responses about those questions.

And finally, we will try to provide some suggestions to promote EFL learners' communicative competence and their ability to analyze a discourse.

IV.1.Type of the Interview

In fact, there are three kinds of interviews:

a. The structured interview: it is the most rigorous and the least flexible in the way it is set up. Its questions are predetermined and organized in advance. In this case, the process of taking the interviewee's responses is up to the interviewer either by recording electronically or by note-taking. The results or findings of interview are compared one with another and categorized according to a specific questions (Grix, 2001, p.76).

b. The semi-structured interview or "in-depth interview": it is the most popular method of interviewing here the interviewer has in mind a number of questions that he wishes to put to interviewees which should not exceed ten in total. Those questions are open ended in nature; and does not follow in specific predetermined order. The results and findings are still compared; and it can be translated into statistics (Ibid.).

c. *The unstructured interview*: it is more flexible and free conversation which contains several open ended and spontaneous questions. And it is not prepared in advance (Grix, 2001, p.76).

In our research study, we have used the second type of interview which is mainly the semi-structured one. And we have recorded electronically the responses of those four teachers.

IV.2. Aims of the Interview

This qualitative data gathering tool aims at consulting different teachers' perceptions and their views towards the importance of teaching culture in foreign language classroom and its advantages to develop EFL learners' communicative competence. Also it targets to obtain a valid and a reliable data that support our hypothesis. Moreover, face to face interview is considered the best way to go beyond the interviewees' opinions and feeling that related to a given subject.

IV.3. Description of the Interview

This interview is made of eleven questions ranged between closed and open ended questions. Three of them are related to personal information (teachers' educational level, the possibility of being in English speaking country, and their experience there. And the other remaining questions are related to teaching culture and its importance in communication inside EFL classroom.

After gathering the different teachers' responses through recording them, we have thought that it is necessary to analyze those responses by using the following procedure: we try to compare their answers about questions, and then we draw a final comment.

IV.4. Analysis of Teachers' Responses

Interviewer: What is your educational level?

Interviewee 1: "I have a Magister degree in Applied Linguistics, and I am currently preparing my PHD in Didactics and more specifically in teaching English as a Foreign Language".

Interviewee 2: "Well, I have been enrolled in Doctorate degree, and I am going to make my viva very soon".

Interviewee 3: "I have a Magister degree, and I am preparing my PHD in teaching English as a Foreign Language as well as how to teach American civilization".

Interviewee 4: “Magister”

When we look for the above teachers’ responses, we deduce that those teachers are more experienced in teaching English as a Foreign Language; and they know the different problems that faced those EFL learners since the majority of those teachers are currently preparing their PHD in different options to solve those problems and to provide remedies for better learning and acquiring.

Interviewer: Have you ever been in English speaking country?

Interviewee 1: “Yes”.

Interviewee 2: “I have prepared my whole studies of the M1 degree in Great Britain, particularly in Manchester City”.

Interviewee 3: “I have been in the UK for two times”.

Interviewee 4: “Unfortunately no”.

If we analyze the above results, we can notice that three teachers were lucky to be in an authentic context (i.e. English speaking country) and in a direct contact with Native Speakers of the language. This can be very useful especially when being exposed to a variety of language such as slangs, accents and dialects as well as the different varieties of cultures of English speaking people. And only one teacher in this case was not able to visit an English speaking country due to unknown reasons.

Interviewer: If “Yes”, did you face problems there? What are those problems? Are they because of cultural differences (I mean they have beliefs, behaviors and life style different from yours)?

Interviewee 1: “Actually not big problems”.

Interviewee 2: “Yes, at the beginning was the problem of adaptation with regard to social problem, new environment, especially with different culture, different attitudes and norms in the Algerian society and the Great Britain society”.

Interviewee 3: “Generally speaking, I did not found problems, but in some cases I found myself in a certain kind of confusion when communicating some people different accents because when you will be there you will have the opportunity to speak with many people with different accents and different cultures; you feel that they have different cultural backgrounds...etc. So, the problem I faced at that time was with the accents, I did not understand some of the accents used there”.

Interviewee 4: ///

After consulting the different teachers' responses, we can say that the majority of foreigners who went to any foreign country either as teachers or as students they may face the same problems. Therefore, those problems are mainly related to cultural differences and the variety of language there. Broadly speaking, being in an English speaking country requires the adaptation of both language and culture. In this case, the fourth teacher did not participate because she was not in English speaking country.

Interviewer: Do you think that it is important to know about the culture(s) of English speaking country, their beliefs, behaviors and life style?

Interviewee 1: "For sure, I mean culture and language are ultimately like each other; in other words, we cannot separate or learn language without learning culture and they are twins".

Interviewee 2: "Yes, absolutely because I do believe and I usually use to say that to my students; mastery the linguistic aspect alone is enough, we should also master the much more important side which is concerned with the culture and the norms and the socio-cultural aspect of the foreign language society".

Interviewee 3: "Yes, it is too necessary to have an idea about all of these because culture and language are really related to each other and we can never disassociate between them".

Interviewee 4: "Absolutely, because it helps teachers to give a real image of the British culture and people".

All the above answers clearly show the necessity of learning culture as part of foreign language teaching, because as the interviewee number two states that learning grammar rules and vocabulary are not enough, it should accompanied with learning the socio-cultural aspect of the speech community. And this cultural aspect can be helpful for students to learn the foreign language effectively, and specifically to improve their communicative competence.

Interviewer: As far as, I know you are now teaching culture of the language to first year LMD students of English. How do you present those courses? Is it through: songs, pictures, videotaped and interviews, dialogue and conversation, watching documentary and historical films...?

Interviewee 1: "Well I really wanted to do that, but because the class is an amphitheatre which is not equipped with multimedia in which we can show students for example videos or dialogues or cultural setting of English people. So, we heavily rely on the handouts that is what we have, and even in the culture of the language those courses do not really expose students to the cultural setting or background of English people, but it is a course of

history, we teach for example the different civilizations and cultures that contributed in the development of English speaking country, and only one lesson that dealt with English language and English people and we taught it as a usual lecture through handout; there was nothing , for example, multimedia materials”.

Interviewee 2: ///

Interviewee 3: “Normally those strategies should be used to teach culture with songs, pictures, videos-taped and interviews, I wish to have all of these to be included or adapted in my course, but we have so many constraints that prevent us, such as lack of materials, lack of time and the huge number of students. So, we should include and adopt all those mentioned materials when teaching culture and think to design cultural based activities”.

Interviewee 4: “ Due to many obstacles, teachers of culture or civilization suffer a lot from the lack of teaching material. For me, most of the courses are presented as lectures, dialogues, conversations, pictures and research papers”.

Actually, this particular question addresses only teachers of foreign culture that is why the teacher number two did not answer such question because he is currently teaching only Applied Linguistics and Discourse Analysis. Concerning the responses of those teachers were extremely reflections of the reality of teaching culture in Biskra University; it shows how much teaching materials and time are important to teach culture of the language. Teachers are seeking to find better solutions for teaching culture in foreign language classroom.

Interviewer: What are their attitudes towards that foreign culture?

Interviewee 1: “Yes, culture has already been integrated in Textbook in high school and middle school. So, I think that students get a bit familiar with English speaking culture. So, personally, I did not face problems when it comes to negative attitudes of learners towards English culture; may be some of the misconceptions or misunderstanding of things, for example; when we talk about Christianity as a part of English speaking culture,; so few students thought that I am teaching them the Christianity, they were not please of this. So, I did not feel at ease when I taught about Christianity, but the aspects of culture such as history, customs and traditions; for me, I think that students are grown enough because they know that they learn the culture to help them learn the language”.

Interviewee 2: ///

Interviewee 3: “Personally speaking, I noticed a drive at the begging of the introductory session that I presented for them, they have big ambitious and they wanted to know a lot of cultural aspects dealing with a foreign culture and they have many ideas when I presented different aspects of the curriculum; I notice that they were attracted by so many aspects, for example; the British culture the one we started with in the first semester and the students have positive attitudes towards that but at the same time another aspect which appeared to exist which is the students want to know but due to many constraints that we talked about and due to the way of presenting the course in the amphitheatre with a huge number of students and time may be is not suitable for such type of those courses like the one I have at a 3o'clock. So, the majority of them they would to be absent because the context is not appropriate and most of students said that almost aspects that we are going to be taught may be found in the internet”. So, in this case, we may notice the existence of some negative attitudes there.

Interviewee 4: “The majority of students do not have information about the British culture and society so they are very interested in learning and acquiring the information.

All teachers in this case have said that their students are more interested to learn about the English culture and they do not mind to receive the culture course only when they feel some confusions or big pressure due to the unsuitable context in which culture is taught as teacher number three claimed. And the only teacher who did not answer this question is the second one because he did not experienced such situation.

Interviewer: Concerning students, Are they able to analyze a spoken or written discourse? If “No”, why? (Mr. Turqui).

Interviewee 1: ///

Interviewee 2: “May be from the purely academic aspect, they can when they are confronted with an exercising grammar or semantics but the other aspect which is connected with cultural dimension, they do very badly in trying to understand of course the subject”.

Interviewee 3: ///

Interviewee 4: ///

As we have seen before, there is another question which concerned only the teacher of Applied Linguistics and Discourse Analysis. This question tends to display whether

students of English Master one Science of the Language are able to analyze a spoken or written discourse. Unfortunately, teacher of the Applied Linguistics and Discourse Analysis has strongly stated that they can do so in the only case they are asked to find out the apparent meaning of a certain kind of discourse, and in the cases they cannot, particularly; if this discourse or conversation is related to the socio-cultural aspect of the foreign community.

Interviewer: Do you think that the difficulties that faced EFL learners, especially misunderstanding and breaking down communication are due to the lack of cultural background?

Interviewee 1: “I find that very true, especially in when I give students a task to listen to which contains something related to the English culture, they fall into breaking down communication ,they cannot understand, for example, what the speaker intends to convey as a message because they are not familiar with the culture of the speaker”.

Interviewee 2: “Yes, definitely this is the main problem as I’ve said before the linguistic aspect should always accompanied with a kind of a high degree of the socio-cultural norms, traditions and values of the host community because language and culture are a dichotomy which always one accompanied the other”.

Interviewee 3: “Yes, I do believe strongly in that aspect because students at the level of English department they have that big problem which is breaking down communication and sometimes they do not know what to say to check the communication and to communicate effectively. I mean sometimes the linguistic aspect is present but when it comes to cultural knowledge, they failed to do that. So, communication may be cut”.

Interviewee 4: “Definitely yes”.

After all, we can say that the majority of the respondents are strongly insisted about the necessity of having the socio-cultural aspect as a key variable to hold communication inside EFL classroom. They argue that the linguistic skills are not sufficient to avoid breaking down communication and the misunderstanding that exist among the majority of those students.

Interviewer: Do think that is it important to teach culture to foreign students at middle and secondary school before reaching university, and are teaching culture for two years university are sufficient to learn a foreign culture effectively?

Interviewee 1: “Personally, I think that we need to prepare them in a head because in high and middle school is very good for them at least we prepare them to get a full exposure to the target culture through giving them for example dialogues, short songs or texts that directly related with the target culture; when they reach the university level they would be ready to receive the English language and the intended cultural aspects. So, to me, middle school, high school is a preparatory phase to teach vocabularies and to get a full exposure before the university phase. And for me, two years I can find them insufficient, I think it is necessary to devote sessions for culture because in the classical system we used to teach them General Culture, we teach something related to customs, traditions of the English speaking people; and in the LMD system, Culture of Language reflects General Culture but not common”.

Interviewee 2: “I think and I do believe that we should proceed very early. In other words, we should begin of course teaching all these cultural knowledge from very early and low level because when you reach the university the students would have time to deal with all these matters within the context of the LMD degree which is about three years, we may need more than three years to master these cultural aspects of the foreign language”.

Interviewee 3: “Concerning the first section of your question, I do believe that it is too necessary to present students and to give them certain cultural background before being at the university. For the second section of your question, I think that two years for presenting culture in a course are not enough. Culture is called the fifth skill of the language, and normally, the importance that is given to speaking, listening, writing and reading should be given to culture”.

Interviewee 4: “I think that teaching any foreign language necessities to teach its culture because language and culture are interrelated. Teachers from middle and secondary schools should introduce culture implicitly in their teaching”.

If we compare all the above teachers’ responses, we can notice that culture is the basic of foreign language learning. That is why all teachers state that teaching culture starts somewhere when students start learn the foreign language; we mean culture should be taught during the elementary stage, middle and secondary school, because this stage prepare them to the university studies. Moreover, teachers have stated that teaching culture for two years to the LMD students of English are not enough to cover all the cultural

aspects of that foreign language. So, teaching culture to EFL learners is a very important factor because it helps them communicate effectively, particularly it provides them with the opportunity to analyze a spoken or written discourse; that is why it is called the fifth skill of the language as the informant number three states.

Interviewer: What are the difficulties found in teaching culture to EFL students?

Interviewee 1: “First of all, the lack of equipments. If, for example; we have an equipped class with data show, I can completely show to students all what is related to English culture through videos, through documentary, but since our classes are not equipped with such materials. For me, it is very hard, even if I can bring my PC, especially for the acoustic side, I mean the sound which not well due the noise outside. So, there is a big interruption especially the healthy atmosphere that allows them to listen or to watch to authentic materials related English culture”.

Interviewee 2: “The difficulties is a question of attitudes, for example; students cannot understand certain values because they judge them according to their values and traditions and they do not image other values, other religions and norms that should be different and comprehensible about this aspect in particular

Interviewee 3: “Of course, we have many difficulties. First, the context we are in when teaching a specific aspect of the language or course in the amphitheatre, huge number of the students, lack of materials, and lack of prescribed program that should be followed by teachers of culture. And we have another type which is the lack of training in terms of teaching culture because sometimes you feel that you should be trained to teach culture because it is not something that should be taught at puzzled without having linguistic background and teacher of culture should be well aware about those different culture aspects of that language and should be acculturated, and they should read a lot about these cultural aspects otherwise he will be failed to transmit that culture message to his learners. Another type of difficulty I have faced as being a teacher of culture for two years or three is sometimes with some aspects, for example; if we teach them American. Last time and it happened to me, I was explaining something about the American Democracy and I was astonished to find myself in a real debate which was about students’ negative attitudes towards the American society being related to Islam and from religion and being related to foreign political system that followed by American nation and many students raised their hands saying what you have saying Miss not correct because we do not have Democracy in the US , it was a big storm for me as a teacher. We have in addition to all of these another difficulty in some aspects dealing with culture students face a certain difficulty when we

talk about, for example; the British government or the political system in the United States; all of these aspects think to be somehow complicated. Another difficulty is students' inability or unawareness to compare between the target culture and the mother culture".

Interviewee 4: "students find that the British culture is varied and it is not easy to be exposed to such numerous historical events; values, norms, manners and all what concern those courses.

Also the lack of the authentic materials in presenting those courses may also reduce the motivation of students.

In addition to the overcrowded classes hamper them from having the opportunity to participate, discuss and ask questions".

All of these declarations about the difficulties that faced teachers of culture indicate that teaching culture in non-native environment to non-native speakers of the language requires more and more effort in terms of the context, the content, and the presentation of those courses, as well as teachers should play the role of instructor and the role of psychologist in which they motivate their students to at least be aware about the foreign culture to learn the language effectively.

Interviewer: What do you think about rethinking the teaching culture at the Algerian university, and do you have further suggestions?

Interviewee 1: "For sure, especially when it comes to EFL students and we cannot teach them only language we need to support the language with culture, and the only solution to have appropriate material and equipment because as an English teacher, I cannot the culture of English people from nothing. I can bring, for example; a text or story, conversations or thing written in a text, but it will not be sufficient. For me, I think there is a lack of equipment that hinders teaching culture in the university, especially in the context of English language study. So, if we put appropriate equipments as I said the multimedia resources, for us, it will be better and we will enjoy doing this because we cannot expect a student who learn the language refusing the foreign culture, at least, it is not to adapt culture but to know or to be familiar with it because as I have said before language and culture are interrelated".

Interviewee 2: "I think teaching culture at the level of university is quite not sufficient in accordance to the time which is allotted and with the number of courses. I think not sufficient to deal with one type of course dealing with culture; we may add other types of

social norms, for example; aspect knowledge which can be incorporate with the curses of the LMD degree.

Interviewee 3: “what I want to say as a final point, to talk about that we should rethink about teaching culture because the way culture is presented at the university level is not the appropriate way. It is presented in a form of course, and it should be in a form of TD or normal classroom with small number of students; and we should vary the activities and we have to present those courses in being what is called Culture- Based-Activities. And these culture-based activities can be not only used by teachers of culture but of course it can be adapted sometimes by teachers of Oral Expression. So, teaching culture is a task that should not be shared by only teachers of culture, they should be a collaborative work with other teachers like for example those of oral expression. So, when to coordinate between all of those teachers and, for example; the main aspects that are going to present in a course of culture are going to be developed in culture-based-activities tackled in oral expression, so students will have a certain cultural background before tackling the aspect itself”.

Interviewee 4: “I think that before speaking about teaching culture in Algeria we have first to speak about the students. They have to give culture a great importance as language by reading, listening and benefiting from the media.

Also they have to gain information from all the sources found on the net such as the social utilities that connect people with friends and others who study and live abroad.

Concerning teaching culture in the university, materials should be available in order to present something concrete and authentic to the students”.

And this final question was really important since those teachers have provided us with their final remarks and profound comments concerning the reality of teaching culture in the Algerian University, specifically at Biskra University. They have stated that there are many constraints that prevent them from teaching culture course effectively such as lack of pedagogical materials, and lack of prescribed program for teaching culture, the overcrowded classes and the allocation of time. So, they tried to give certain remedies to the issue that is under investigation such as culture course should be presented in form TD or normal class with small number of students, also teachers of culture should vary the type of culture courses such as adding section for teaching the social norms of English society, and more the necessity of collaboration between teachers of culture and teachers of oral expression about the main aspects to be taught in a course of culture, and finally they should devote extra sessions for teaching culture.

Conclusion

Therefore, teachers that we have interviewed in this study have suggested some remedies to teach culture at Biskra University some of them are: teachers should try to create an enjoyable classroom through bringing the media and the authenticity into the classroom setting, also they try to provide students with a variety of culture based activities, as well as, they should provide extra sessions to see something concrete and authentic about the English culture.

So, those teachers were able to explain what can happen in a given foreign setting where English is taught as a main foreign language and used only inside classroom environment. As well as, they reflect the reality of teaching culture in such context and its importance for those foreign learners.

General Conclusion

Throughout this dissertation, our main concern has been the importance of having knowledge about the English socio-cultural norms to improve Master one students' communicative competence, Science of the Language in Department of English at Mohamed Kheider University of Biskra, and more specifically it tends to investigate the way culture is taught and the quality of this input that has been presented to those students.

We have set about the work with two chapters that were entitled *Language, Culture and Communication*, and *Culture and English Language Teaching*. These two chapters have been used to convey backgrounds to the field of foreign culture and education. And of course it was a theoretical overview to the context of our research.

Concerning the field work of this research study, it was mainly based on a qualitative analysis, students' questionnaire and teachers' interview. The students' questionnaire sheds lights on students' viewpoints and their attitudes towards learning English and the culture (s) of English speaking people to evaluate their ability to communicate and more specifically, how much they are able to analyze a spoken or a written discourse; and as final remarks constructed from this research tool that there are three factors that prevent Master one students of English for not being able to communicate effectively, the socio-cultural factors (i.e. the socio-cultural norms that govern the language use), the linguistic factors (which are mainly related to the lack of vocabulary and mastering grammar rules of the English Language so that they need more practice and exposure to that foreign language in and outside classroom context), and the psychological factors (they are basically students' anxiety, fear of making mistakes and shyness so that teachers should reduce stress and create non-threatened environment for their students to be able to communicate freely). The teachers' interview is concerned with the way teachers present culture in the classroom and the main difficulties that face EFL learners there. And the analysis of this data gathering tool highlights that teaching culture in foreign language classroom is very important in learning a language. Since, it helps students develop their ability to communicate effectively inside the classroom context. However, teaching culture at Biskra University is affected by so many types of difficulties; and the way of presenting those culture courses was not effective enough that is why the majority of students in the English department at Biskra University feel bored, and in some other cases they did not attend at all because the lack of equipped class that motivates them to learn

culture. In addition to that, the content of those courses that was provided for them is mainly dealt with history and only few lessons which tackled customs, traditions, and values of English speaking people, also the allotted time to teach those courses was not enough to teach everything related to the English culture.

The results obtained reveal that students of Master one Science of the Language in the Department of English at Mohamed Kheider University of Biskra need to have an idea about the English socio-cultural norms so that they will be able to communicate effectively. And the way culture is taught at Biskra University is not effective due to the lack of equipments, the context in which culture is taught in amphitheatre, the overcrowded class, and the limited period of time. As a crucial remark, students of Master one at the Department of English, Science of the Language do not have enough cultural background that is why they are not able to communicate and analyze a spoken or written discourse especially in Applied Linguistics, Discourse Analysis and Pragmatics where they are supposed to participate, to discuss, to interrupt and to add their comments and contributions.

It is hoped that students will be better communicators when teachers, administration staff, governmental authorities rethink about the way in which English culture is taught in the Algerian University. Firstly, the Governmental Authorities should try to submit a unified program for teaching Culture of the Language at the university level, and they have to cooperate with the Applied Linguists or those who are specialized in language studies to publish small booklets which accompanied with pictures that show the social and political life of the English society. Secondly, the University and the Administration Staff should do their best to bring Native Informant (i.e. foreign teacher) as permanent teachers to teach English in Algerian universities especially in Biskra University or try at least to organize frequent International Seminars to have the opportunity to be exposed to the English language, they try to rethink about, the setting, the content, the teaching materials or equipment, and time-allocated as key variables for teaching culture, they also need to add extra sessions for teaching culture to Master one LMD students of English, Science of the Language because students have insisted on that during administering of the questionnaire. And as we have said before, those cultural courses are useful for them especially to avoid misconceptions, and breaking down communication. Thirdly, the University Teachers should teach language by using what is the so-called technique "Culture-Based-Activities". That is to say teachers of various

subjects try to teach culture implicitly, for example; instead of teaching a certain lesson in Grammar such as “English Tenses” as a separate lesson, try to explain it in accordance to its utility in the English speaking society, teachers should play double roles, as instructors in which they give lectures, and as facilitators where they try to simplify things to their students and make them feel at ease, especially when it comes to teaching some basic culture notions and the different students’ attitudes towards them, also teachers need to create a manageable atmosphere and non-threatened environment to help students communicate effectively, and teachers should think about designing cultural based activities to present both courses (oral Expression and Culture of the language). In other words, the necessity of collaborating between teachers of culture (the theory) and teachers of oral expression (practice) in creating programs for teaching both modules of oral expression and culture of the language. Finally, the EFL Learners should be exposed to the authentic resources such as listening to dialogues, videos-taped, songs, and TV channels; reading about culture and speaking with Natives Speakers of English through on line communication and the chat rooms; by doing all of those EFL learners will effective communicators, also they try to be able to control both the language forms and the language use; this happen only in one condition, if students have learned about the socio-cultural norms of the speech community.

References

Books

- Barker, L. L., & Gaut, D. R. (2002). *Communication* (8th ed.). Boston: Pearson Education Company.
- Brown, D. H. (2007). *Principles of language learning and teaching* (5th ed.). United States: Pearson Education.
- Cook, G. (2003). *Applied linguistics*. New York: Oxford University Press.
- Corder, S. P. (1973). *Introducing applied linguistics*. England: Penguin Language/Linguistics.
- Devito, J. A. (2006). *Human communication the basic course* (10th ed.). New York: Pearson Education.
- Dubin, F., & Obshtain, E. (1986). *Course design: Developing programs and materials for language learning*. Cambridge: Cambridge University Press.
- Ellis, R. (1994). *The study of second language acquisition* (2nd ed.). Oxford: Oxford University Press.
- Gibson, R. (2000). *Intercultural business communication*. New York: Oxford University Press.
- Hall, J. (2002). *Teaching and researching language and culture*. Great Britain: Pearson Education.
- Hall, M. H., & Austin, T. Y. (2004). *Content-based language teaching and learning: An interactive approach*. Boston: Pearson Education.
- Hedge, T. (2000). *Teaching and learning in the language classroom*. New York: Oxford University Press.
- Hinkel, E. (1999). *Culture in second language teaching and learning*. United Kingdom: Cambridge University Press.
- Kramsch, C. (1993). *Context and culture in language teaching*. New York: Oxford University Press.
- _____. (1998). *Language and culture*. New York: Oxford University Press.
- McKay, L. S., & Hornberger, N. H. (1996). *Sociolinguistics and language teaching*. Cambridge: Cambridge University Press.
- Medgyes, P. (2002). *Laughing matters: Humor in the language classroom*. New York: Cambridge University Press.

- Reid, J. (2001). Writing. In R., Carter, & D., Nunan, (Eds.), *The Cambridge guide to teaching English to speakers of other languages* (pp.28-33). Cambridge: Cambridge University Press.
- Richards, J. C. (2001). *Curriculum development in language teaching*. New York: Cambridge University Press.
- Richards, J. C., Rodgers, S., & Theodore. (1986). *Approaches and methods in language teaching: A description and analysis*. Cambridge: Cambridge University Press.
- Schmitt, N. (2010). *Applied linguistics* (2nd ed.). United Kingdom: Hodder Education.
- Seidlholfer, B. (2003). *Controversies in applied linguistics*. New York: Oxford University Press.
- Stern, H. H. (1983). *Fundamental concepts of language teaching*. New York:Oxford University Press.
- Thornbury, S. (2005). *How to teach speaking*. England: Pearson Education Limited.
- Ur, P. (1991). *A course in language teaching: Practice and theory*. Cambridge: Cambridge University Press.
- Widdowson, G. H. (1990). *Aspects of language teaching*. New York: Oxford University Press.
- Yule, G. (2006). *The study of language* (3rd ed.). Cambridge: Cambridge University Press.

E-books

- Ansari, A. A. (2012). *Teaching of English to Arab students: Problems and remedies*. Saudi Arabia: Umm -al Quara University.
- Ariza, D. (2007). *Culture in the EFL classroom at Universidad de la Salle: An innovation project*. Colombia: Universidad de la Salle, N° 050, pp. 9-17.
- Broughton, G., Brumfit, C., Flavell, R., Hill, P., & Pincas, A. (1980). *Teaching English as a foreign language* (2nd ed.). New York: University of London Institute of Education.
- Byram, M., & Morgan, C. (1994). *Teaching-and-learning language-and-culture multilingual matters*. Philadelphia: Multilingual Matters.

- Byram, M., & Méndez Garcia, M. D. C. (2009) .Communicative language teaching. In K., Knapp, B., Seidlhofer, & H., Widdowson, *Handbooks of foreign language communication and learning* (pp. 491-516). Berlin: The Deutsche National Bibliothek, Vol. 6.
- Dörnyei, Z. (2003). *Questionnaire in second language research: Construction, administration, and processing*. New Jersey: University of Nottingham.
- Gray, J. (2010). *The construction of English: Culture, consumerism and promotion in the ELT global course book*. London: Palgrave Macmillan.
- Grix, J. (2001). *Demystifying postgraduate research: From MA to PHD*. Birmingham: University of Birmingham Press.
- Haynes, A. (2010). *The Complete guide to lesson planning preparation*. London: British Library Cataloging in Publication Data.
- Hedgcock, J. S., & Ferris, D. R. (2009). *Teaching readers of English: Students, texts, and contexts*. New York: Taylor & Francis e-Library.
- Harmer, J. (1998). *How to teach English: An introduction to the practice of English language teaching*. England: Addison Wesley Longman Limited.
- Krashen, S. (1982). *Principles and practice in second language acquisition*. California: University of Southern California.
- Pachler, N., & Field, K. (2001). *Learning to teach modern foreign languages in the secondary school: A companion to school experience* (2nd ed.). London: Taylor & Francis e. library.
- Pawlak, M., Waniek- Klimczak, E., & Majer, J. (2011). *Speaking and instructed foreign language acquisition*. Canada: Multilingual Matters.
- Peterson, E., & Coltrane B. (2003). *Culture in second language teaching*. Washington DC: Center for Applied Linguistics. Retrieved from the ERIC digest. (EDO-FL- 03-09)
- Richard, J. (2006). *Communicative language teaching today*. New York: Cambridge University Press.
- Richards, J., & Renandya, W. (2002). *Methodologies in language teaching: An anthology of current practice*. New York: Cambridge University Press.
- Saville-Troike, M. (2006). *Introducing second language acquisition*. New York: Cambridge University Press.

- Seipert, K. G. (2011). Developing Literature through Drama. In J. K., Dowdy, & S., Kaplan (Eds.), *Teaching drama in the classroom: A toolbox for teacher* (pp.69-70). Boston: Sense Publisher.
- Sercu, L. (2005). Teaching foreign language in an intercultural world. In M., Byram, & A. Phipps (Eds.), *Foreign language teachers and intercultural competence* (pp.1-18). Canada: Multilingual Matters.
- Smith, G. P. (2002). *Centre for Canadian language benchmarks: Theoretical frame work*. United States of America: Centre for Canadian Language Benchmarks.
- Usó-Juan, E., & Martinez-Flor, A. (2006). Towards acquiring communicative competence through listening. In P. Jordens, (Ed.), *Current trends in the development and teaching of the four language skills* (pp.29-46). Berlin: Die Deutsche Bibliothek.
- Üstünel, E., & Gedikoğlu, G. (2001). Using authentic newspaper texts in teaching intermediate vocabulary. In D. J., Alonso, (Ed.), *English as a second language* (pp.103-120). New York: Nova Science Publisher, Inc.

Thesis

- Merrouche, S. (2006). *The place of culture in the teaching of english in the algerian middle and secondary school*. Doctoral Dissertation. Constantine: Mentouri University.

Articles

- Chlopek, Z. (2008). *The intercultural approach to EFL teaching and learning*. Poland: English Teaching Forum, N°4, 10-27.
- Usó-Juan, E., & Martinez-Flor, A. (2008). *Teaching intercultural communicative competence through the four skills*. Revista Alicantina d'Estudios Ingleses 21, 157-170.

Dictionaries

- Richards, J.C., & Schmidt, R. (2002). *Longman dictionary of language teaching and applied linguistics*. New York: Pearson Education.
- Schement, J. R. (2002). Culture and communication. *In encyclopedia of communication and information (Vol.1, p. 206)*. New York: Macmillan Reference United States of American.

APPENDIXES

Appendix: I

Students' Questionnaire

Analyzing the Advantages of Using Socio-Cultural Norms to Improve EFL Learners' Communicative Competence

Dear student:

This questionnaire is a part of a research work. It aims at investigating the positive aspects of English Culture in learning a language and improving EFL learner's communicative competence which has become the main focus of modern teaching. Learning a language now requires not only knowledge of Grammar and Vocabulary, but also the Cultural knowledge of a particular society where by language is used. The information collected will serve to make recommendations for effective communication inside and outside EFL classroom context.

You are kindly requested to answer this questionnaire. Please tick the appropriate box (boxes) (✓) and make full statements whenever necessary. Your answer will contribute in the completion of this work.

May I thank you in advance for your collaboration.

Harzelli Nadjoua

Department of Foreign Languages

Section of English

Faculty of letters and Languages

University of Mohamed Kheider, Biskra.

Section I: General Information

- 1. Age
- 2. Sex:
 - a. Male
 - b. Female

Section II: Language Learning

- 3. Are you learning English because:
 - a. It is the language of Technology and scientific research.
 - b. You like this language and you want to know more about its speakers and their culture (s).
 - c. It is required to get a good job.
 - d. It is the basic instrument to carry on your studies abroad as EFL learners.
 - e. Others: Please, specify.....
.....

- 4. What does learning English mean most to you?
 - a. Learning how to build words and sentences.
 - b. Learning the meaning of words and sentences.
 - c. Learning how to pronounce words and sentences.
 - d. Learning about the culture of English speaking people.
 - e. Other: Please, specify.....
.....

- 5. What activities, in your opinion, are the most effective to learn English?
 - a. Word- building and sentence completion exercises.
 - b. Vocabulary exercises (searching for synonyms and antonyms...)
 - c. Transcription exercises (pronunciation)
 - d. Role plays.
 - e. Classroom or group discussion.
 - f. Problem solving practice.
 - g. Watching and analyzing foreign films.

- h. Other: Please, specify.....

6. Do you communicate inside the classroom, especially in Applied Linguistics, Discourse Analysis and Pragmatics?
- a. Yes
- b. No
7. If “Yes”, how many times?
- a. Always
- b. Sometimes
- c. Rarely
8. If “No”, why? Is it because:
- a. Fear of making mistakes.
- b. Feel anxious and shy.
- c. Lack of vocabulary.
- d. Lack of linguistic competence (i.e. how to construct a well- formed and meaningful sentences).
- e. Lack of cultural competence (i.e. how language is used in a given context by a particular speech community).
- f. Other: Please, specify.....

9. Are you able to analyze a spoken or written discourse (conversations and dialogues)?
- a. Yes
- b. No
10. If “No”, why? Please specify.....

Section III: Culture Learning

11. Do you think that it is important to know about the culture(s) of English speaking people, their behavior, life style...etc?
- a. Yes
- b. No

12. If “yes”, which topics would like to know more?

- a. Daily life and routines
- b. Festivities and customs
- c. Beliefs and values
- d. History
- e. Art
- f. Literature
- g. Other: Please, specify.....
.....

13. If “No”, why?

.....
.....

14. Do you think learning the culture of English speaking people will have a negative effect on you?

- a. Yes
- b. No

15. If “Yes”, how?

16. If “No”, how it can be positive? Is it because:

- a. It helps you to communicate appropriately with foreigners.
- b. It enables you to learn that foreign language easily.
- c. It provides you with new assumptions of how those people think, behave, and believe.
- d. Other: Please, specify.....
.....

17. During your first and second year at university, you have studied something about culture, in general (British and American culture).How it was presented, is it through:

- a. Dialogue and conversation.
- b. Songs.
- c. Video-taped and interviews.
- d. Watching documentary and historical films.
- e. Pictures
- f. Other: Please, specify.....

.....
18. Are you satisfied with those courses (presentation/content)?

a. Yes

b. No

19. If “No”, why? Please specify.....
.....

20. Do you think that you need an extra sessions for studying culture?

a. Yes

b. No

21. If you have got the opportunity to continue your studies abroad, which foreign country would you like to be?
.....
.....

22. Why?
.....
.....

23. Do you have foreign friends?

a. Yes

b. No

24. If “Yes”, how many languages have you learned from those foreign friends?

a. a little

b. a lot

Section IV: Further suggestions

25. Do you have further suggestions for developing EFL learners’ communicative competence, i. e. to be able to use the language appropriately in a particular context?
.....
.....
.....
.....
.....

Thank you again

Appendix: II

Teachers' Interview

Dear teachers,

I am currently working on “**Analyzing the Advantages of Using Socio-Cultural Norms to Improve EFL Learners' Communicative Competence**”. This study under the investigation aims at the investigating the importance of teaching culture in foreign language classes to develop learners' ability to communicate effectively inside and outside classroom contexts. Sometimes you may find some students who have a good linguistic knowledge, but if they are put in a communicative situation or they are asked to analyze a spoken or written discourse they can do so. Many studies have shown that difficulties are due to students' ignorance of the target culture.

So, I am indebted if you can answer the following questions.

1. What is your educational level?
2. Have you ever been in English speaking country?
3. If “Yes”, did you face problems there? What are those problems? Are they because of cultural differences (I mean they have beliefs, behaviors and life style different from your)?
4. Do you think that it is important to know about the culture(s) of English speaking country, their beliefs, behaviors and life style?
5. As far as, I know you are now teaching culture of the language to first year LMD students of English. How do you present those courses? Is I through: songs, pictures, videotaped and interviews, dialogue and conversation, watching documentary and historical films...
6. What are their attitudes towards that foreign culture?
7. Are they able to analyze a spoken or written discourse? If “No” know why? (Mr. Turki)
8. Do you think that the difficulties that faced EFL learners, especially misunderstanding and breaking down communication are due to the lack of cultural background?

9. Do think that that is it important to teach culture to foreign students at middle and secondary school before reaching university, and are teaching culture for two years university are sufficient to learn a foreign culture effectively?
10. What are the difficulties found in teaching culture to EFL students?
11. What do you think about rethinking the teaching culture at the Algerian university, and do you have further suggestions?

Thank you for your assistance and collaboration

المخلص

يتعلق هذا البحث بضرورة التعرف على الثقافة الانجليزية لتطوير مهارة التكلم و المخاطبة لدى طلبة الماستر تخصص "علم اللغة" قسم اللغة الانجليزية - جامعة محمد خيضر- بسكرة , و بالخصوص محتوى و طريقة تقديم هذه الدروس الثقافية للسنة الأولى و الثانية ليسانس لان نوعية هذه الدروس تبدو أنها غير فعالة نظرا للنتائج المتحصل عليها من هذه الدراسة. لذلك فهذا البحث يهدف إلى توعية كلا من الطلبة و الأساتذة حول أهمية الإحاطة بهذه الثقافة الأجنبية. يحتوي هذا البحث على جانب تحليل نوعي اعتمد على استبيان للطلبة و مقابلة مع الأساتذة . يلقي الاستبيان الخاص بصفة طلبة الضوء على آرائهم و مواقفهم اتجاه تعلم اللغة الانجليزية و الثقافة الناطقة بها لتقييم قدرتهم على المخاطبة و التحليل . أما الحوار الخاص بصفة الأساتذة عني أساسا بطريقة تدريس الثقافة في قسم اللغات الأجنبية و المشاكل التي تواجه الطلبة هناك . خلصت نتائج البحث إلى أن طريقة تدريس مقياس ثقافت اللغة الانجليزية في جامعة بسكرة غير فعالة نظرا لقلّة الوسائل التعليمية, و نوعية المنهجية الغير مناسبة لتقديم المقياس (حيث يلزم تقديمه كأعمال موجهة يقوم فيها الطالب بالتطرق للجانب التطبيقي), الاكتظاظ و ضيق الوقت . و زيادة على ذلك عدم امتلاك الطلبة لتقافت كافية لتجاوز. و أخيرا نحن نرى انه على الأساتذة و الإدارة الجامعية و السلطات المسؤولة إعادة التفكير في طريقة تدريس الثقافة الانجليزية في الجامعة الجزائرية.