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**The effect of using authentic videos in culture courses for
raising English language student's cultural awareness**
**The Case of Second year student of English at Mohamed
Kheider University of Biskra**

**A Dissertation Submitted to the Department of Foreign Languages as Partial
Fulfilment for the Master's Degree in Science of Languages**

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Dedication

No expressions would describe my gratitude to my parents whose love and devotion have been my allies against all the constraints I encountered during my work on this research as well as for their assistance, moral and financial support throughout my academic career I would also like to thank my sisters: Asma, Aya , and Nourane my brothers: Alla Dine. The care of every member of my extended family provided me with an endless motivation to go forward.

I would also like to dedicate this work to the memory of my late grandmothers and grandfathers.

To all my friends, Fella , Hajer ,Diamonta, Hana , Fatima, Daloula, Adila, Monai. Mr. Bourich nacerddin; and all my other friend your friendship makes my life wonderful and dynamic; thank you for the marvelous times I spent with you

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Abstract

We all know that understanding a language involves not only knowledge of grammar, phonology and lexis, but also a certain features and characteristics of its culture; Actually, most students of English at the University of Mohammed Kheider of Biskra still have difficulties in culture of language and its related aspects. The present research is an attempt to analyze the teaching of culture in the department of English at Biskra University and how the use of authentic materials as a motivational strategy to develop learner's 'cultural awareness. Accordingly, a hypothesis was conducted for that if we implement authentic materials, such as videos in the teaching of culture of language be will be improved. In addition, their cultural awareness will be developed. To confirm or reject the aforementioned hypotheses. A sample of forty students (N=40) was selected from second year students of English. Sections one and two for the descriptive study study .This study was launched by the administration of a questionnaire to students, in a form of open, close and open ended question, to test out the students' attitudes toward using authentic materials in particularly authentic videos in their general culture session and awareness towards the target culture. In fact, the findings obtained from the student's questionnaire indicate that; the implementation of authentic materials can help students develop their cultural awareness and understanding .in addition to improving their productive skills. The analysis of teachers' questionnaire reveal that, most of them lack the sufficient cultural knowledge and experience to teach culture. Moreover, the results show the absence of materials, which may helped teachers to introduce culture efficiently in EFL classrooms. Based on these results, some recommendations have been directed in order to help students reach cultural understanding to accompany their linguistic one.

List of Abbreviations

AM: Authentic Materials

EFL: English as Foreign Language

FLT: Foreign language teaching

FLL: Foreign language learning

LMD: License, Master, Doctorate

L1: First Language

L2: Second Language

N: Number

ESL. English second language

VCR: the videocassette recorder

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Introduction

The traditional way of teaching English as foreign languages was by focusing on the four skills reading, speaking, listening and writing, however that way of teaching was not effective for better achievement in the second language learning since learners still find problems in using the language appropriately in different context and here is the role of culture. We cannot master a language without knowing to its culture because language and culture are inseparable entities. Culture helps the EFL learners for better usage of language. since there are some expression, utterances and behaviors that can be accepted in the learner 's speech community , nevertheless they might be unacceptable in the English community. .culture helps the learners to use the language suitably in different context; When to start, when to interrupt, how to end conversation also how to understand different social context whether written or oral that is why teaching culture has become an essential part in the teaching of any foreign language. Furthermore, this work is mainly designed to present methods and techniques that would help teachers in their general culture courses, which we do agree that they can help the English foreign language learners to be culturally aware.

All most the educators seem to disagree concerning how culture should be integrated in the classroom and to what extent is it effectual in learning and teaching EFL. Several educators encounter al lot of difficulties in discovering and elaborating practical techniques to teach culture and, more importantly, in classifying which aspects of culture to teach. Subsequently, in language skills courses like (grammar, written and oral expression courses) the cultural aspects are usually slightly found not to say completely ignored.

The conventional way to introduce cultural to EFL students has been usually through the teaching of literature and civilisation. Nevertheless, even here, there exists also a great deal of disagreement among educators like which literature is the most applicable and which part of civilization is the most relevant. Others question the consequence of teaching literature

and civilization putting forward arguments about the risk of cultural assimilation and acculturation and suggest incorporating the learner's own cultural background instead.

2. Statement of the problem:

As learners of English language at Mohamed Kheider university of Biskra we have always difficulties concerning the understanding the cultural aspect of the English language .Nevertheless most of the students at the department of English language at Mohamed Kheider University of Biskra have culture courses as a part of their syllabus. However when we decide to continue our master degree we face difficulties in understanding modules such as pragmatics, and especially discourse analysis and that what made the majority of students unsatisfied about their feedback in the culture teaching programs and its related aspects. This problem may be due to the lack of materials and techniques in the 'Culture of Language' program that would help the students to have more exposure to the English language and culture, to see how native speakers interact in their natural environment and to raise students' cultural awareness.

3. Significance of the study

Our research seek to provide both teachers and students of English language with some appropriate authentic materials that we think will facilitate the process of teaching culture of the English language, In addition ,to highlight on the importance of using authentic materials in culture courses and how they develop the EFL students' cultural awareness . This work will also discuss the various research findings and opinions on the preferable methods and techniques of teaching culture at the University of Mohammed Kheider of Biskra.

4. Research Aims

The present research mainly aims to propose some and ways of teaching culture, how authentic materials can increase students' cultural understanding. It also intends to improve

students' cultural awareness by incorporating authentic materials such as authentic texts, films or videos, in teaching culture of language at the Department of Languages, Branch of English at Mohammed Kheider University of Biskra. This work also attempts to provide insights into the current situation of teaching culture of the English language in EFL classes and propose some solutions to the main problems encountered by most EFL teachers.

5. Research Questions

Taking into consideration the aims of the research and problems encountered in the course of 'Culture of Language', this dissertation tries to answer the following questions:

1. To what extent does the use of authentic materials in culture courses effects student's Cultural awareness.
2. What are the most appropriate types of authentic materials that can help in improving student's cultural awareness?

6. Research Hypothesis

In order to answer the research questions, we will base our research on the following hypothesis that shall be confirmed or rejected by the end of this research and thus to be confirmed or rejected:

1. We hypothesize that using authentic materials will develop student s' cultural awareness.
2. We hypothesize that using authentic materials in culture courses will raise the student s' Critical thinking in discourses analysis and pragmatics.

7. Research Methodology

7.1. Choice of the Method

This research is divided into two main parts; a descriptive part, which includes one chapter about the importance of teaching language along with culture, also the history of teaching culture in the second chapter is about authentic materials it advantages types and sources. The data analysis. In order to test our hypothesis and to obtain the information from our subjects, we will be using one main tool; which is the questionnaire in which we gathered data.

7.2. Population

The population chosen for this research is the second year students of English at the Foreign Languages Department, at Mohammed Kheider University of Biskra. They have been chosen for the belief that second year students have studied experienced with the teaching of general culture courses in their first year and it because it their last year in having general culture courses.

7.3. Sample

the sample is consist forty (N=40) students that will be chosen randomly the sample will be chosen from second year students of English at the Department of Foreign

Languages at Mohammed Kheider University of Biskra. To answer the questionnaire.

7.4. Research Tools

The research will include one data collection methods, which are questionnaire for students and teachers in a form of open, closed and open-ended questioned.

7.4.1. The students' questionnaire

The questionnaire will be administered in a form open, closed and open-ended questionnaire to forty (N=40) students from second year, in the two sections. This questionnaire aims to get information about the informants, to assess out, and to know the opinion that the students have about the target culture. Another aim of the questionnaire is to find out the students' opinions, about the best ways to teach and learn culture in their classroom.

7. 4.2. The Teachers questionnaire

The questionnaire will be given to (06) teachers and it consists of 18 questions, which will be divided into three main section. The questions are either closed questions, requiring from the teachers to choose "yes" or "no" answers, or to pick up the appropriate answer from a number of choices, or open questions in which teachers will give their opinions and suggest other solutions .

8. Limitation of the problem

The research limitations as Samon and Goes (2013) define "limitations are matters and occurrences that arise in a study which are out of the researcher's control. They limit the extensity to which a study can go, and sometimes affect the end result and conclusions that can be drawn."(P. 1) In other words the limitations are not problems controlled that hinders the way of the study. In terms of gathering data or references. The limitations which that we have faced in our study summarized in the lack of the source especially about the authentic materials especially on authentic videos, also the lack of student's attention in answering the questions. But those limitations did not obstruct the study and the result have confirmed our hypotheses

9. Structure of the dissertation

This dissertation falls into the following parts: general introduction, three chapters and general conclusion. The general introduction summarizes the framework of the research design, including problem statement, significance of the study, the research aims, questions hypothesis and methodology. The first chapter will be devoted to teaching culture in EFL classes. The main elements will be discussed in the first chapter are definitions of culture, the history of teaching culture ,the importance of teaching culture its relation to language and culture , intercultural competence, Culture in foreign language teaching Vs. Culture in Foreign Language Learning Additionally, this chapter will include the models of teaching culture also when and how to teach culture.

The second chapter will concentrate on the role of using authentic materials it will include the history of authenticity, its definitions, types and sources of authentic materials, its advantages and criteria to selection. After that, the researchers will elucidate the importance of authentic videos and YouTube in teaching in the end of the chapter the researcher will explain the role of authentic videos in raising cultural awareness

The theoretical part will provide a basis for an empirical study; the main findings will be presented in the third chapter. The researcher will start by exploring students' attitudes towards the target culture. In order to make sure about the validity and reliability of the research, researchers will also design a questionnaire for the teachers as an important part of the research, by the end of the chapter the researcher will confirm or reject the assumptions stated earlier in the hypothesis.

In the last chapter, i.e.: general conclusion, will deal with evaluation of the Results and Findings. We will evaluate the results achieved from the teachers and student's questionnaire. By the end of chapter, the researchers will offer recommendations and suggestions for future research.

Chapter one : The importance of teaching culture in EFL classes

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Introduction

This chapter is devoted to the exploration of the subject matter of the present thesis. It above all, will elucidate what the term “culture” denotes. Next, it will try to highlight how scores of distinctive specialized researchers look at it and give an account for its recent developments particularly within the field of foreign language learning and teaching. Furthermore, this chapter is also expected to trace the evolution of teaching culture in correlation with the field of foreign language education. On the occasion of this historical perspective, the chapter will be concluded by shedding light on when and how to teach culture.

1.1. Definition of culture

Culture has been the object of study of many disciplines. Moreover, Due to its complex nature, the word “culture” cannot be easily defined. Culture has been, defined in many ways. One definition says that culture is. “A historically transmitted pattern of meanings embodied in symbolic forms by means of which men communicate, perpetuate, and develop their knowledge about and attitudes toward life.” (Geertz, 1973, p. 89) we can deduce from the above definition that culture is inherited from one generation to another, which help people to interact and to act as an active member in their society. Another definition suggests that culture is what people “must know in order to *act* as they do, *make* the things they make, and *interpret* their experience in the distinctive way they do” (Quinn and Holland, 1987, p. 4.).

In addition, to Peck (1998) how had described culture as, “the accepted and patterned ways of behavior of a given people.” (p.1) Peck in his definition, emphasis on the fact that culture is related to the way that people or individual acts in their society; like the social behaviors ,etiquettes and the way of interacting with other people with he also believes that culture is “as membership in a discourse community that shares a common social space and history, and common imaginings.” (p.10).Here according to him culture is related to the shared language and knowledge, social convention and the way of thinking .

Another figure concerned with culture is Hammerly (1982) who believes that culture is simply how people live their life (p.513). It is defined by Thompson (1990, p132) as "the pattern meanings embodied in symbolic forms, including action, utterances and meaningful objects of various kinds, by virtue of which individuals communicate with one another and share their experiences, conception and beliefs". Which means that culture is not abstract it also involves people and their way of living in their society.

Likewise, one might agree with Eli Hinkle (2001:01) that: "It may not be an exaggeration to say that there are nearly as many definitions of culture as there are fields of inquiry into human societies, groups, systems, behavior, and activities".

While there is no comprehensive definition of culture, the most acknowledged and quoted definition is that of Kramsch's (1998). According to her, culture affects its bearers in two contradictory ways: it frees them from the generality and anonymity of nature by conferring on them a special 'hue', but at the same time, it and restrains them to this particular hue, and imposes on them conformity to it. These effects of culture are, according to Kramsch, felt at three layers: the social, the historical and the metaphorical layers. Socially speaking, culture manifests itself in the ways members of the same social group think, behave, and value things in the world. This is reflected, for instance, in their use of language. They choose what to say or not to say, when, and how to say it, according to their shared socio-cultural norms. Social institutions such as the family and the school reinforce the latter. Culture has also a historical dimension in the sense that what is cultural is reinforced through time and handed down from one generation to another, so that it becomes 'natural' and unquestionable. Kramsch (1998: 7) states: "The culture of everyday practices draws on the culture of shared history and tradition." Which means that culture is related to how people act daily in their society, past events, beliefs and costumes.

In all, the aforementioned definitions come to agree that culture is an essential of the collectivity rather than of the individual, which is widely acquired and transmitted among

people over the time. Unsurprisingly, cultures worldwide hold distinctive shapes regarding to a variety of circumstances including time, geographical position and people's origins. Consequently, each culture is inevitably unique and constitutes particular sets of traits, behaviors, facts, ideas, beliefs, norms, rituals and numberless features.

1.1.2. Culture as knowledge:

To start with Alessandro (1997:27) claims, "If culture is learned, then much of it can be thought of in terms of knowledge of the world. This does not only mean that members of a culture must know certain facts or be able to recognize objects, places, and people. It also means that they must share certain patterns of thought, ways of understanding the world, making inferences and predictions."

We understand from the above statement that in order to know the culture of the target community does not include only the abstract knowledge such as facts, objects and others. However, it needs the knowledge of how the target community, think, act and understand the world.

In a famous statement that sums up what we might call the *cognitive view* of culture, Ward Goodenough wrote:

..A society's culture consists of whatever it is one has to know or believe in order to operate in a manner acceptable to its members, and do so in any role that they accept for any one of themselves .Culture, being what people have to learn as distinct from their biological heritage, must consist of the end product of learning: knowledge, in a most general, if relative, sense of the term. By this definition, we should note that culture is not a material phenomenon; it does not consist of things, people, behavior, or emotions. It is rather an organization of these things. It is the forms of things that people have in mind, their models for perceiving, relating, and otherwise interpreting them.(Goodenough [1957] 1964:36)

1.1.3. Culture as communication:

According to Alessandro (1997), culture in communication is considered as a system of signs that is related to artistic products, proverbs, theories and performance such as myths, rituals, and classifications of the natural and social world. Corder (1993) states, “all our behavior has a conventional element in it because it is learned in a society and for that very reason, the form it takes will be specific to the social group in which it is learned.” (p.36) from this quotation we conclude that, language is a means of communication, which is used by individuals to interact with each other. Communication does not take place in a vacuum, but rather in specific situations, consequently, such behavior is certainly determined by these particular situations.

This aspect can be further clarified as follows:

Culture and communication are inseparable because culture not only dictates who talks to whom, about what, and how the communication proceeds, it also helps to determine how people encode messages, the meanings they have for messages, and the conditions and circumstances under which various messages may or may not be sent, noticed, or interpreted... Culture...is the foundation of communication. (Samovar, Porter, & Jain, 1981)

From the above statement, we deduce that we cannot part culture from communication because culture determines our speech and how we communicate appropriately in s different social contexts.

1.1.4. Culture as a system of mediation

The common use of a language takes place at the same level as the common use of all of the objects, which surround us in the society in which we were born and in which we live. (Rossi-Landi 1970: 521)

An instrument of labour is a thing, or a complex of things, which the labourer interposes between himself and the object of his labour and which serves as the conductor of his activity. He makes use of the mechanical, physical, and chemical properties some substances in order to make other substances subservient to his aims. ... The earth itself is an instrument of labour, but when used as such in agriculture implies a whole series of other instruments and a comparatively high development of labour. (Marx 1906: 199)

In this view, “instruments of labour” are whatever humans use to control the environment and produce resources. By definition, such instruments always “between.” They are between people and their food (e.g. a fork), people and the weather (e.g. an umbrella), people and physical matter (e.g. an ax), people and other people (gestures, utterances), people and their own private thought (private speech, mental representations).

As it stands, research has been ongoing tackling about cultural considerations from different perspectives however, there is another important part that should not be neglected is the strong relationship between culture and language.

1.2. Language and culture:

Language is considered to be as the most powerful way in communication world. However, Not only language and culture link together but also act as a significant feature in intercommunication so we can claim that language is a vital factor in cultural interaction.

More important Kramsch identifies three ways how language and culture are bound together. First, language expresses cultural reality (with words people express facts and ideas but also reflect their attitudes). Second, language embodies cultural reality (people give meaning to their experience through the means of communication). Third, language symbolizes cultural reality (people view their language as a symbol of their social identity).

Yet, there appeared another definition of culture pointed out by Hinkel (1999:10) "Culture is in language, and language isolated with culture." We can conclude from this definition that culture and are interrelated.

Another worth-mentioning description of the relationship of language and culture is the one that is related to The assumption that children acquire their first language together with cultural background knowledge may lead to the belief that no language, be it second or foreign, can be learnt separately from the culture to which it belongs. Indeed, many native and non-native EFL teachers, and other members of the academic community, assume that it is virtually impossible to teach the target language without teaching the target culture (Byram, 1986, Jiang, 2000). This aspect can be further clarified as follows:

“Culture in language learning is not an expendable fifth skill, tacked on, so to speak, to the teaching of speaking, listening, reading, and writing. It is always in the background, right from day one, ready to unsettle the good language learners when they expect it least, making evident the limitations of their hard-won communicative competence, challenging their ability to make sense of the world around them”.(Kramsch, 1993: 1)

We can interpret from this quotation that Kramsch considers culture as important aspect of teaching any foreign language , because according to him it helps the learner to better understand the world and to know how to use the language appropriately.

In the same vein, Wardhaugh (2010) argued that there are three main claims concerning the relationship between language and culture. First, he claimed that the structure of a language determines the way in which speakers of that language view the world. Second, a relatively weaker version is that the structure of a language does not determine the world-view, but it is still greatly influential in predisposing speakers of a language toward adopting a

particular world-view. Third, it is also claimed that there is little or no relationship between language and culture.

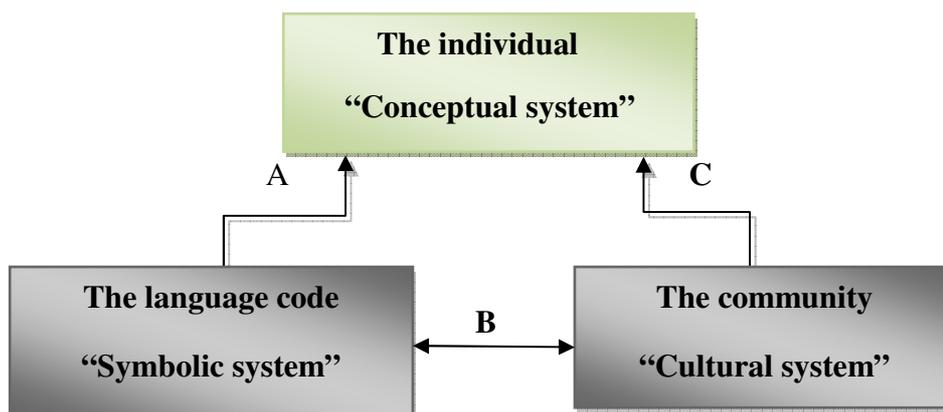
Brown (2007) who pointed out the interrelatedness of language and culture has also mentioned the issue of the relationship between language and culture:

Language is a part of a culture, and culture is a part of the language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture. The acquisition of a second language, except for specialized, instrumental acquisition (as may be the case, say, in acquisition of reading knowledge of a language for examining scientific texts), is also the acquisition of a second culture (pp.189-190)

Language and culture are interconnected; therefore, when we acquire our first language we also acquire unconsciously significant aspect, which is culture.

In the same vein, Corder (1993) provides a diagram in which he clarified these relationships:

Figure 1.1.: Relationship between the Individual, the Language and the Community



(Corder1993:71)

Figure 1.1 shows that the interrelation between the roles of psychologists and sociolinguists. The psychologist is mainly concerned with the relation (A) whereas the sociolinguist is concerned with the relation (B). The relation between the individual's

conceptual system and society's cultural system is developed in relation (C) through the operation of language.

In a more detailed way, Geertz(1973) state that language and its uses within a group are interest to social anthropologists inasmuch as they are a significant part of human behaviour that represents symbolic action in regard to the social structure and interactions within the group. He further notes that behaviour articulates culture and determines how language is used to express meaning. Therefore knowing that culture and language are interconnected will help foreign language learners and teachers to focus on both aspects, which will eventually help them to be communicatively competent.

1.3. Intercultural competence:

Mastering the grammatical rules of the language or knowing how to write does not necessarily mean that you are competent in interacting in intercultural situations. "According to Byram and Fleming (1998), the intercultural speaker is someone with knowledge of one or more cultures and social identities, and who enjoys discovering and maintaining relationships with people from other cultural backgrounds, although [they have] not been formally trained for that purpose." (Quoted in Soler & Safont Jordà, 2007:1) Byram and Fleming assumed that intercultural competent learners need to be aware of; other several aspects such as: like knowing about other cultures of the target community .Also, having the desire to know and learn about the language. Furthermore, they believe that to culturally competent cannot happen without direct exposure the native speaker s culture.

They also consider that someone who has intercultural communicative competence "has knowledge of one, or, preferably, more cultures and social identities and has the capacity to discover and relate to new people from other contexts for which they have not been prepared directly" (1998: 9). For him, intercultural communicative competence can be seen as an extension of communicative competence. Moreover; being intercultural competent means: "abilities to understand different modes of thinking and Living, as they are embodied in the

language to be learnt, and to reconcile or mediate between different modes present in any specific interaction.” (Byram and Fleming, 1998:12). This implies that intercultural communicative competence is far from being a replication or an assimilation of norms and conventions by the learner however, it also involves knowing the way of thinking of the target language community.

In the same vein House believes that an intercultural speaker is “a person who has managed to settle for the in between, who knows and can perform in both his and her native culture and in another one acquired at some later date.” (Quoted in Soler & Safont Jordà, 2007: 1)

Accordingly, developing intercultural competence does not necessarily mean that one has to focus only on the other person culture, but it is also the focus on learning and knowing about their own culture. Seen from another perspective, Intercultural competence has been defined, in general terms, as ‘the ability to interact effectively with people from cultures that we recognise as being different from our own’ (Guilherme, 2000: 297). by this we mean the capacity to communicate appropriately with the native speakers and to demonstrate between our own culture and the target language community .

Furthermore, Fantini (2000), intercultural competence includes: awareness, attitudes, skills, knowledge and language proficiency. Seen from this perspective, intercultural communicative competence is a prerequisite for foreign language learners to function in an acceptable manner with speakers with a different linguistic and cultural background. It covers a speakers’ ability to develop and maintain relationships, to communicate effectively and appropriately and to achieve compliance and collaboration with others.

Moreover, Merinet Meyer holds that intercultural competence includes “the speaker’s ability to behave adequately and in a flexible manner when confronted with actions, attitudes, and expectations of representatives of foreign cultures” (cited in Byram, 1991:137). which refers to

ability to manipulate the language and culture of the target community when they are confronted in real social context.

In order to be intercultural competent one should know the culture of the host community and to study about; and since the culture is an important aspect of language learning, we must tackle the history of teaching culture.

1.4. The History of Teaching Culture:

The history of teaching culture began to attract scholars working in the field of foreign language teaching only during the sixties and won considerable attention during the eighties and the nineties, a review of foreign language teaching literature reveals that the teaching of 'culture', though independent of language, is not a new comer to the academic scene. It has always been an 'unstated aim' in foreign language teaching (Byram, 1989:1).

Another area, as Lessard-Clouston (1997) notes, in the past, people learned a foreign language to study its literature, and this was the main medium of culture. In addition, the teaching of culture was considered as preparatory for the study of literature and the main concern was with language forms interwoven in different reading text (Kramersch, 1988). Brooks (1968) 'emphasized the importance of culture not for the study of literature but for language learning'

Following Brooks, Nostrand (1974) developed the Emergent Model scheme, which comprised six main categories. The first, culture, regarded value systems and habits of thought; society included organizations and familial, religious, and other institutions. The Third category of conflict was comprised of interpersonal as well as intrapersonal conflict. Ecology and technology included knowledge of plants and animals, health care, travel etc., while the fifth category, individuals, was about intra/interpersonal variation. Finally, cross-cultural environment had to do with attitudes towards other cultures. It is only in the 1980s that scholars begin to delve into the dynamics of culture and its vital contribution to 'successful' language learning (Byram, Morgan et al., 1994: 5). For Example, Littlewood

(cited in Byram, Morgan et al., 1994: 6) advocates the value of cultural learning, although he still 'keeps linguistic proficiency as the overall aim of communicative competence' (ibid.). More specifically, when the learner understands the perspectives of others and is offered the opportunity to reflect on his own perspectives, 'through a process of decentring and a level of reciprocity, there arises a moral dimension, a judgmental tendency, which is not defined purely on formal, logical grounds' (Byram, Morgan et al., 1994).

This is also supported by Allen's (1985) summary on the trends of the early FL teaching stating that: "... prior to the 1960s, the connection between language and culture were carefully drawn" (p.138). He further states: "...The primary reason for second language study in the earlier part of this century was access to the great literary masterpieces of civilisation" (ibid). In line with this, Flewelling (1993) explains that in the sixties students, through reading, learned the civilisation associated with the target language" (p.339).

In that time, the emphasis was on teaching aspects like history, art, literature of the target culture until 1960s where the focus shifted to an anthropological approach to the study of culture -differently stated- the behavioural patterns of everyday life. This point was firstly introduced by Nelson Brooks (1964) who shed light on the importance of teaching the culture of the target language.

At this point of the discussion, one can say that the close observation of different foreign language course books at the lower levels of education and university English courses worldwide shows that language teaching has always had a cultural dimension (Risager 2007). A similar view by Byram, Gribkora, & Starkey (2002:5) who argued that language is used in social situations and exchanges, thus learners' attitudes, feelings, and motivations towards the target language and its speakers as well as the culture of that language will affect how learners interpret and respond to the input to which they are exposed. They stated that: "These effective variables will determine the rate and degree of second/foreign language learning" (Byram et al., 2005).

The history of teaching culture has made inconsistency between culture in foreign language teaching and language learning.

1.5. Culture in FLT vs. Culture in FLL

Due to the complex nature of culture it has been seen from various perspectives in this dissertation will discuss two areas culture in foreign language teaching and culture in Foreign Language Learning.

1.5.1. Culture in foreign language teaching

In this part, the attempt is to analyse the significance of incorporating culture in the process of teaching the language. Nevertheless, the Algerian programs of education at all the levels and all the branches do not have the means to prepare pupils and colleagues to deal with the possible difficulties and misunderstandings when teaching a foreign language to make them culturally competent when problems of intercultural encounters arise. (Lakehal-Ayat, 2008)

When dealing with people belonging to different countries and culture. Within these intercultural encounters, individuals fall in the trap of realizing that their own beliefs, attitudes, behaviour, and values do no longer exist or function, simply because their counterparts do not get what they want to convey and cannot come to understand them. Hence, their communication is an ineffective one so they do not succeed in reaching their goals, let alone the feeling of embarrassment, uncertainty, helplessness, and strangeness. In fact, most of the people do not associate such problems to cultural issues, though it is quite important that the cultural aspect should be taken into consideration. (ibid.)

Seen from another perspective, According to Tomalin and Stempleski's (1993:11) views on teaching culture, culture is taught for two reasons: "to increase cultural awareness, and to promote cross-cultural interaction". Means teaching culture supports the students to be

culturally competent and to know how to use the language in the acceptable way that will eventually facilitate the process of interaction. They also deduced seven goals of cultural instruction”, and listed the goals of teaching culture as follows:

- To help students to develop an understanding of the fact that all people exhibit culturally conditioned behaviours.
- To help students to develop an understanding that social variables such as age, sex, social class, and place of residence influence the ways in which people speak and behave.
- To help students to become more aware of conventional behaviour in common situations in the target culture.
- To help students to increase their awareness of the cultural connotations of words and phrases in the target language.
- To help students to develop the ability to evaluate and refine generalizations about the target culture, in terms of supporting evidence.
- To help students to develop the necessary skills to locate and organize information about the target culture.
- To stimulate students’ intellectual curiosity about the target culture, and to encourage empathy towards its people. (1993:7-8)

Following the same direction Bada (2000: 101), “the need for cultural literacy in ELT arises mainly from the fact that most language learners not exposed to cultural elements the society in question; seem to encounter significant hardship in communicating meaning to native speakers.”

Overall, we illustrate from the later quotation that teaching is an essential process because learners find different problems concerning the use of foreign language and culture is considered as the most significant aspect that helps the EFL learners to overcome these differences.

1.5.2. Culture in Foreign Language Learning:

To start with, Culture and language learning involve a dynamic relationship between the situation and the actors in which cultural context, prior experience, and other factors come into play (Street, 1993). Furthermore, Culture learning is the process of acquiring the culture-specific as well as culture-general knowledge, skills, and attitudes required for effective communication and interaction with individuals from other cultures. It is a dynamic, developmental, and ongoing process that engages the learner cognitively, behaviourally, and affectively (Paige et al., 1999).

Another point which supports this notion is by (Brooks, 1975; Nostrand, 1974) tended to view culture as a relatively invariant and static entity made up of accumulated, classifiable, observable, thus eminently teachable and learnable “facts.”

Moreover, in a recent study in Taiwan Tsou (2005) found that giving cultural instruction to foreign language learners increased not only their language proficiency but also their motivation toward language learning.

McDonough also suggests that success and positive attitudes to the target language and culture are interdependent: 'it is quite likely that most if not all of the orientations to the learning experience reported could have been the result and not the cause of successful progress' (1981: 153).

More important Paige (1997), such learning would include:

- Learning about the self as a cultural being
- Learning about culture and its impact on human communication, behaviour, and identity.
- Culture-general learning, i.e., learning about universal, cross-cultural phenomena such as cultural adjustment.
- Culture-specific learning, i.e., learning about a particular culture, including its language.
- Learning how to learn, i.e., becoming an effective language and culture learner.

All what one can say is that culture in foreign language teaching and learning has shade the light on the importance of the teaching culture in foreign language learning.

1.6. The Importance of Teaching Culture:

Educationists have worked on other concepts that the language reflects the cultural value of its society, in which spoken. In order to communicate is appropriately the speaker needs to be aware of ways of addressing people, make request, agree or disagree with someone. Because what is acceptable in the speaker's community may not be acceptable in the target language speech community.

To start with, Smith (1985), for instance, explains that, the presentation of an argument in a way that sounds fluent and elegant in one culture may be regarded as clumsy and circular in another culture. (p. 2) "In reality, what most teachers and students seem to lose sight of is the fact that 'knowledge of the grammatical system of a language [grammatical competence] has to be complemented understanding (sic) of culture-specific meanings [communicative or rather cultural competence].' (Byram, Morgan et al., 1994: 4).

The most prominent scholars who supported the claims of Byram are Gibson who offers an introductory overview of the teaching of culture. In his listing of aims of cultural studies she places 'to support language learning' first, adding that 'communicative competence requires cultural competence' (1988: 13)

Is used both as a means of communication; also as a carrier of culture. Language without culture is unthinkable (Wei, 2005). Moreover, linguistic competence alone is not enough for learners of a language to be competent in that language (Krasner, 1999). That is, learners need to be aware of the culturally appropriate ways to address people, disagree with someone, express gratitude or make requests (Peterson and Coltrane, 2003) following the same direction Rivers (1982).believes that Learners should be exposed to these distinctions as much as possible in the foreign language teaching classrooms. Therefore, the reasons for familiarizing learners with the cultural components should be to;

- develop the communicative skills,
- understand the linguistic and behavioural patterns both of the target and the Native culture at a more conscious level,
- develop intercultural and international understanding,
- adopt a wider perspective in the perception of the reality,
- make teaching sessions more enjoyable to develop an awareness of the

Potential mistakes that might come up in comprehension, interpretation, and translation and communication (as cited in Ismail, 2006:157) Another point which supports this idea “teaching culture can be an extension of learners' social world, a widening of their 'social space' to include cultures and societies other than the nation and ethnic within which they are brought up and socialised. It is however not simply a matter of increasing or adding more of the same kind of experience.”

Overall, we deduce from the above definition that teaching culture is an essential part of the process of acquiring a second language appropriately, which helps the learners to differentiate between their own social community and the social community of the target language. In order to accomplish appropriate culture teaching there are certain procedures; methods and techniques to be done therefore researchers have made models of teaching culture.

1.7. Models of teaching culture

To start with, Claire Kramersch who believed that contact between cultures results in conflict, and concluded that the essence of culture is the ‘conflict’, which results from this contact. For her, the primary focus in teaching culture should be laid on differences rather than similarities between the native culture and the target culture. These differences are to be taught through dialogues: “It is through dialogue with others ... that learners discover which ways of talking and listening they share with others and which are unique to them” (Kramersch,1993: 27).

She also assumes that Culture is ‘facts and meanings’ (Kramersch 1993: 24). Moreover, she believes that as language users “every time we say something, we perform a cultural act”. Seen from this perspective, linguistic practice is saturated with cultural meaning and can, thus, be seen as cultural practice. According to her, the teaching of culture is not a fifth skill in foreign language classrooms but a central component (ibid: 9).

Another important aspect of Kramersch’s approach is the importance she attaches to context. She holds that the core feature of teaching culture is the cultural context. She (ibid:13).wrote that foreign language teaching “takes cultural context as its core. The educational Challenge is teaching language ‘as context’ within a dialogic Pedagogy that makes context explicit, thus enabling text (oral or written) and context to interact dialectically in the Classroom.”

This interaction between text (oral or written) and context enables the learners to interpret cultural phenomena and to mediate between their culture and the foreign culture. Hence, culture is seen “as a place of struggle between the learners’ meanings and those of native speakers” (Kramersch 1996:206).

Kramersch asserted that contact between cultures results in conflict and concluded that the essence of culture is the ‘conflict’, which results from this contact. For her, the primary focus in teaching culture should be laid on differences rather than similarities between the native culture and the target culture. These differences are to be taught through dialogues: “It is through dialogue with others ... that learners discover which ways of talking and listening they share with others and which are unique to them” (Kramersch, 1993: 27).

Another figure who favoured the integration of teaching culture in the language classroom is, Nelson Brooks in dealing with culture in foreign language teaching. Brooks (1960, 1968) developed two models for the teaching of culture: a profile of ten-point culture and a paradigm of meanings of the term culture an anthropologist by training has an ideational view of culture and language and insists on the close relationship between the two. This is

quite apparent in his view of culture as ‘patterns of living’ and his conception of the relationship between language and culture, “Language is a segment of and a bearer of culture and should be treated culturally and used by the students with concern for the message it bears”(Brooks,1971:58).

In other works, Brooks (1960) suggested a list of topics, which believes that both Representative of a particular culture and would be of interest to second language learners. His list included, among other things, greetings, patterns of politeness, verbal taboos, festivals, folklore, music, medicine, hobbies, learning in school, meals, sports, careers...etc. With regard to their presentation in foreign language classrooms, Brooks (1964:123) suggested, “knowledge of culture is best imparted as a corollary... to the business of language learning”. Phrased differently, teaching culture is an approached as a transmission of facts about the target culture. In addition, Brooks’ (1968: 210) paradigm of meanings of the term culture consisted of five types:

- Biological growth
- Personal refinement
- Literature and the fine arts
- Patterns for living
- The sum total of a way of life

These aspects, which he considered most suitable for teaching culture in a foreign language class, is the one related to patterns of living. According to Brooks, patterns of living include what had been referred to earlier as small “c” culture. He "emphasised the importance of culture not for the study of literature but for language learning" (cited in Steele, 1989: 155). He believed that culture in language teaching is neither geography, history, folklore, sociology, literature nor civilization. What constitute a central issue in teaching culture are an individual’s role and his daily life behaviour. He (1968:211) wrote: “the interchange and the reciprocal effect of the social pattern and the individual upon each other ... what one is

"expected" to think, believe, say, do, eat, wear, pay, endure, resent, honour, laugh at, fight for, and worship, in typical life situations."

Brook's model, as can be understood, is based on a society's everyday life and the interaction between an individual person and his immediate social environment. This anthropological conception of teaching culture, which emphasises the importance of culture not for the study of literature but for language learning, stems from his strong belief that culture resides in the very fabrics of peoples' daily life. His model of teaching culture views culture as a highly variable and a constantly changing phenomenon.

Overall, his distinction between the anthropological and humanistic conceptions of culture took the lead in recognising the teaching of culture in the anthropological sense. He was among the first scholars to emphasise the idea of dealing with culture in foreign language teaching and to suggest that the concept of culture "must be developed according to the needs and insights of those immediately concerned" (1968:204).

Even though researchers have provided different models of teaching culture but what is more important is to know when and how to teach culture .

1.7.1. When to Teach Culture

The appropriate age in which culture should occur has attracted the attention of many researchers. To start with, (Hammerly, 1982; Hendon, 1980; Peck, 1998; Sellami, 2000) believes that Learning about culture should take place at an early age. Seen from another perspective Sellami (2002) proposes a three-stage approach where the primary stage of culture teaching occurs at the beginner level. At this level, language learners are merely introduced to cultural facts and are just becoming acquainted with the target culture. From there, learners progress through to the second stage, which is suitable for students who have an intermediate level of language ability. Here, students begin to compare their own culture with that of the target culture and "attempts at understanding, empathy, appreciation and acceptance of the other are still in their embryo stage" (Sellami, 2002, p.10). The final stage is

appropriate for the advanced language student as it involves a more in depth contact with the target culture and the aims of the previous second stage (as stated above) are finally being accomplished.

In a more detailed way Hammerly (1982) suggests that culture teaching “should take place in the second language program from the first day of class” (p.517).in another word the process of teaching culture should work in parallel with teaching language because the process of acquiring a second language cannot succeed without these two essential aspects .

1.7.2. How to teach culture

The appropriate time of teaching culture is considered to be as an important step in the process of teaching culture. Michalczyk (1976) notes that for the beginning language students, culture teaching should be engaging and interesting and when they develop their language skills to some extent, more detailed culture teaching, including cultural values and behavior patterns of a specific culture, can be taught. Furthermore (Hemat,2001:15) stated that “To achieve that goal, cultural activities and objectives should be carefully organized and incorporated into lesson plans to enrich and inform the teaching content. The use of following materials and techniques for presenting culture in the classroom is widely recommended” .He also confirmed that “One problem in all classroom work is the involvement of students” interest, attention, and active participation. Learning activities which focus on active rather than passive learning are the best”. (ibid)

Similarly, as expressed by Seelye (1974) established a number of goals for language teachers to set while teaching culture, which serves as a reference list in the process of selecting, collecting and compiling cultural materials. According to Seelye, teachers should first invoke interest and curiosity about the target culture. Secondly, they should ensure that their students recognize the fact that social factors like age, gender, social class, and ethnicity influence how people use the language. Thirdly, teachers should seek to present to their students the case that language use changes according to whether the particular situation

entails an ordinary routine for people of the target culture or is an unusual and unexpected situation (i.e., emergency). moreover,

Every foreign language classroom should be a “cultural island,” alive with colourful posters and pictures. ... A bulletin board is useful for posting current events, advertisements, comic strips, cartoons, and other items of interest ... A map of the foreign country and a wall calendar on which students could mark the foreign holidays also belong in every foreign language classroom (Hendon, 1980, p. 197).

Which mean that the teacher should create a direct contact between the lesson and the environment like using picture, posters, color and maps in order to attract the reader or the learner’s attention. Kılıçkaya (2004) states that teachers’ role is to teach learners the cultures and the reasons why particular events take place in different cultures. The aim is not to make the learners adopt the habit of thinking or acting like a foreigner or think that one culture is superior to the other. The main object is to make them understand that there exist different cultures. Clark (1990), “Competent teachers understand that positive self-concept and positive identification with one’s culture is the basis for academic success” (p.7). A minority of students whose culture is not accepted or is outright rejected by others in the classroom do not feel valued and is subject to a lesser degree of academic success while in school (Cruz, et. al, 1995). Moreover, this student is also likely to have difficulty adapting to society in general (Ibid.).

Textbooks are important resources, which students can easily and frequently access.

Risager points out:

Foreign language teaching textbooks no longer just develop concurrently with the development of foreign language pedagogy in a narrow sense, but they increasingly participate in the general

cultural transmission with the educational system and in the rest of society (as cited in Cunningsworth 1995; 90).

In other words, a technique, like all behaviour, is not *something*. It is not a static, formalized object or condition. Rather, it is an instance, a realization of potential, the particular manifestation of our ability to select, from a bundle of options, that piece of behavior, which we believe, will work, given our formal training, our experience, and the prevailing conditions (Clark, 1984, p. 583).

Conclusion

As a summary to this chapter, one can say that culture has attracted many researcher's attention because of its obscurity and its correspondence with the society that holds it. Therefore, we provided different definition by different scholars and we have introduced the relationship between language and culture. After that, we emphasised on the importance of teaching culture and culture in foreign language teaching and learning .It was shown throughout this chapter the different models of teaching culture. Additionally, the chapter also offered when and how to teach culture .the next chapter, the discussion will focus on the importance of using authentic materials in culture courses and its influence in raising student's cultural awareness.

In the second chapter, the researcher attempts to give more emphases on the importance of using authentic materials such as: videos and YouTube .Also, to highlights on the importance of using such authentic materials in the general culture courses and their importance to raising the English foreign language cultural awareness, which is an essential part, or learning any foreign language. Therefore, the researcher will provide several definite about authentic materials .theirs type criteria of selecting and using. In addition to the advantages of using these types of materials.

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Introduction

The second chapter of this research will be devoted to importance of using authentic materials in culture courses. We will start by providing a historical overview about the use of the authentic materials in addition to some definitions. Then, we will introduce the types of authentic materials as well as the criteria of selecting authentic materials. As the chapter develops, the researchers will present the sources and advantages of authentic materials, definition of authentic videos as well as to the definition of YouTube .also we will introduce how to select appropriate authentic video and the advantages of authentic videos. At the end, we will conclude the chapter by defining cultural awareness and the role of authentic materials in culture courses

2.1. Historical Background of Authenticity

Authenticity has a long history in language learning that is what many history books have proved ; that there are three main approaches which can be recognized: primary, there are “communicative approaches” according to which communication is both the objective of language learning and the means through which the language is taught. Next, there are “materials-focused approaches” according to which learning is centred principally round the text. Final, there are “humanistic approaches” which address the “whole” learner and highlight the value of individual improvement (Mishan, 2005)

2.1.1. Definition of authentic materials

Authenticity was initially suggested over a thousand years ago by King Alfred of England ,who commenced the use of authentic texts for educational purposes. Later, in the 16th century Roger Ascham and Michel de Montaigne portrayed the use of authentic approaches for teaching Latin (Mishan, 2005).authenticity has been defined by many authors. First to start with Gilmore (2007) gives us possible definitions of authenticity. In which he defines authenticity as, “The language produced by a real speaker/writer for a real audience,

conveying a real message”. Differently stated authentic materials are verbal or written meaningful products that are produced by the target language community. Nunan (1985:38) who specified the concept of authenticity as follows:

‘Authentic’ materials are usually defined as those, which have been produced for purposes other than to teach language. They can be culled from many different sources: video clips, recordings of authentic interactions, extracts from television, radio and newspapers, signs, maps and charts, photographs and pictures, timetables and schedules. These are just a few of the

Differently stated authentic materials any piece of information from the target language community, which is adopted by teacher in order to enrich the process of teaching a foreign language

Taylor’s (1994) also considered authentic language input as any material in English, which has not been specifically produced for language teaching. In fact, authentic language materials are spoken or written language materials that have been produced in the course of real communication and not specifically produced for the very purpose of language teaching (Nunan, 1999). Furthermore, authentic materials have been defined as the materials "which have been produced for purposes other than to teach language". They are therefore, written for native speakers and contain “real” language. They are “...materials that have been produced to fulfil some social purpose in the language community.”

(Peacock (1997), moreover, authentic materials can be defined as follow:

“...one ‘created to fulfil some social purpose in the language community in which it was produced’ With the onset of communicative movement a greater awareness of the need to develop students’ skills for the real world has meant that teachers endeavour to simulate this world in the classroom.” (Guariento, W. & Morley, J., 2001, p: 347)

Which taken to mean that any spoken or written language of the host community that teachers use as source for teaching foreign language learners in order to have direct contact with the language. Students and teachers can use authentic materials as a means to “link the formal, and to some extent artificial, environment of the classroom with the real world in which we hope our students will eventually be using the language they are learning” (House, S. 2008: 53-70).

Furthermore, Yuanyuan Z. & Lingzhu J. (1997) points out some short definitions for authentic materials. “They are real language”; “produced for the native speakers”; “Designed without the teaching purposes” what can be understood from the above quotation is that authentic materials are considered to be as an important source for providing real life situations that are not directed for teaching. However, it can help foreign language learners to acquire the language. Kilickaya (2004) gave a common definition of authentic materials as “exposure to real language and use in its own community” (p.1). Dulay, Burt, and Krashen (1982) defined authentic materials as “the natural communication task” (p.247). In other words authentic materials provides for foreign language learners to have a direct contact with target language community the way they behave they interact and one of the recent definitions of authentic materials provided by Polio (2014:03) considers that:

Although there are various definitions of authentic materials, I am referring here to materials that were not created for language learning purposes. Instead, they were created with some real-life goal for, generally, native speakers. They include both spoken and written language samples. Some obvious examples include magazine ads, movie reviews, television shows, conversations between native speakers, train schedules, nutrition labels, and so on, most of which can be found on the Internet.

According to polio authentic materials are types of materials which are not delipratly dedicated for teaching and learning the target language such as any kind of regular speech or paragraphs written by normal native speakers of the language, However there are several types of authentic materials that native speakers produces.

2.2. Types of authentic materials

Gebhard (1996) asserted a several types of authentic materials ESL/EFL teachers have used. This may serve as source material for lesson development, are shown below:

2.1.1. Authentic Listening-Viewing Materials:

TV commercials, quiz shows, cartoons, news clips, comedy shows, movies, soap operas, professionally audio-taped short stories and novels, radio ads, songs, documentaries, and sales pitches.

2.1.2. Authentic Visual Materials:

Slides, photographs, paintings, children's artwork, stick-figure drawings, wordless street signs, silhouettes, pictures from magazines, ink blots, postcard pictures, wordless picture books, stamps, and X-rays.

2.1.3. Authentic Printed Materials:

newspaper articles, movie advertisements, astrology columns, sports reports, obituary columns, advice columns, lyrics to songs, restaurant menus, street signs, cereal boxes, candy wrappers, tourist information brochures, University catalogs, telephone books, maps, TV guides, comic books, greeting cards, grocery coupons, pins with messages, and bus schedules.

2.1.4. Realia (Real world objects):

Used in EFESL Classrooms: coins and currency, folded paper, wall clocks, phones, Halloween masks, dolls, and puppets, to name a few. (Realia are often used to illustrate points very visually or for role-play situations.)

2.2. Sources of Authentic Materials

According to Segni (2009) the source of authentic materials are abundant. The most common exploited sources are newspapers, TV programmes, magazines, the internet, movies, songs, brochures, comics and literature (novels, poems, short stories and so on).

2.2.2. The Media:

In language teaching types of media such as newspaper and magazines, adverts, brochures, radio and television, etc. Media have been exploited in different ways, which may enhance the daily practice of language teaching and bringing the outside world into the classroom

2.2.3. Literature

It must be made clear that while exploiting any literary text the focus should be on teaching the language not literature. In other words, any literary text should be handled as any other kind of text and should primarily aim at meaning and not form.

2.2.4. Computer Software

Software and video games in general can involve a great amount of reading and listening and a wide range of speakers from different accents of different ages. However, they might be very expensive for teachers and students.

2.2.5. The Internet

In the World Wide Web, there are lists of materials such as texts, adverts, magazines, live radio and TV programmes ,etc. that can help EFL to have a direct contact with the language. However, it is useless to ask students to go to the web and just listen or read without a clear aim. There must be a task behind any activity of any kind.

2.3.5. Recorded Materials

The VCR (the videocassette recorder) is becoming part of the standard equipment in many universities. It is a direct aid to many areas of language teaching,

Listening speaking and even reading and writing can be introduced through the VCR.

2.3. Criteria for selecting authentic materials

Classroom authenticity suggests two things: first, that authenticity is not a characteristic of the text itself, but derives from its function in a particular context (Taylor, 1994)

moreover, Jolly and Bolitha summarized essential steps that teachers must take into account, and therefore the material they create will actually support the content of the lesson:

- Classification of need or problems by teacher or learner(s) in order to be solved by the creation of materials.
- Investigation of the area of need/problem in terms of what language what meanings, what functions, what skills, etc.
- Contextual comprehension of the proposed new materials through the finding of appropriate ideas, contexts or texts with which to work.
- Pedagogical apprehension of materials by the finding of suitable exercises and activities and the writing of appropriate instructions for use.
- Physical Production of materials involving consideration of layout type size, visuals, reproduction, tape length, etc (1998).

That is to say while preparing the lesson; teachers should use these types of effective materials because it serves several functions in the language learning process: they support the students' reception of the materials, and the goals of the lesson and language learning skills beyond the scope of the lesson. According to Tomlinson (1998), in order to develop materials, which are strongly rooted in effective language teaching practices, designers should incorporate the following objectives into the creation of their materials

Materials should:

- Take into consideration that the positive effects of instruction are usually delayed
- Take into consideration that learners differ in learning styles

- Take into consideration that learners differ in affective attitudes.
- Achieve impact
- Help learners to feel at ease
- Help learners to develop confidence
- Require and facilitate learner self-investment
- Expose the learners to language in authentic use
- Provide the learners with opportunities to use the target language to achieve Communicative purposes
- Permit silent period at the beginning of instruction
- Maximize learning potential by encouraging intellectual, aesthetic & emotional involvement, which stimulates both right and left-brain activities
- Not rely too much on controlled practice
- Provide opportunities for outcome feedback
- Learners must be ready to acquire the points being taught..
- What is being taught should be perceived by learners as relevant and useful (pp. 7-21).

In addition, Lee (1995) states that, “a careful and wise selection of materials focused on learners is a must if we want a positive response from them” (p.325).which means that teachers while choosing the authentic materials that they should take into consideration their students’ needs and interests otherwise it will be worthless. Rivers (1987) claims that the essential criterion for selecting suitable authentic text is content. He states, “although length, linguistic complexity, and interest for the student all play significant roles in the selection of materials, the single most important criterion for selection is content” (p. 50).

According to Rivers even though some authentic text may appear difficult to understand which may impede students learning process but, in fact it is very effective for

raising students curiosity in order to understand the meaning of the text which will eventually help them to gather new vocabularies.

In addition Little, et al (1989, p 71), State that “The more texts are related to learners’ personal concerns and interests the deeper and more rabid the processing will be.” (as cited in Mishan , 2005, p.28) .That is to say in order to motivates student’s learning process. More precisely in reading teachers should select .The types of texts that is adequate to student’s age, needs and interests.

2.4. Advantages of Authentic Materials

Authentic materials are a kind of material with is not irected for teaching that can provided foreign language learners with appropriate information that they can be applied it outside of the classroom. Therefore, authentic materials have several advantages in developing langue teaching.

According to Philips (in Chavez, 1998: 270). The main advantages of using authentic materials are as follows:

- They have a positive influence on students’ motivation.
- They provide authentic cultural information.
- They give students more exposure to the real language.
- They relate more closely to students need.
- They support a more creative approach to teach.

Furthermore, as Hyland (2003:94) points out, learners will become acquainted with the target language when authentic material is used in foreign language teaching.

He also assumed that authenticity in a foreign language classroom would increase learner motivation and thus, improve the learning results. Martinez (2002) suggested a number of sound advantages for using authentic language materials for language teaching. An important advantage is that authentic language materials afford a variety of language change of the target language. For instance, when EFL listen to songs and stories in the target

language, they will be able to hear dialectal differences of various countries that speak the target language. An additional advantage of using authentic materials is the relaxing atmosphere that these materials produce for young children. Authentic language materials are more pleasing to the language learners than non-authentic language materials because of their purpose to communicate a message rather than stress particular aspects of the target language (Gilmore, 2007). Another advantage of using authentic language material is the spotlight on all the feature of the language (Gilmore, 2007). He also “Claims that authentic materials are a motivating force for learners are widespread through the literature” (p. 106). In contrast, the artificial language materials tend to cause persistent repetition of certain grammatical structures, certain elements of the vocabulary, or certain combinations of words.

Likewise, Morton (1999) affirms that building up strategies in comprehending authentic texts can facilitate students to develop writing proficiency in the target language. He elucidates, “Students need to learn the register that is appropriate for their own essays. For this, there is no substitute for authentic academic texts, which may develop students’ ability to master basic rhetorical devices” (p. 182).

That is to say in order for student to develop their writing proficiency and to be good writers they need to be exposed to authentic texts which will help them to learn strategies of witting , gathering vocabularies , and also to help them to overcome spelling mistakes in this manner they will improve their writing skill.

Hadley (2001) concludes that, the, “use of real or simulated travel documents, hotel registration forms, biographical data sheets, train and plane schedules, authentic restaurant menus, labels, signs, newspapers, and magazines. Will acquaint students more directly with real language than will any set of contrived classroom materials used alone.” (p.97). which means that, any type of materials that the teacher would use whether it is written, auditory, or visual can influence positively on student performance.

Additionally, Brosnan et al. (1984) give reason for the significance of the use of authentic language in the classroom in this way:

- Language is innate. By simplifying language or altering it for teaching purposes (limiting structures, controlling vocabulary, etc.), we risk making the task more difficult. We may in fact, be removing clues to meaning.
- Authentic language offers students the chance to deal with a small amount of
- Authentic printed materials provide students with the opportunity to make use of non-linguistic clues (layout, pictures, colors, symbols, the physical setting in which it occurs) to help them discover the meaning more easily.
- Adults need to be able to see the immediate relevance of what they do in the classroom to what they need to do outside it, and real-life material treated realistically makes the connection obvious.

Besides, Mishan (2005) claims that “Culture, in that authentic texts incorporate and represent the culture/s of speakers of the target language; currency, in that authentic texts offer topics and language in current use, as well as those relevant to the learners; challenge, in that authentic texts are intrinsically more challenging yet can be used at all proficiency levels” (p.44). Sherman (2003) states, “One reason why [authentic material] is so important for language learning is that it is a window into culture” (p.12) to be exact authentic provides original exposure for students who are learning foreign languages and help to learn about the target language society their culture, costumes, traditions, values and way of thinking.

Overall authentic have several advantages that can influence EFL learning process positively. However, these advantages cannot be actualized if teachers do not know when and how to use these kind of material during the lesson.

2.5. Definition of YouTube

YouTube is considered as “a place where 65,000 mostly homemade, often offbeat, digital clips are uploaded daily to be shared online” (Collins, 2006, n. p.). What’s more,

YouTube is a popular video sharing website because users can upload, video clips, and share view. YouTube has expanded into a vast popular form of web 2.0 new media. In addition, a recent article in Wired cites an average of 65,000 uploads. And almost 100 million videos viewed per day on YouTube (Godwin-Jones, 2007). In fact “YouTube has started out as a fascinating example of how new technology can alter our conceptions about what media is, and can be.” (Christensen, 2007, p. 40) Which means that YouTube have the power of publishing and advertising of new technologies thus it started to be as an online media. Indeed YouTube helps EFL learners in the way that “This anonymity combined with physical distance and rare and ephemeral dialogue gives people the freedom to experience humanity without fear or social anxiety. [...] It allows [one] to watch other people without staring or making them feel uncomfortable” (Wesch 2009). Thus, YouTube reduces the learning obstacles such as anxiety .nervousness, etc. that often prevent studying other language, culture or social group in their real context.

2.6. Definition of authentic videos

Authentic videos are taken as an alternative teaching materials is based on several supportive reasons. Firstly, the form of the authentic videos are defined as all the kinds of programmes that you see in the cinema, on TV or DVD such as feature of films, documentaries, commercial, game shows, etc. (Sherman 2003). He adds that video is nowadays medium and, in consequence, people spend most of the time with audio-visual rather than printed material. Watching videos involves two different senses — seeing and hearing together — and raises the curiosity to understand the meaning of words. In addition, authentic material frequently proves to be particularly motivating as people find it attractive to understand “real things”. Teachers may use audio-visual material for several reasons: for its own sake, for recognition of the spoken language, as a language model, to understand cultural issues, as a stimulus or input for further activities, or as a moving picture book. Videos

provide access to people's behaviour, places, things, and events (Sherman 2003). According to Herron, et al. (1995)

“Video is lauded for contextualizing language (i.e., linking language form to meaning) and depicting the foreign culture more effectively than other instructional materials. Videotapes permit students to hear native speakers interacting in everyday conversational situations and to practice important linguistic structures”. (Herron, et al., 1995, p. 775).

In particular, videos are effective teaching materials more than any other materials because it relates the language with its real context. This will help EFL learners to learn the language, culture and its appropriate use in real contexts. Burt (1999) considers that videos are genuine and authentic since they are produced from native speakers and they are not simplified, besides they are at normal speed and they have authentic accent. Videos like TV programs, movies, and news broadcasts can offer EFL learners the American culture. Burt (1999) also states that the compelling storylines of movies contribute to learners' comprehension.

2.6.2. How to use authentic videos

Teacher should use the type of authentic video that are neither too difficult nor too easy. Because if student understand a little they will be disappointed and if they can understand the material easily will not be challenged (schaepe 1983). However, student's understanding would not depend only on the difficulty of the videos that are used by the teacher, but also; on the quality of the support materials, the vocabulary lists and exercises that help students to understand the material. (schaepe 1983). As well as to Kelly (1985) considers that language teachers should not deprive learners of visual clues which in her idea are totality of communication. “It seems clear that by providing language learners with a diet of audiotapes only we are depriving them of the wholeness, the totality of human

communication, and more importantly we are depriving them of vital clues to meaning.”

(p. 54) As Lonergan (1984) describes, “at their best, video presentations will be intrinsically interesting to language learners (The) material should be motivating; the learner should want to see more, to ask questions , By generating interest and motivation. The video films can create a climate for successful learning.” (p. 5 In accordance with lonergan authentic materials motivates foreign language learners to learn more about the target language that way teachers should choose the types of videos materials that are motivating, interesting and related to their needs and purposes.

In the same vein, Burt (1999) also argues that teachers should provide learners with planned activities. She considered some criteria for choosing videos in the classroom. They include inspiration, motivation or interest, content, clarity of message, pacing, graphics, length of sequence, independence of sequence, availability and quality of related materials. Burt (1999) also considers activities during the three stages of presenting a video in the classroom, which are before, while, and after viewing. She thinks that the three stages are very important and a teacher should carefully design some good activities and tasks for these stages.

In fact, Tomlinson (1998) deems that in order to develop materials, which are strongly rooted in effective language teaching practices, designers should incorporate the following objectives into the creation of their materials.

Materials should:

- Take into consideration that the positive effects of instruction are usually delayed
- Take into consideration that learners differ in learning styles
- Take into consideration that learners differ in affective attitudes.
- Achieve impact
- Help learners to feel at ease

- Help learners to develop confidence
- Require and facilitate learner self-investment
- Expose the learners to language in authentic use
- Provide the learners with opportunities to use the target language to achieve communicative purposes
- Permit silent period at the beginning of instruction
- Maximize learning potential by encouraging intellectual, aesthetic & emotional involvement, which stimulates both right and left-brain activities
- Don not rely too much on controlled practice
- Provide opportunities for outcome feedback

Additionally:

- Learners must be ready to acquire the points being taught
- What is being taught should be perceived by learners as relevant and useful .

(pp. 7-21)

Stoller (1994), the usefulness of authentic video materials should allow teachers to engage them into the process of second language learning and organise their use to meet the course purposes. On the other hand, she views that the successful incorporation of video materials necessitates careful attention. All too often video materials are used unsuccessfully and are thus seem as unjustifiable time fillers. Their efficiency depends in great measure on how well they are used. When they are incorporated appropriately, they are effective classroom resources. Their potential is achieved when they supply as a rich experience which the teacher and students discuss to, understand, generalize, think critically about, and respond to in other intellectual ways. Refine Canning-Wilson (2000) deems that one should observe the result of video with random groups and not intact groups. She also argues that researchers should use the actual video of foreign or second language and not use only visual aids in longitudinal studies. Indeed Video materials should be chosen in advance so that they remain

the learning process objective, and accommodate the learners' language level. The teacher should classify which skills and strategies have to be developed in advance. Students should develop skills, which allow them to comprehend the input: it is the language teacher's responsibility to teach the students how to read and listen to texts in a foreign language (Coonan, 2002)

In brief, authentic videos are not absolute learning units in themselves. Teachers are considered as a key role since they have the responsibility of building appropriate learning environment: they have to "package" video material properly for applying it in the classroom, they ought to set activities and tasks, which promote learners' contribution. Particularly with lower level students, there have to be time to collect ideas on the topic followed by checking references. Preparation should contain brainstorming and activities for instance freeze framing and making prediction — this attract students' attention to some specific topic or item of language. Preliminary vocabulary work is necessary in order to set the ground for subsequent understanding. Check activities depend on the category of documentary or video: science related ones often lead to reports, practical experiments or discussions. If students have independent access to the material too, they can practise a talk outside the class, presentations or expert panels (Sherman, 2003).

2.6.3. Advantages of authentic videos

Initially the use of authentic materials assists to use English in meaningful way. Another reason that video motivates students is that it brings "real life" into the classroom and therefore has an immediate impact that an audio tape lack. Although television or movies are not exactly like real life they are similar because the social interaction which occur in real life speech, with natural pronunciation and varieties of dialect and register. (schaepe 1983). In addition , as Barron (1989) argues, not only can video create learning contexts that would not otherwise be accessible, "in some situations video is even superior to a field trip because the

video can be replayed and reviewed as often as necessary.” to guarantee learning by students with learning disabilities or who are otherwise at-risk for poor school success (p. 3).

According to Schaepe (1983) authentic materials are even better than a tour to the target language community because videos have quality of repeating the video at any time and in any place which can provide frequent exposure to the EFL learners.

In accordance with Baltova (1994), the use of video is crucial in the classroom, as the visual input balances the auditory input such that both strengthen the other, stimulate multiple strands of prior knowledge, and lead to a deeper comprehension of the topic or situation at hand. She stated, “it is assumed that the explicitness and meaningfulness of the visual modality, students' extensive experience in film watching, and the intrinsically predictable genre of the narrative efficiently contributed to a fuller and more consistent representation of the story than for the sound only group.” (p. 513). Which, means that authentic materials can improve EFL student's: pronunciation, enhance their vocabulary and provides cultural information to EFL students.

Moreover, Martinez-Gibson (1998) remarked that video can support instructors in an attempt to “bridge the gap that students have between culture and language in today's age of visual learning.” (p. 130). To be precise authentic videos help out in relating between EFL learners and the target language community, and in this way student will have the opportunity to be exposed to original knowledge.

Additionally Fanselow believes that authentic video materials:

The fact that words have meaning only in context has become a cliché. Unfortunately, the meaning of context in the cliché sometimes refer only to the sentence in which the words occurs. But context involves the relation between speaker and the objects and actions and noises that are communicated along with the words themselves (Fanselow 1980:125)

To be exact when EFL learners are exposed to words in isolation they may be misled with the exact meaning of words however the use of authentic video materials helps to relate between the speakers, subject sans context.

Sherman (2003) declares that video is nowadays medium and, in consequence, people consume more time with audio-visual rather than printed material. Watching videos engages two different senses — seeing and hearing all at once — and encourages curiosity in the sense of words. What is more, authentic material frequently proves to be particularly motivating as people find it attractive to comprehend “real things”. Teachers can utilize audio-visual material for different functions: for its own sake, for understanding of the spoken language, as a language model, to perceive cultural subjects, as a stimulus or input for extra activities, or as a moving picture book. Videos provide access to things, places, people’s behaviour, and occasions. Sherman (2003) also affirms that, as a result to their characteristics, some types of videos are particularly valuable for projects or the study of other subjects. Also Stempleski and Tomalin state that “children and adults feel their interest quicken when language is experienced in a lively way through television and video and this combination of moving pictures and sound can present language more comprehensively than any other teaching medium. „(Susan Stempleski and Barry Tomalin, 1990, 3) That it to say that any acquirer for of language whether it is an adults or child need to be taught by using authentic materials because these kind of materials attract their attention. and gives them more exposure

Television and video:

- Strengthens reading and lecture material
- Assists in the development of a general base of knowledge between students
- Develops student understanding and discussion
- Offers greater accommodation of various learning styles
- Raises student motivation and passion
- Encourages teacher efficiency (CPB, 2004)

Similarly, Harmer (2001) indicates that one most important advantage of videos is learners not only can listen to the language, but also they can see it, with the intention of support understanding. Videos include visual signs such as gestures and expressions, which help students to go beyond of what they listen, and to deduce the video in a deeper way. For the reason that learners can see the language in use from natural contexts; they can make associations between words and images, which help them to assess their own use of the language or even to learn new language.

As said by Beare (2008), videos sustain students to become more conscious of their learning process. They allow the learner to get an immediate feedback being videos more effective than “simple teacher correction. In another way authentic materials dint help only students in their learning process however they can help even teachers while presenting and explaining the lesson. Consistent with Harmer (2007) it can be a classic “lazy” teacher’s lesson and it works well.

“But other than for the occasional special lesson, it is important that we find ways to exploit video material in more useful ways to help students to learn. With the growing accessibility of the Internet and the possibility of using interactive whiteboards to display video content, we now have a large number of new possibilities for using video films and clips in class. There are many ways how to make the work relevant and engaging.” (Harmer 2007, p. 376)

This means that teachers should do their best to create a authentic environment in order to attract the attention their students and this is by involving authentic video materials because this type of materials help for better learning, and to be engaged in the lesson.

2.7. Cultural awareness

Cultural awareness is a perception in which learners evaluate the similarities and contrasts between their own culture and target culture as an instrument to achieve communication. (Byram, 1989). Moreover, he affirms that cultural awareness is crucial part in language teaching for the reason that it contributes to language proficiency. He emphasises that any language curriculum should comprise whether implicitly or explicitly elements of culture because language reflects the speakers' values and perceptions of the world. Therefore, it is impossible to learn a language and ignore its speakers' values and intentions. In other words, speaking a language requires knowing its culture, and exchanging messages, which involves a specific way of thinking and living. In addition,

Bamgbose (1994) argues that foreign language teachers should inform their learners about the target culture from the native speaker point of view. He states that "learners need to be prepared for experience of the daily rhythm of the foreign culture, of the behaviours which are different and those which are the same but have a different significance" (117).that is to say the process of learning foreign language should be along with learning a culture. Because they are, tow inseparable entities. On the other hand Tomalin and Stempleski (1993:5) who defined it as "the sensitivity to the impact of culturally induced behaviour on language use and communication" (Byram, 1989).

In the same thought, Kramsch (1993) claims that learners should discover, examine, and understand the differences between native culture and target cultural meanings and think critically upon them .This helps them to experience new ways of thinking and acting, and seeing the world from their own perspective and the other one. She goes on to say that cultural knowledge should not be seen only as a goal to achieve communication or enrich ones' knowledge, but more importantly as to improve their ability to take on the perspective of the other as well as ones' own

Tavares and Cavalcanti (1996:16) declare that “there is no other better way than including the teaching of the target culture which should not be seen as a support to language teaching, but it should be placed on an equal footing with the foreign language teaching”. This claim is supported by recent research where incorporating the target culture does not only concern effectively the students’ linguistic success. However, it also can be an efficient tool in communication when “culturally-determined” behavioral conventions are taught. The purpose as claimed by Tavares and Cavalcanti is to develop students to build cultural awareness, which would surely improve the understanding of their own culture as well as the target one (Cavalcanti 1996).

Furthermore, cultural awareness must be seen as an educational goal in foreign language teaching and learning as Kramersch (1993) argues that cultural awareness must be seen both as enabling language proficiency and full competence, and as being the outcome of reflection on language proficiency. Durant (1997:31) also explains cultural awareness as “Knowing about the people who the speak language .understanding their behaviour .their beliefs and costumes”. Specifically knowing about the target language society how they think, act and speak in the regular daily life.

2.7.2. The role of authentic videos in raising cultural awareness

In order to increase cultural awareness together with language awareness, materials should offer more than a superficial acknowledgement of cultural identity and must carefully address the kind of cultural adjustment that underlies the experience of learning a foreign language (Kramersch, 1993, p. 233-259). “an interest and an enthusiasm for the materials used in class; persistence with the learning task, as indicated by levels of attention or action for an extended duration; and level of concentration and enjoyment.” (Peacock, 1997, p. 145) In addition using authentic materials such as listening to actual conversations between native speakers like radio shows or watching TV programs are, other types of authentic materials

that encourage learners' awareness over of the dissimilarities between real and contrived language. Students can listen to a conversation between a customer and a seller and learn from the vocabulary that each person uses through the interaction. Students generally learn very formal ways of speaking in their textbooks and this is not the reality in everyday situations. Consequently, teachers may use role-plays activities and help students to rehearsal the conversations they watch and hear from TV or radio shows (Oura, 2003; Porter & Roberts, 1981). Moreover Jordan (1997, p. 105) categorizes the sources of cultural information:

- Newspapers: are a good source of cultural information: local papers will provide more of a flavour of everyday life in towns.
- Video: a number of published ELT video tapes are a good visual source of
- Cultural information. (Today, we have CD/DVD versions of these video tapes, which provide us with better quality.)
- Talks/discussions: some topics may be appropriate for providing information to students in a plenary session.
- Role play/dramatizations: these may be used to start discussion and introspection.
- Culture quizzes/tests.

Students may use authentic materials like images of a foreign country, films special occasions like Christmas restaurant menus, train or plane tickets, , or audio tapes of a dialogue between a customer and a bank employee. These kinds of materials may raise their cultural awareness of the country and the language they are studying. In addition to the relevant activities usually attract the students and engage them in learning (Cook, 1981; Jacobson et al., 2003; Nunan, 2000). Authentic materials are great instruments for students' contribution and they engage students with different materials to work on when teachers choose to write what is suitable for their levels and culture. (Alomari, 2009)

Last of all, authentic materials content may consist of interesting topics for instance famous cultural topics for second language learners like international holidays, sightseeing or events. These varieties of cultural topics encourage the students, and might be used to raise questions and attract students' attention to learning new vocabularies and concepts (Kelly et al., 2002)

Conclusion

This chapter is mainly devoted to the use of authentic materials in teaching culture in EFL classes. The chapter started by providing definitions of authentic materials as argued by scholars. After that, the researchers provided the types of authentic materials such as authentic listening, visual, auditory and realia. Additionally, the chapter also introduced the criteria of selecting authentic materials. Moreover, the definition of YouTube and authentic videos. We have illustrated how to select appropriate authentic videos and the advantages of using authentic videos in EFL classes we also explained the concept of cultural awareness and the role of authentic videos in raising students' cultural awareness this latter was the last point discussed in this chapter. In the last chapter, i.e.: general conclusion, will deal with evaluation , of the Results and Findings. We will evaluate the results achieved from the empirical design and from the questionnaire and. By the end of chapter, the researchers will offer recommendations and suggestions for future research

To give more validity to the research the researcher will submit a questionnaire to both teachers and students in order to confirm or reject the hypotheses. Therefore in the third chapter the researcher will analysis the students and teacher's responses we will give interpretation and discussion of the result according to the information that was collected from the questionnaire and to say whether the hypotheses has been confirmed or rejected. In the end will give recommendation.

Chapter Three

Field work

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Introduction

This study is mainly conducted to check if there are any significant improvement of implementing authentic materials in teaching culture of the English language. In this chapter, we will analyse the questionnaires that has been submitted and carried out with second year students of English at Mohammed Kheider University of Biskra. This chapter is divide into two sections, which are as follows: administration and of description of the quasi- experimental study besides evaluation and interpretation of results.

3.1.Aim of the Research

This research aims to improve the teaching of culture and the significant role of using authentic materials in culture courses to improve the students' cultural awareness. Moreover, these types of materials will hopefully enable them to reach a high level of cultural understanding and knowledge about the target culture.

3.2.Sampling

The forty (40) students who responded to the questionnaire were chosen among the total number of the second year LMD. students' population (300) at the University of Biskra .The selection of such sample was based on the consideration that second year LMD students have already experienced the culture courses .Moreover; the students are supposed to have culture courses this year too therefore hopefully if they happen to teach in the future they will accordingly know about the importance of the use of authentic materials in culture teaching.

3.3. Administration of questionnaire

Greatest number of student's " questionnaires were handed directly between the 3rd and the 6th of April 2015 to students form the Department of English at Biskra University. All the students (40) who participated in this questionnaire study English language and at the science of languages division.

3.4. Description of the Questionnaire

This questionnaire is divided in two sections and consists of seventeen (18) questions, which are arranged in a logical way. They are either closed questions requiring from the students to choose „yes“ or „no“ answers, or to pick up the appropriate answer from a number of choices or open questions requiring from them to give their own answers and justify them.

The first section, is about “teaching English language and culture and it has (11) Questions. (1) and (2) are devoted to students' background information .These latter are asked if studding English was their choice or not and their history of learning culture .Question(3) is about whether they studied culture in their in intermediary level and secondary level or not .in Question(4) students are asked to choose which of the four skills they want to develop the most while they are studding English language. Question (5) is about whether they feel motivated while studying English culture or not .Question (6) this latter provides reasons if they are not motivated about English culture. Question (7) is put to know how student consider their level concerning English culture in Question (8) they are also asked whether they consider them selves fluent in English or not . In Question (9) students are asked if they chose a one reasons if they consider them selves not fluent in English. Question (10) is intended to generate information about the learner's level in English. Question

'11) is designed to know how students consider their level to ward handling conversations with native speakers. Question (12) is directed to giving justifications if they consider their level “weak”.

Them we move to second section that is about “the use of authentic materials “in which we continue the other (8) Questions .In Question (13) they are asked to declare whether they like general culture courses or not. Question (14) is put to identify if they know what authentic materials is or not.

In Question (15) the students are asked to tell their opinions about the importance of the English culture along with the English language. In Question (16) students are required declare whether they have been taught with authentic materials on not. Question (17) is aimed to know whether their teachers use only handouts in English culture courses or not .Question(18) is anticipated to know the student ‘s opinion about the importance of using authentic materials .Question (19) is intended to know whether their teachers use authentic or non – authentic materials in culture courses. The last Question (20) the students are asked to choose the main select the type of materials that they prefer their teachers would do in their study

3.5. The students’ questionnaire

Section one: Personal Information

1. Student’s choice of English:

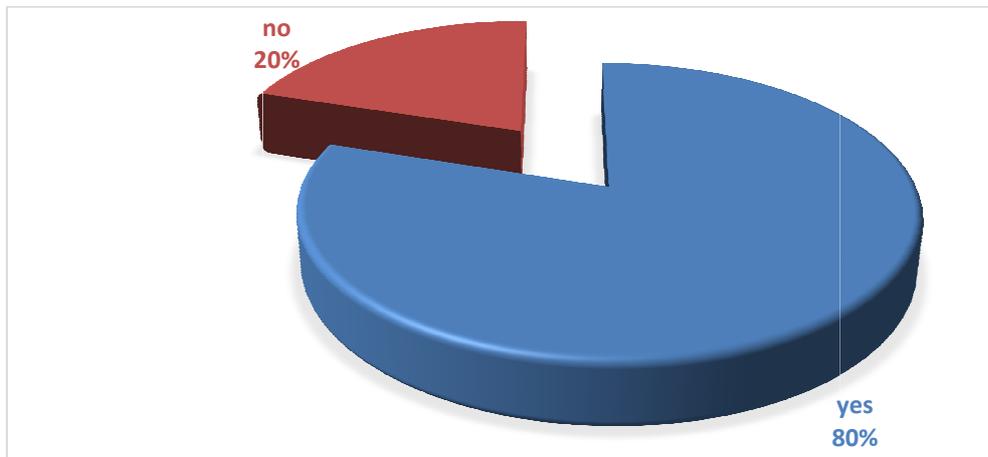
1. Was studying English at the university your first choice?

Yes

No

Option	Number of students	Percentage
Yes	32	80%
No	08	20%
Total	40	100%

Table 3.1: Students' Choice



Pie-Chart 3.1.: Students' Choice of English.

We notice that the number of students that English were their choice is approximately three times the number of students were not. They represent 80% of the sample; whereas the students who English were not their choice are 20%. This may be due to sociological factors that affect the preferences of the majority of students.

02: learning culture at Middle and secondary levels:

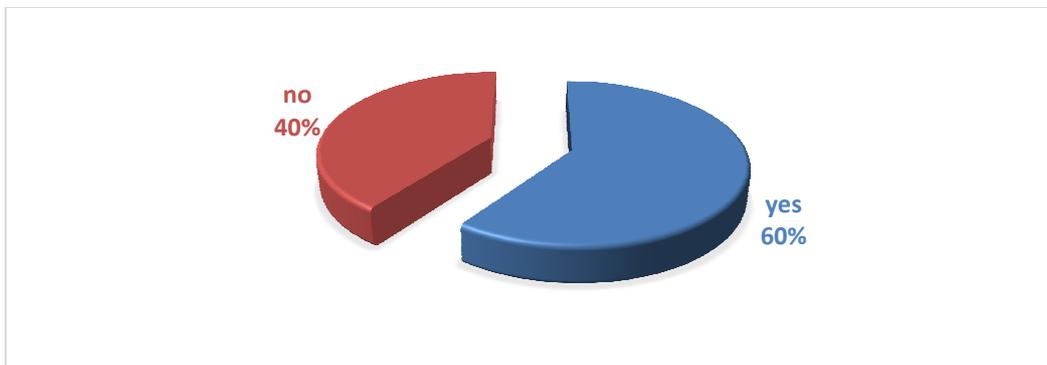
Did you study the English culture at intermediary and secondary levels?

Yes

No

Option	Number of students	Percentage
Yes	24	60%
No	16	40%
Total	40	100%

Table3.2: learning culture at Middle and secondary levels



Pie-Chart3.2: learning culture at intermediary and secondary levels.

As it is shown in the table and pie-chart above, most students (60%) have been studying English culture indirectly during their secondary level in their book activities and texts; However, still (40%) asserted that they didn't study or they were not exposed to culture during the intermediary level.

03: student's focus in learning English

What has your English study focused on so far? (You tick only one box)

A. Writing skill

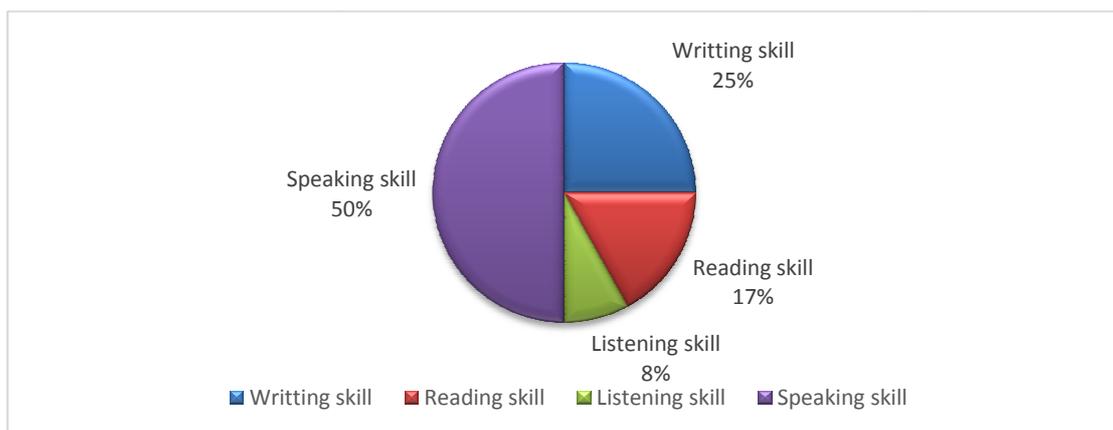
C. Listening Skill

B. Reading Skill

D. speaking Skill

Option	Number of students	Percentage
Writing skill	10	25%
Reading Skill	7	17%
Listening Skill	3	8%
speaking Skill	20	50%
Total	40	100%

Table 3.3: student's focus in learning English



Pie-chart3.3: Student's focus in learning English language

The results in the table 03 clearly show that majority of students 40% have a significant difficulty to speak thus the most important priority resides in making learners communicate easily. The second constraint is their writing skill with percentage of (25%). And the Third skill that by the students according to their answers is the reading skill with a total percentage (17%). The lowest percentage is for the listening skill writing skills demonstrate respectively 03 and 8 %.

04: student's motivation while studying English

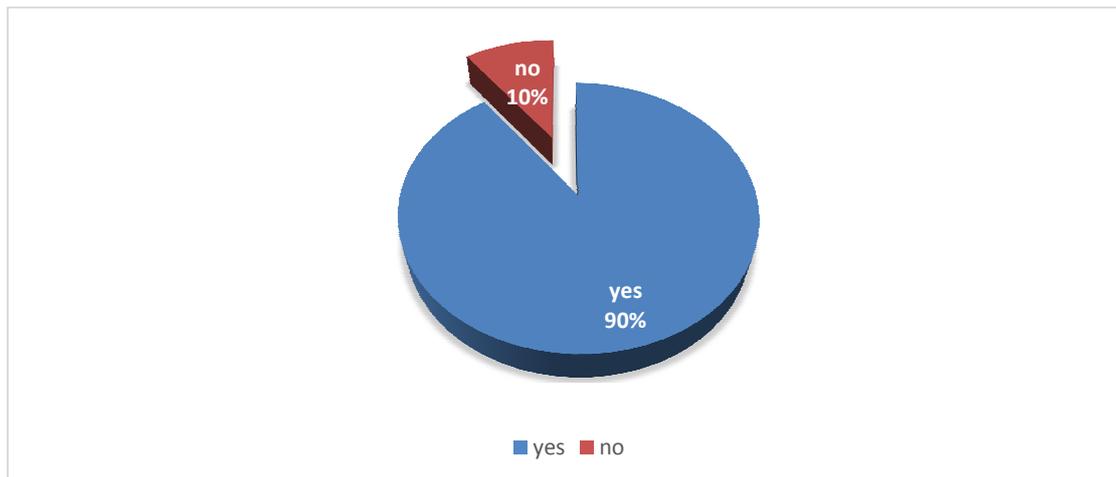
Do you feel motivated while studying English culture?

Yes

No

Option	Number of students	Percentage
Yes	36	90%
No	04	10%
Total	40	100%

Tabel3.4: student's motivation while studying English



Pie- Chart 3.4: Students' Motivation while studying

As it is demonstrated above, ninety-five percent (90%) of the students, feel motivated that they are studying English at the university; however, only five percent (10%) are not motivated. At this point, we can assume that students have a positive attitude towards the English language and consequently towards its culture. On the other hand, in an attempt to discover the source of the absence of motivation, we have proposed three possibilities that the seventh question item will discuss this in depth.

05: Reasons for lack of motivation:

If your answer to the previous question is (No), is it because?

A-You think you can use the English language without its culture.

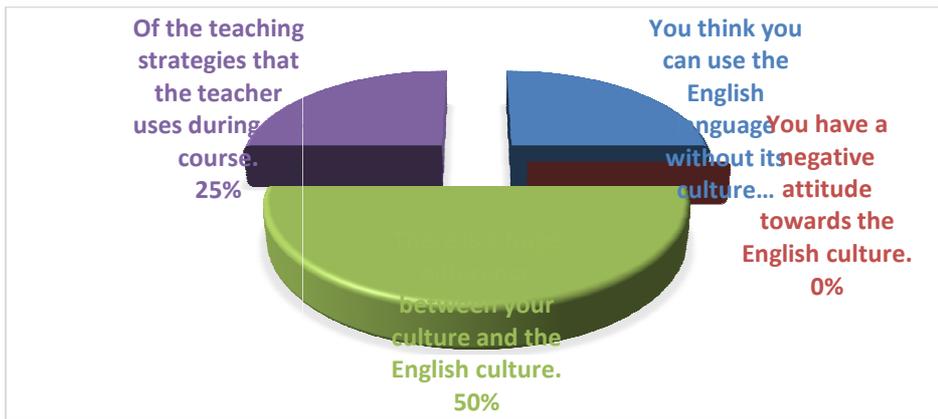
B-You have a negative attitude towards the English culture.

C-There is a huge difference between your culture and the English culture.

D- Of the teaching strategies that the teacher uses during the course.

Option		Number of students	Percentage
A	You think you can use the English language without its culture.	01	25%
B	You have a negative attitude towards the English culture.	0	00%
C	There is a huge difference between your culture and the English culture.	02	50%
D	Of the teaching strategies that the teacher uses during the course.	01	25%
	Total	04	100%

Table3.5: Reasons for lack of motivation



Pie-Chart3.5: Reasons for lack of motivation

As table 05 above shows, the reason most often chosen was (C), “There is a huge difference between your culture and the English culture” with a total percentage of 50%, reasons (A) “You think you can use the English language without its culture”. and (D) “Of the teaching strategies that the teacher uses during the course.” were chosen by 25% of the participants and 0% of them opted for Answer (B), “You have a negative attitude towards the English culture.” Which means they have a positive attitude concerning the English culture.

06: Student’s level concerning the English culture.

How do you consider your level concerning the English culture?

A- Very good

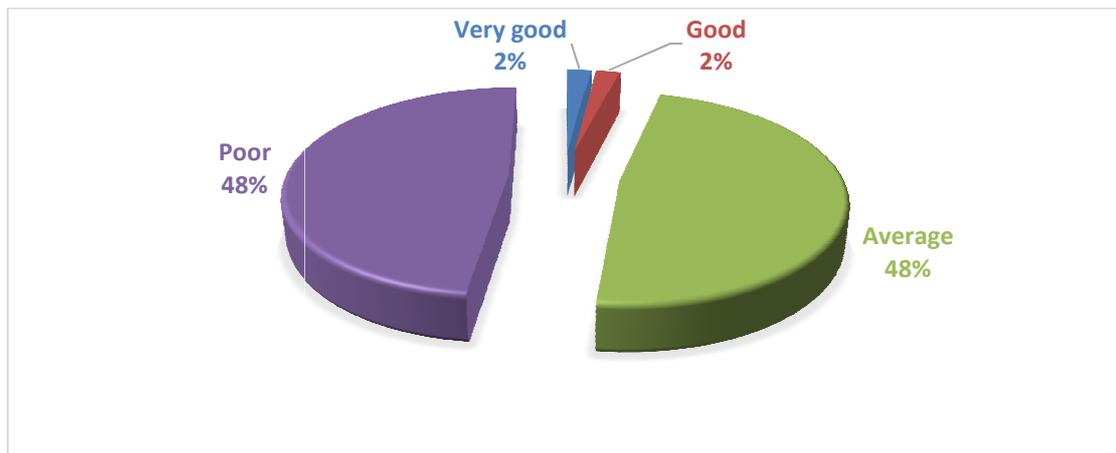
C-Average

B-Good

D-Poor

option	Number of students	Percentage
Very good	01	02%
Good	19	48%
Average	19	48%
Poor	01	02%
Total	40	100%

Table3.6: Student's level concerning the English culture.



Pie Chart: 3.6: Student's level concerning the English culture.

As far as the student's answers are concerned (48%) of students consider their level "poor" concerning the English culture .In addition another (48%) of students consider themselves at an "average" level , (2%)of the students consider their level "good" and the last (2%) of students consider their level in knowing the English culture "very good".

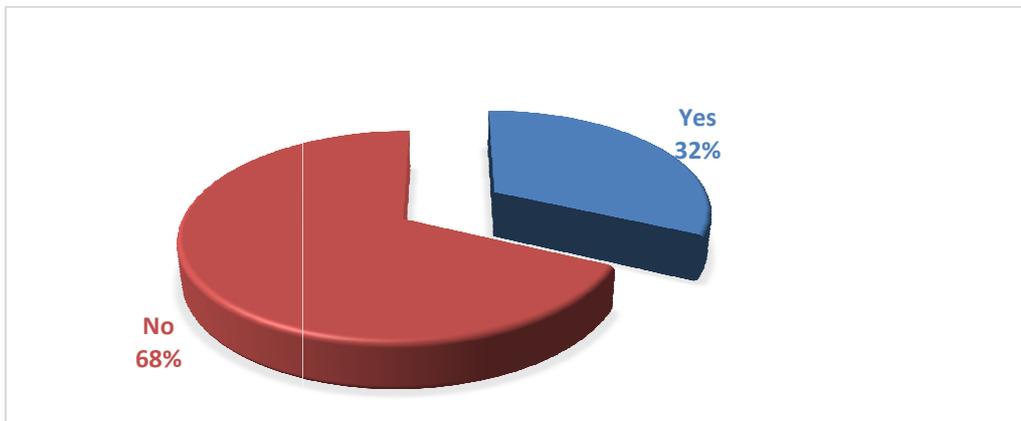
07: Student's fluency in English.

Do you consider yourself fluent in English?

Yes No

option	Number of students	Percentage
Yes	13	32%
No	27	68%
Total	40	100%

Tabel3.7: Student’s fluency in English



Pie-Chart3.7: Student’s fluency in English

As table 07 above shows, the option most often chosen was (B), “NO” with a total percentage of (68%), which means the majority of EFL students in mohamde kheider university of Biskra consider themselves not fluent in English .However, the other (32%) of students have chosen “yes” which means they do consider themselves fluent in English.-

08: Reasons for the lack of fluency.

If no, is it because of:

a. Linguistic problems.....

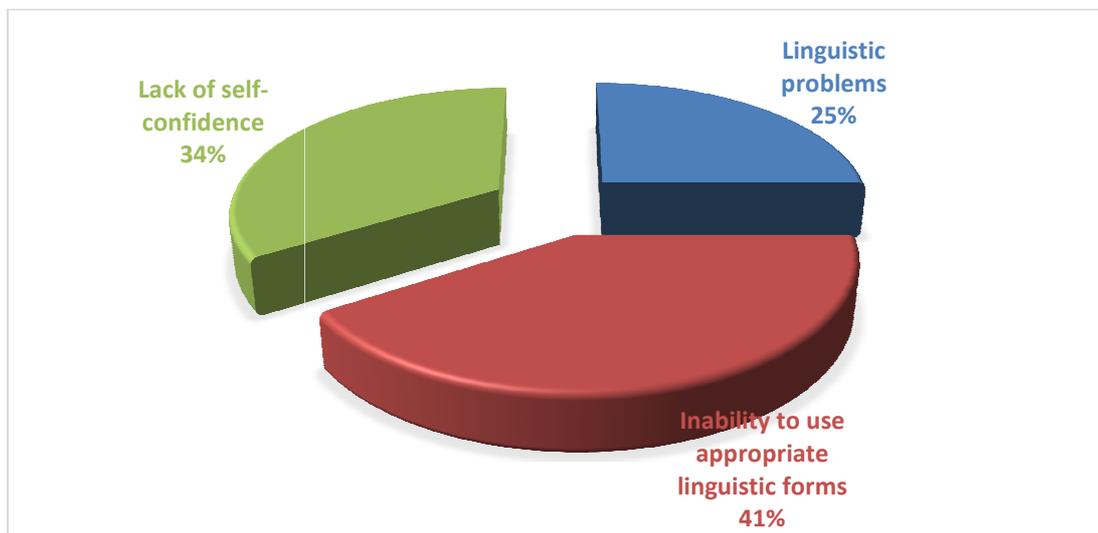
b. Inability to use appropriate linguistic forms.....

c. Lack of self-confidence.....

option		Number of students	Percentage
A	Linguistic problems	07	25%
B	Inability to use appropriate linguistic forms	09	41%
C	Lack of self-confidence	11	34%
Total		27	100%

+

Table3.8: Reasons for the lack of fluency



Pie-Chart3.8: Reasons for the lack of fluency

As table 08 above shows, the reason most often chosen for the lack of fluency in English was (C). Which was due to “lack of self-confidence” with a total percentage of 41%, Moreover the second reasons that have been chosen by the responders in “b” that is related to “Inability to use appropriate linguistic forms” .The last reason was chosen by (25%) of students which is related to the “linguistic problems”.

09: The English use.

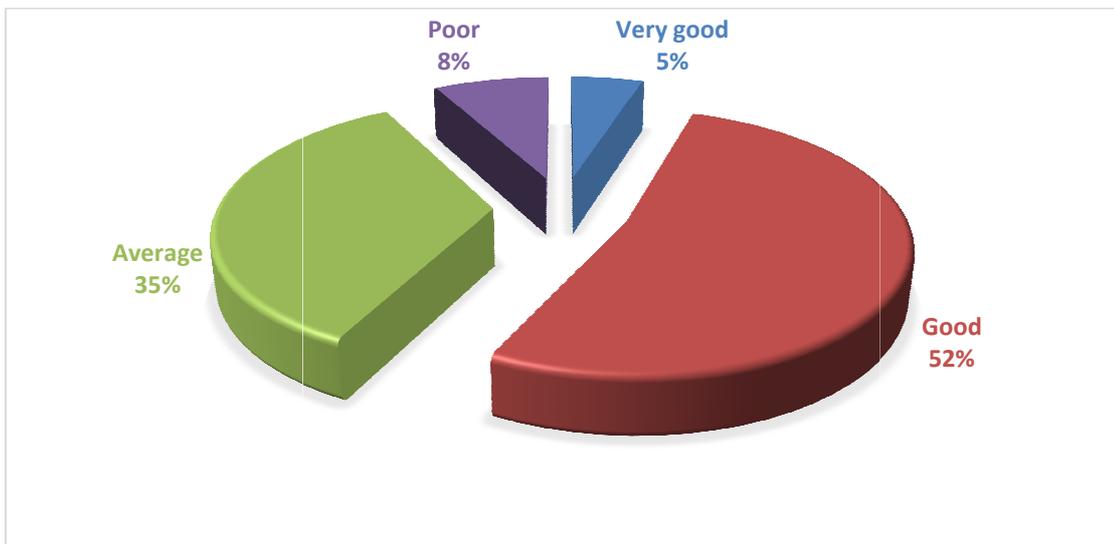
-How do you consider your level in using English?

A-Very good C-Average

B-Good D-Poor

option	Number of students	Percentage
Very good	02	05%
Good	21	53%
Average	14	35%
Poor	03	08%
Total	40	100%

Tabel3.9: The English use



Pie-Chart3.9: The English use

Students' responses to this question item vary to include (52%) of them who declared that their level in English is "good". In addition, the "Average" answer was represented by (35%) of the students. Moreover, the "poor" answer was represented by (8%) of the students. However, the least proportion of percentage was found in "Very good" participation which has been marked by (5%) of the respondents.

10: Student's ability in handling conversation with native speakers.

-How do you consider your level in using English?

A-Very good

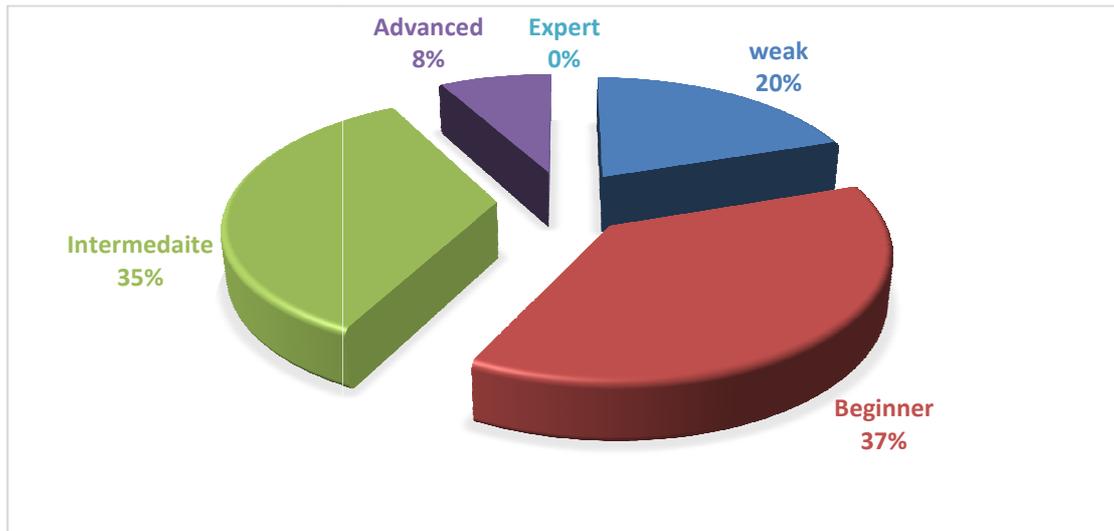
C-Average

B-Good

D-Poor

Option	Number of students	Percentage
Weak	08	20%
Beginner	15	38%
intermediate	14	35%
Advanced	03	08%
Expert	0	0%
Total	40	100%

Tabel3.10: Student's ability in handling conversation with native speakers.



Pie-Chart3.10: Student's ability in handling conversation with native speakers.

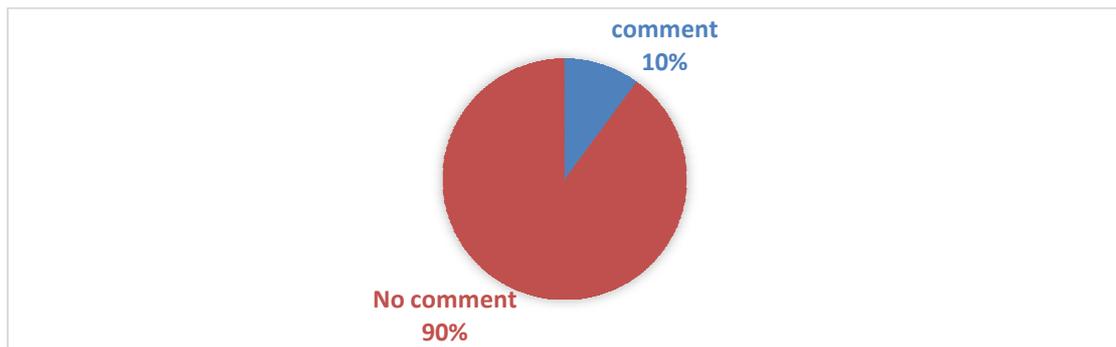
As it can be observe in the table and the chart shown above, there is not much difference in the students' opinions about the level of handle conversation with native speakers. "Beginner" in handling conversation with native speakers was the most to receive percentage; (37%). Not far from them, the "Intermediate" which has been ranked the second getting (35%) of the percentage. "Weak" has been chosen by (37%)of students .and "Advanced" level was chosen by(8%) not Surprisingly, the lowest percentage was found in the "Expert" and has received (0%) of the percentage because most EFL students know that knowing vocabularies and grammar it is not sufficient to handle a conversation with native speakers.

11: Reasons for student's weaknesses:

- If you consider yourself "weak "please" try to Explain why?

option	Number of teachers	Percentage
Comments	04	10%
No comments	36	90%
Total	06	100%

Table 3.11: reasons for student's weaknesses



Pie- chart3.11: Reasons for students weaknesses

In accordance with table (90%) of students did not answer the question it is probably because they don't consider themselves not fluent in English or it is because they may have found it trying and challenging. On the whole .The other (10%) of students who answered the question , they claimed its because of spelling mistakes ,lack of vocabularies, and lack of fluency in English .also because they cannot understand native speakers while speaking because they think they speak too fast.

12: student's opinion about general culture courses

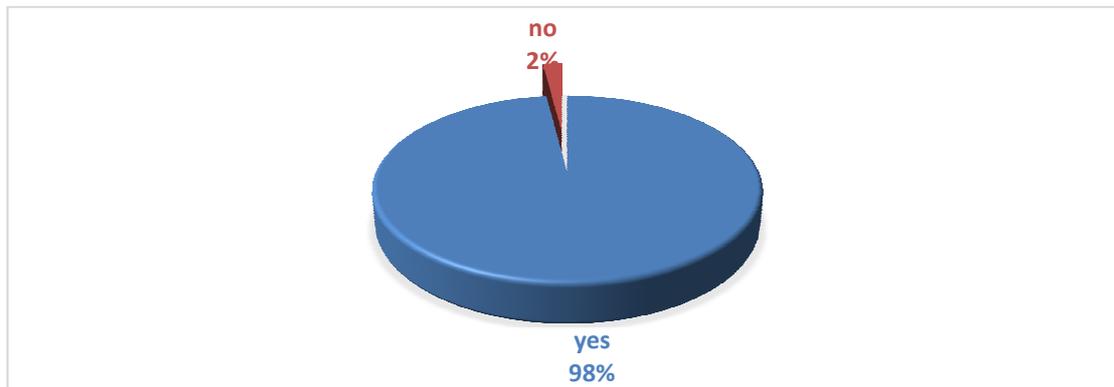
-Do you like the module of General Culture?

Yes

No

option	Number of students	Percentage
Yes	39	98%
No	01	02%
Total	40	100%

Table 3.12: student's opinion about the general culture courses



Pie-Chart3.12: student's opinion about the general culture courses

Second year students of English, nearly (98%) asserted that they like general culture courses. It is an expected answer since students at this level need to be exposed to all aspects of language and culture; it is an essential part of learning any foreign language. Therefore, that can barely produce a comprehensible simple well-structured sentence. Since English is still their second foreign language in Algeria after French language. In contrast, only (2%) of the respondents have asserted that they do not like English culture courses.

13: students' knowledge of authentic materials.

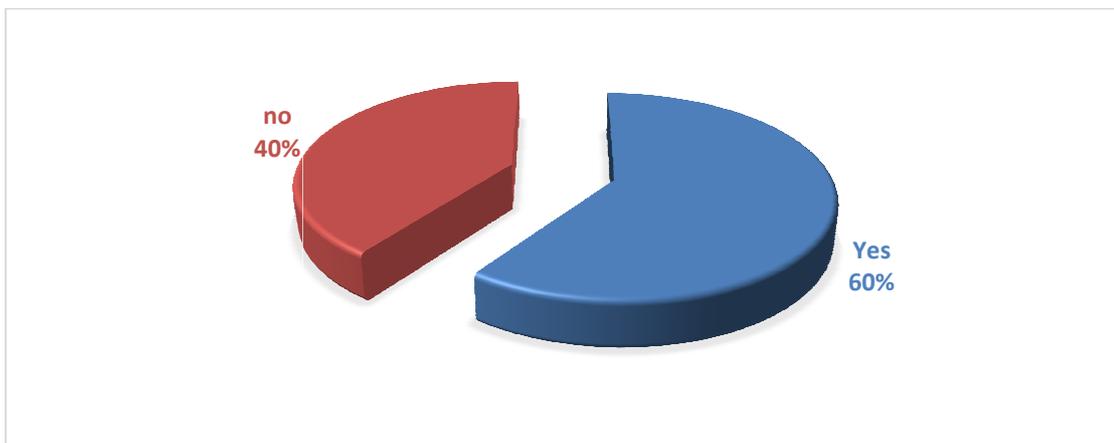
Do you know what authentic material is?

Yes

No

option	Number of students	Percentage
Yes	24	60%
No	16	40%
Total	40	100%

Table3.13: students' knowledge authentic materials



Pie-Chart3.13: student knowledge of authentic materials

The table and the pie-chart above show that (60%) students said that they know authentic materials on the other hand (40%) of them said that they don't know authentic materials. Therefore, we can realise that most of students know what authentic materials are.

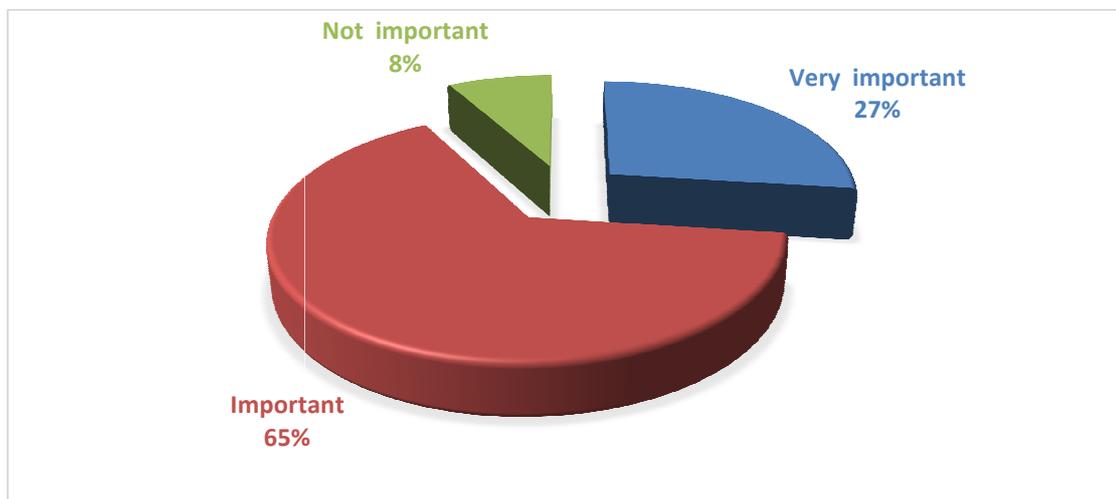
14: The importance of teaching culture along with The English culture.

How is the teaching of the English culture along with the English language important?

A- Very important B- Important C- Not important

Option	Number of students	Percentage
Very important	11	27%
Important	26	65%
Not important	03	8%
Total	40	100%

Table3.14: the importance of teaching English culture along with English language



Pie-Chart3.14: The importance of teaching culture along with the English language.

Culture learning is regarded as important for (65%) of the respondents; however, (27%) of them think it is very important. Only (8%) who said that teaching culture along with English language in “not important” We can deduce that the majority of students are aware of the importance of learning culture in parallel with learning the language.

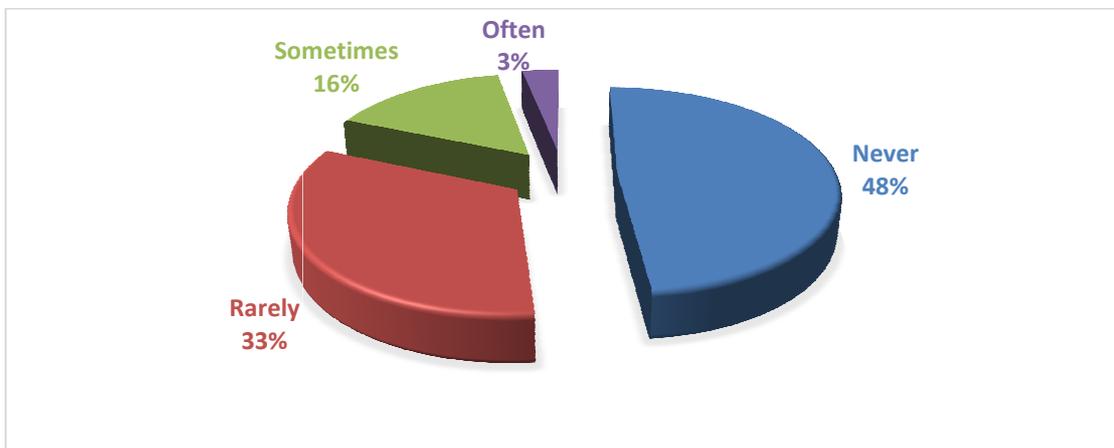
15: The use of authentic materials in EFL classes

Have you ever been taught by authentic materials in your English culture courses?

A- Never C- Sometimes E- Always
 B- Rarely D- Often

Option	Number of students	Percentage
Never	19	47%
Rarely	06	31%
Sometimes	13	15%
Often	01	3%
Always	01	3%
Total	40	100%

Table3.15: The use of authentic materials in EFL classes



Pie-chart3.15: The use of authentic materials in EFL classes

Students’ responses to this question item vary to include (48%) of them who declared their “never” their teacher use authentic materials in culture courses. In addition, the “Rarely” answer was represented by (33%) of the students. Moreover, (16%) percentage appears in the option “sometimes”. However, the least proportion

of percentage was found in “Often” participation which has been marked by (3%) of the respondents .we assume from this percentage that teacher do not use authentic videos such as authentic videos or realia instead of that they us only handouts.

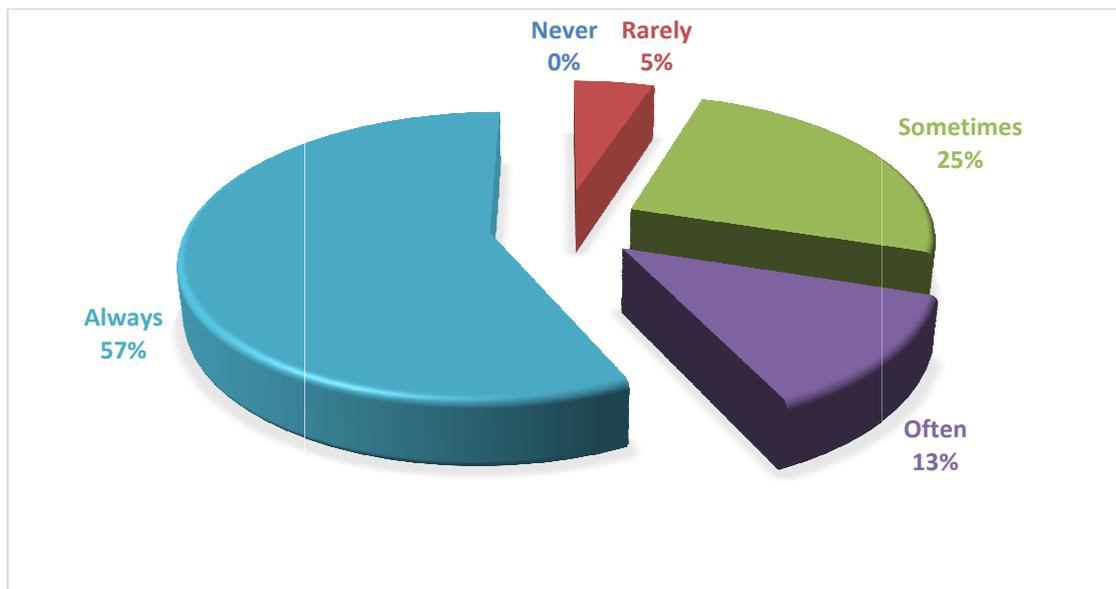
16: The use of Handouts

Does your teacher use only handouts in English culture courses?

- A- Never C- Sometimes
 B- Rarely D- Often E- Always

Option	Number of students	Percentage
Never	0	00%
Rarely	02	05%
Sometimes	10	25%
Often	05	13%
Always	23	57%
Total	40	100%

Tabel3.16: the use of Handouts



Pie-chart3.16: The use of Handouts

As can be seen, most of the participants' responses (57%) said that teachers "never" use authentic materials. In addition; (25%) asserted that teachers "sometimes" use authentic materials. The (often) was represented by (13%) percent of students. Only (5%) of students said that teachers "Rarely" use authentic and (0%) of students said "Never". According to the answers of the students, we can say that teachers almost never use authentic materials in culture courses and even if they have used these types of materials such as authentic texts they do not inform their students with the type of materials that they have used.

17. The importance of using authentic materials in culture courses.

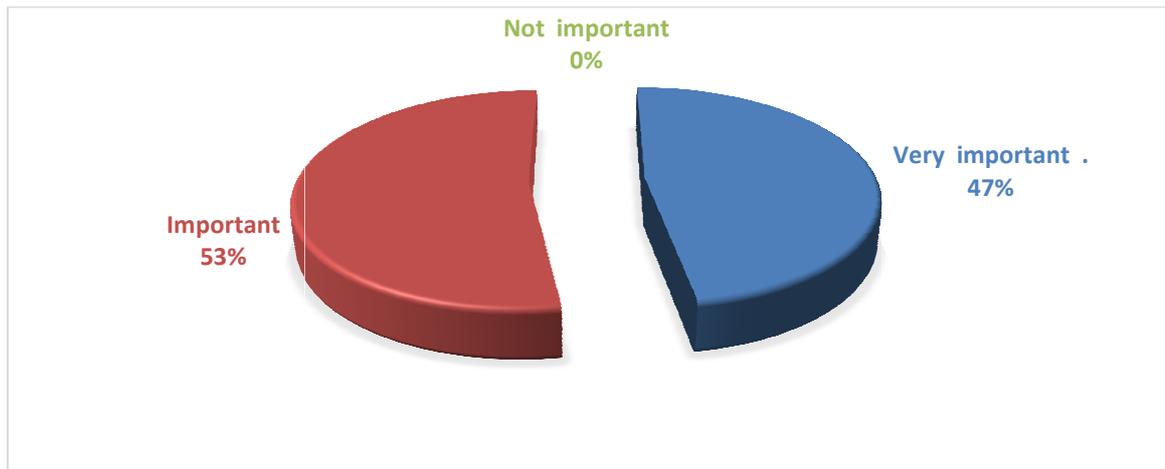
Do you think that the use of authentic materials in English culture courses?

A- Very important

B- Important C- Not important

Option	Number of students	Percentage
Very important	19	47%
Important	21	53%
Not important	00	00%
Total	40	100%

Table3.17: The importance of using of authentic materials in culture courses



Pie-Chart 3.17: The importance of using authentic materials in culture courses.

Students' responses to this question item vary to include (53%) of them who declared that it is "very important" to use authentic materials in culture courses. In addition, the "Important" answer was represented by (47%) of the students. However, the least proportion of percentage was found in "not Important" participation which has been marked by (0%) of the respondents.

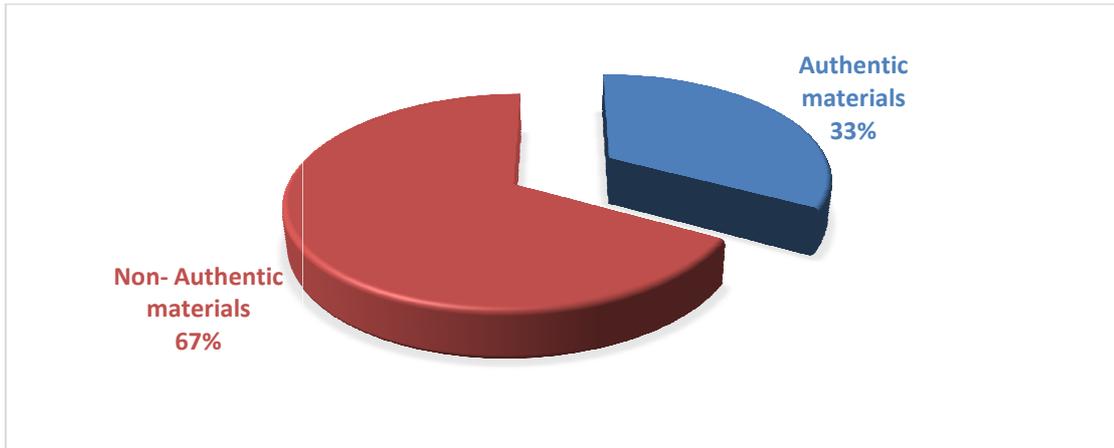
18-The type of materials that the teacher use in culture courses

What kind of materials does your teacher use in your classroom?

A-Authentic materials B- Non- Authentic materials

option	Number of students	Percentage
Authentic materials	13	33%
Non- Authentic materials	27	67%
Total	40	100%

Tabel3.18: The type of materials that the teacher use in culture courses.



Pie chart 3.18: The type of materials that the teacher use in culture course

According to the respondents of the students above, the materials that are most used in their culture courses “Non Authentic materials”. This type of material receives the highest percentage being represented by (67%) of students. However, (33%) of the respondents opt for “Authentic materials”.

19- The student’s preferred type of learning material.

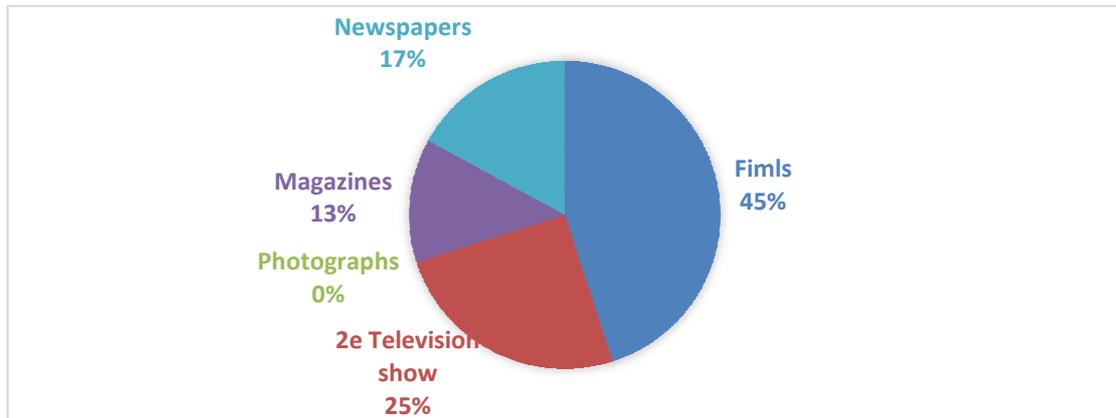
What kind of authentic materials do you prefer that your teacher use in your study?

You can use more than one option:

- Films Television show
 Photographs Magazines
 Newspapers

Option	Number of students	Percentage
Films	18	45%
Television show	10	25%
Photographs	0	0%
Magazines	05	13%
Newspapers	7	17%
Total	40	100%

Table3.19: The Student's preferred type of learning martial



Pie-chart3.19: Student's preferred type of learning martial

Almost the half of the sample (45%) preferred to use films as a teaching material, to be taught with in their culture courses. We personally believe it is good choice since in films we find native speakers interacting in their natural context, and gives to EFL students opportunity/chance to have direct contact with a language. (25%) of students have chosen Television show it is also a good source for teaching culture. (17%) of students prefer to be taught with newspapers; they are considered as good source for learning new vocabulary and to reduce student's spelling errors because "good readers are a good writers.

3.6 . Interpretation of the Results

The main aim of the questionnaire is to examine students' attitudes towards teaching and learning the target culture. First of all, the selected sample in this study reveals Q(1) that (80%) of students studying English as foreign language was their choice the other (20%) it's the opposite studying English was not their choice. the percentage discloses the majority of students love English and they have a positive attitude about learning English as foreign language this positive attitude will

eventually help them in their study .we also asked them about their background study whether they studied culture in the intermediate or secondary level or not their answers have chosen that (60%) of students did study culture or thing that are related to culture the other (40%) answered that they did not Q(2). this difference is may be due to the age differences since the educational system in Algeria changes every several years therefore in some book we find the cultural aspect of language in other we do not. On this study, we also relied on knowing which skill the students want to develop the most (Q3). Their answers were dissimilar ,since the half of students claimed that their aim is to develop their speaking ,which is not surprising due to the fact that learning a language is considered as a synonymous with speaking the language . Moreover, the purpose of learning any language is to speak it fluently. In however, the lowest degree was for the listening skill due to; that most of student consider themselves as good listeners. In Question 4 confess that (90%) of students feel motivated while learning English, However the other (10%) feel the opposite. this dissimilarity in the percentages reveals that the majority of students love the English language. However, those who answered “no” is due to difference in their culture and the other culture Question (5).

Learning a language necessitates learning its culture because they are inseparable in question (6). Concerning the student’s level in the English culture there was an equivalent percentage between good (48%) and average (48%) and the rest of students consider themselves “poor” regarding English culture. This probably due to the lack of using English outside the classroom, also lack of the interaction or direct contact with the English language and the English culture since students, most of times learn or use English only in the classroom. Once they put their foot outside the classroom they forget every. In addition, this is what has been reveals in question (7)

since (68%) of students consider themselves not fluent in English because in order to be a fluent speaker in English language it require to be aware of the cultural aspects of the language too. Question (8) students are asked to give reasons for the lack of fluency in English that in fact give more proof to the previous questions since the highest percentages was given to “the inability to use appropriate linguistic forms” with a total percentage (41%). In Question (9) students are asked about their level in using English language. More than half of students consider themselves “good” in English. And in Question (10) most of students with (38%) percentage consider their level Beginners and intermediate with (35%) percentage. their answers were logical sine they still beginners in learning English.

In question (11) students are asked to give reasons about if they consider their level weak in English or not. They gave several explanations such as: they don't have enough vocabularies to open a conversation with native speakers and also because most of English speakers speak very fast and they cannot catch up with them. In the third section, “The use of authentic materials” question (12) was designed to examine students' attitudes towards teaching and learning the target culture. The results of the questionnaires revealed that. All most of students like general culture courses with (98%) percentage. This is an expected result since the majority of students believe that it is important to learn language with its culture. In Question (13) (60%) of students asserted that they know what authentic materials are. This is in fact a good thing since students are able to know the different types of martials that their teacher may use during the session.

Using authentic materials has many advantages in the processes of teaching English as foreign language and in question (14) students were asked about the importance of authentic materials, the majority of students with a total percentage

(65%) affirmed that authentic materials are important for teaching any foreign language . In addition, in question (15) students were requested to inform us whether their teachers use authentic materials in the classroom. Their answers were expected, since the research was a student of English language too and their teachers use only handouts to teach with. And their answer were ((47%) asserted “Never” and (31%) proclaimed “Rarely”. and this question has been fatherly proved in the question (16) when they were asked about “Does their teacher use only handout in English culture courses” (57%) answered that their teachers “always” use handouts that means that their teachers do not use other materials rather than handouts.

Culture courses are an essential part in the English teaching syllabus Therefore, teachers are asked to do their best in order to attract their student’s attention in the session ,and to make students motivated all the time , by using the different types of teaching tools and materials ;because they know the culture aspect of the language it would easier to speak it. In question (17) students were asked about the importance of using authentic martials in their culture session (53%) responded that is “important” to use authentic martials in culture courses. It is not surprising ,since most of students know that authentic provide genuine exposure to English language ,and it is more motivational than the handouts .In Question (18) students were asked about the kind of martials that their teacher use during their culture session (67%) of students responded that their teachers use “Non-authentic materials” it was expected since culture courses teachers use only handouts while teaching .

At last, (Q19) is related to the kind of materials that students prefer to be taught with in their culture courses. The most preferred type of materials films with (45%) percent because they believe that “film” are good source for leaning culture since they cannot have a direct contact with native speakers, teachers may use films in

their session because they provide a good opportunity to have a direct connect with the English language. This selection goes in parallel with the researcher scoop is to examine student attitude toward the use authentic materials.

3.7. The Teachers' Questionnaire

3.7.3. The sample

The questionnaire is administrated to eleven (6) teachers the Department of English, University of Biskra. The selection of such sample was based on the consideration that the teachers of general culture courses will benefit us more than other teachers since they teach students how to develop the language and culture, which are our concerns.

3.7.2. Administration of questionnaire

Most teaches'' questionnaires were handed directly on 10th of April 2015 to teachers form the Department of English at Biskra University. All the teachers who participated in this questionnaire (06) they are all full time teachers and most of them teach culture.

3.7.3. Description of the Questionnaire

The teachers' questionnaire consists of 19 questions, which were divided into three main section. The questions are either closed questions, requiring from the teachers to choose "yes" or "no" answers, or to pick up the appropriate answer from a number of choices, or open questions where teachers are requested to give explanation or suggest other alternatives.

Section One: Background Information

This section is devoted to get background information about the chosen sample of teachers. They are asked in (Q1) to mention their university in which they teach. Moreover, Question (2) is about the degree(s) held. Teachers are also asked in Question (3) about "Employment status" whether they are full time or part-time job teachers. in Question (4) teachers are supposed to give their working experience .In Question (5) is put to know teacher's years of experience in teaching the module of general culture courses at the department of English

Section Two: Teaching the English language and culture.

The aim of such section is to investigate teachers' knowledge about culture and their awareness of the importance of authentic materials . First, they are asked in Question (5) about if they did traveled to Britain or USA before or while teaching. In Question (6) they are asked to explain if they did traveled to the above countries ,whether the Knowledge of the English culture did helped them to communicate appropriately or to be culturally aware on not . Then, the aim of Question (7) is to know teacher's opinion about their student's level. In question (8) teachers are asked to assert how important is learning English culture to their students.

Question(9) is designed to get information about the teachers' opinion concerning to importance of English as foreign along with the English culture. The Question (10) is probed to know teachers opinion about the syllabus of general culture courses. In Question (11) we are seeking to know what are the most frequent obstacles that teachers face during their culture teaching session. Teachers are asked in Question (12) to choose the appropriate definition of culture according to their understanding .Question(13) is design to see teacher's opinion about the text book or

the handouts and whether it offers enough information to discuss cultural issues or not. Question (14) we attempt to know what are the most frequent obstacles that teachers face in their teaching culture session.

Section Three: The importance of using authentic materials in culture courses.

The objective of this section is to obtain information from teachers concerning their means or tools of teaching culture, and whether they use authentic materials in their culture session or not. Question (15) teachers are asked to give method that they think it would increase their learner's cultural awareness. In Question (16) are supposed to give their opinion about whether authentic materials help them to teach effectively or not. Concerning Question (17) teachers are supposed to select the most effective materials that they think that would help them in their courses. Question (18) is asked to know if teachers use authentic materials in their courses or not. The final Question (19) teachers are requested to describe the importance of using authentic materials in culture courses.

3.7.4. Teacher's questionnaire.

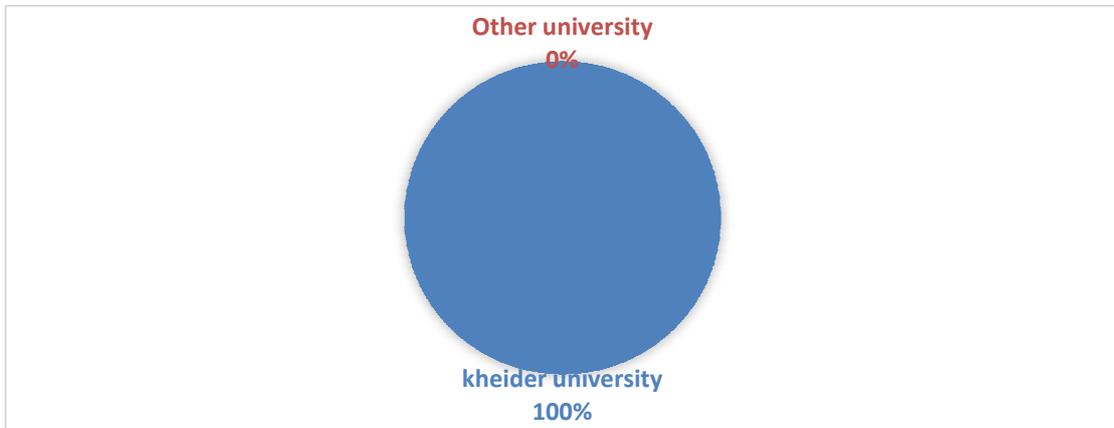
Section one: Back ground Information.

1: Personal information

- Name of your university/college:

Place of teaching	Number of teachers	Percentage
At Mohamed kheider university	06	100%
Other university	0	00%
Total	06	100%

Tabel3.1: Personal information



Pie-chart.3.1: personal information

The common shared answer between all the teachers is that they all (100%) teach at Mohamed kheider university of Biskra.

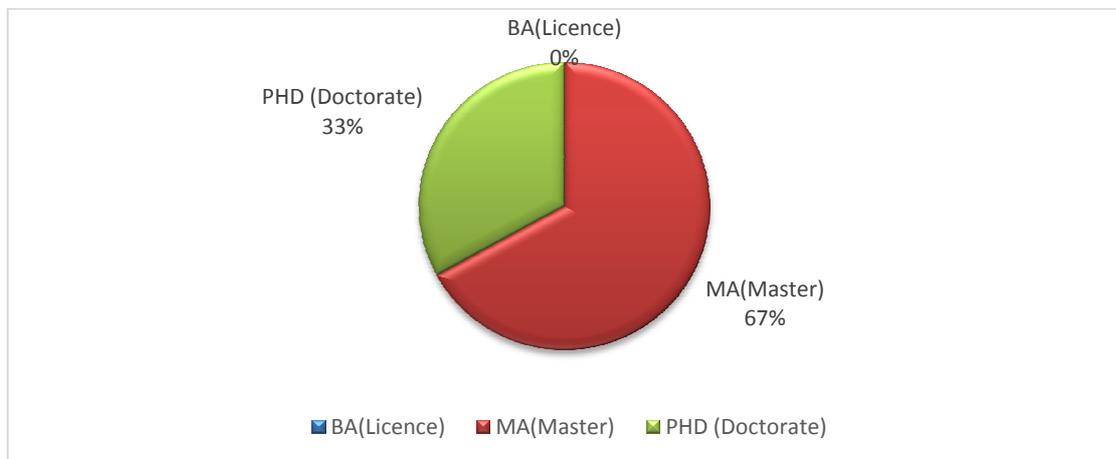
2: Teachers' qualification

- Degree(s) held: B- MA (Master / magister)
- A-BA (Licence) C- PhD (Doctorate)

Degree(s) held	Number of teachers	Percentage
Ba(licence)	0	0%

MA(Master/ Msigeter)	4	67%
PHD(Doctorate)	2	33%
Total	06	100%

Tabel.3.2: Teachers' qualification



Pie-chart3.2: Teachers' qualification

As far as the teacher's answers are concerned that 67% of the teachers have a MA degree (master/magister), while 33% have the degree of BA (licence). Since, most of the teachers who answered the questionnaire have studied English more than three to four years at the university, and they have MA and PHD and in fact, this is the required degree for teaching English in the Algerian at universities. It seems to be sufficient in order to be linguistically and culturally competent in a foreign language, to be able to teach English culture and to help the EFL students to have good level in English. Teachers who have got BA(licence)degree usually teach at the university level.

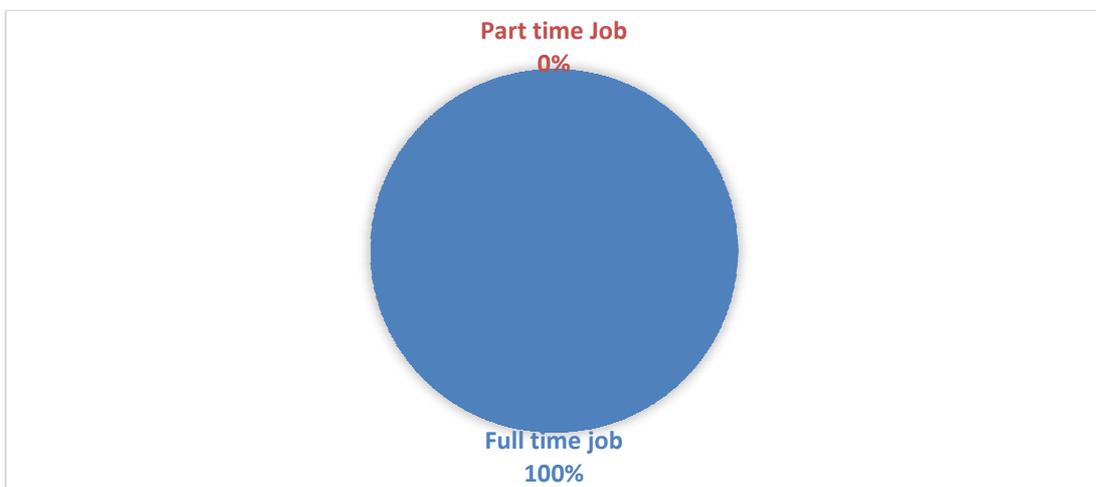
3: Employment status

Full time

Part time

Employment status	Number of teachers	Percentage
Full time job	06	100%
Part time job	0	0%
Total	06	100%

Tabel3.3: Employment status:



Pie-chart 3.3: Employment status:

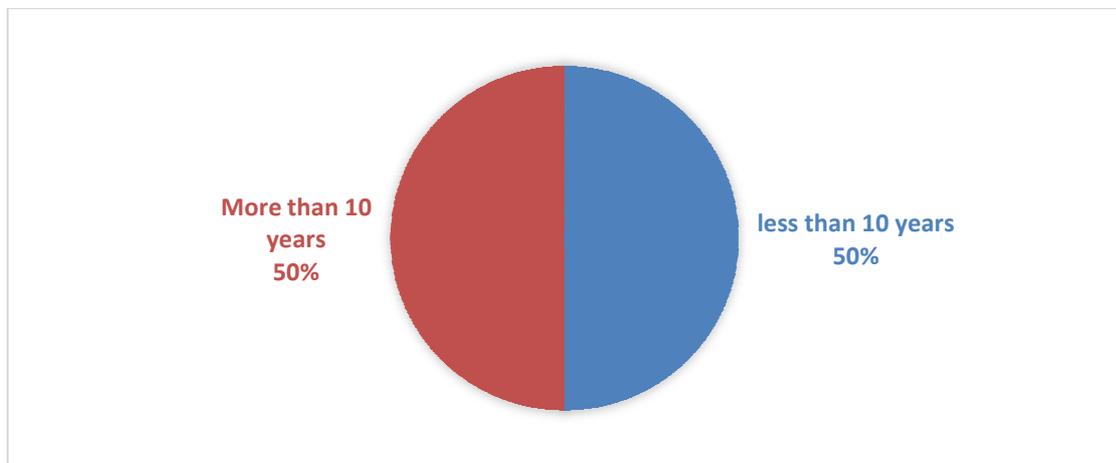
As illustrated in table 02 above (100%) percent of teachers who answered the questionnaire are full time teachers but this is only a sample because there are other teachers who are not permanent which mean that they teach only for part-time.

4: Working Experience:

-Working Experience: (Number of years).....

Working Experience	Number of teachers	Percentage
Less than 10years	03	50%
More than 10years	03	50%
Total	06	100%

Tabel3.4: Working Experience



Pie-chart3.4: working Experience

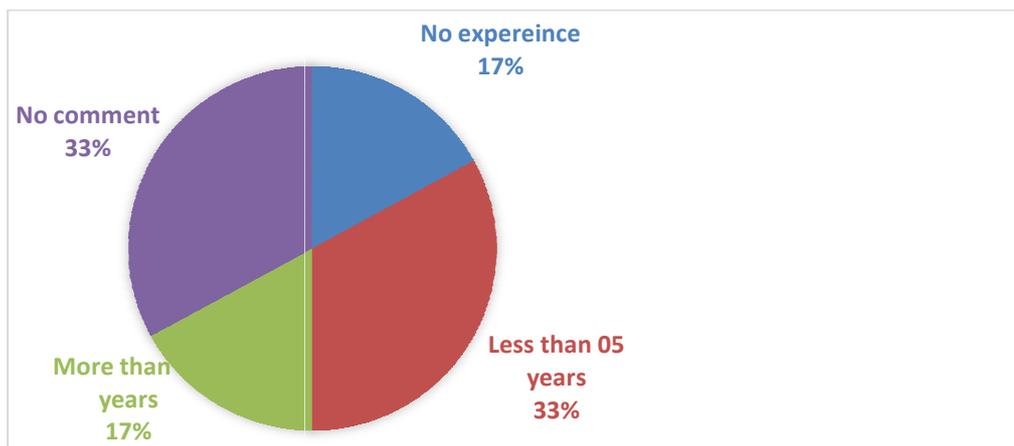
As table 2 might suggest, 50% of the teachers have a long experience in teaching English (more than 10 years), another 50% less than 10 years. This can be explained by the fact that English teachers are very few in Algerian universities. That is, in each university there are at least 10 or 15 teachers at most who are permanent; hence, it is extremely difficult for new graduates to teach at the university and if they were allowed, they probably would not teach culture. However, this can have a positive effect because the majority of the teachers are well acquainted with the programme and textbooks. Moreover, they have a sufficient experience with the teaching of university students.

5: Years of experience in teaching the general culture courses module

- How many years have you been teaching the module of General Culture at the Department of English?

Option	Number of teachers	Percentage
No experience	1	17%
Less than 05 years	02	33%
More than 10 years	1	17%
No comments	2	33%
Total	03	100%

Tabel3.5: Years of experience in teaching the general culture courses module



Pie-chart 3.5: Years of experience in teaching the general culture courses module

One can notice from the results shown above that; there is only one teachers who have a long teaching experience in teaching culture since have spent from 10-20

years. However, two teachers have a short experience in teaching culture courses” less than 05 years”. Moreover, 01 teacher has no experience in teaching culture at all, and the other 02 teachers did not answer the question.

Section 2: Teaching the English language and culture.

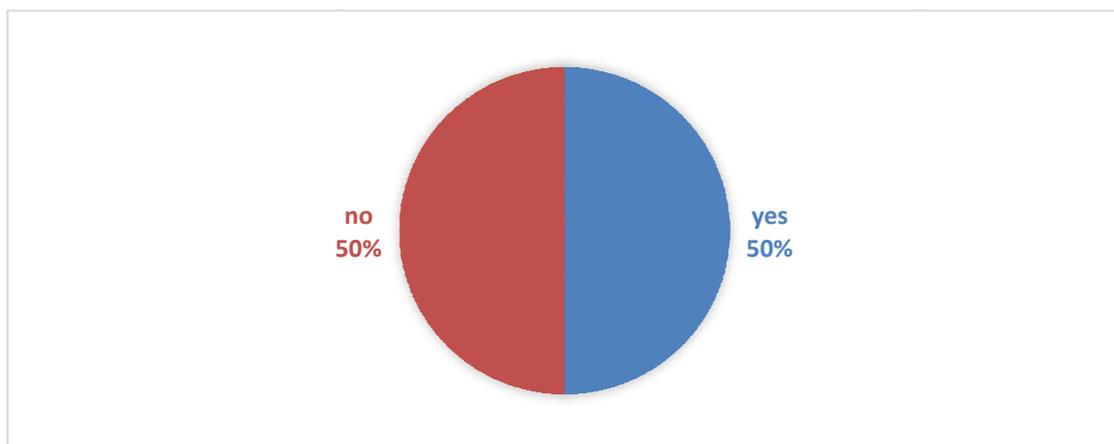
6: English-speaking countries visited by teachers.

- Did you travel to Britain or the USA before / while teaching?

A. Yes B. No

option	Number of teachers	Percentage
Yes	03	50%
No	03	50%
Total	06	100%

Tabel3.6: English-speaking countries visited by teachers



Pie-chart3.6: English-speaking countries visited by teachers

In table directly above, 50% of the teachers have answered “yes”, while 50% have answered “no”. Which means they have never visited U.S.A or Great Britain while their teaching.

7: The role of travelling to the target language community to learn the language.

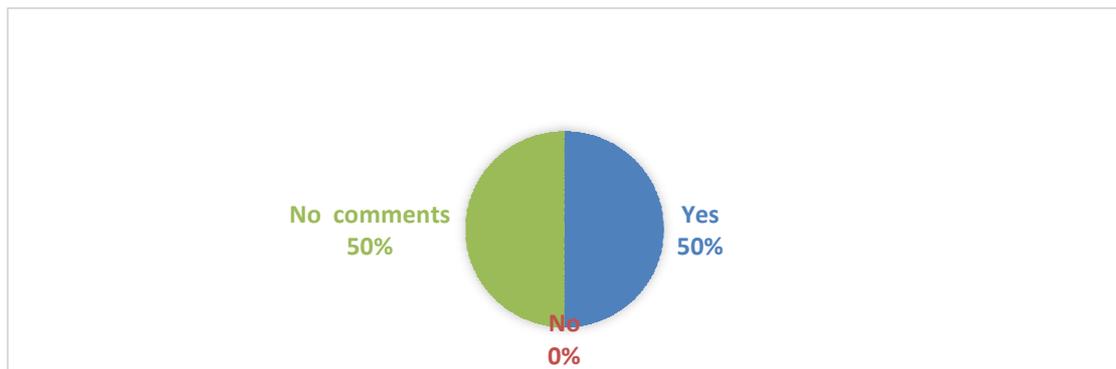
- If your answer is ‘yes’, during your stay in Britain or the US (either when you were a student or when you were on a short study leave), do you think that knowledge of the English language culture (be it American or British) helped you to communicate effectively with the natives?

A Yes

B. No

Option	Number of teachers	Percentage
Yes	03	50%
No	0	0%
No comments	03	50%
Total	06	100%

Table 3.7: The role of travelling to the target language community to learn the language.



Pie-chart3.7: The role of traveling to the target language community to learn the language.

According to the teachers' responses (50%) asserted "yes" the other (50%) did not comment.

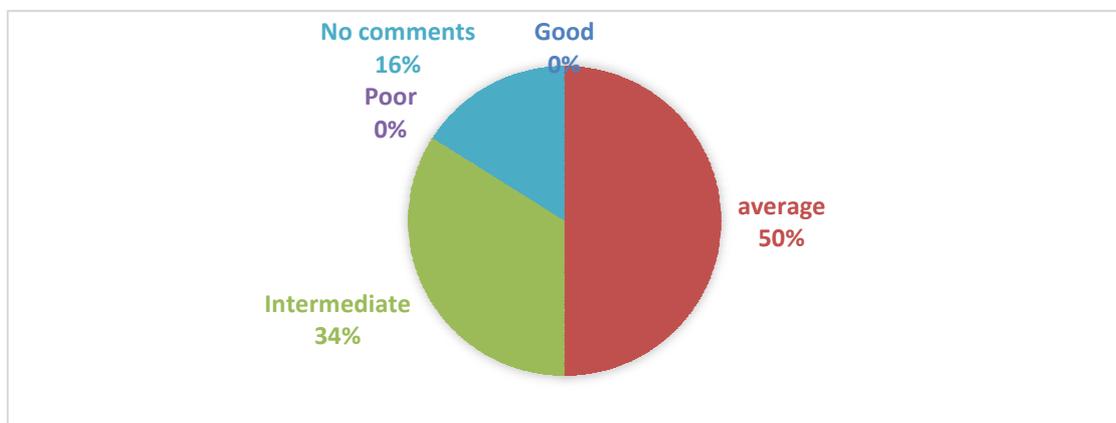
8. Teacher's opinion about their student's level:

-How do you describe the level of your students in term of English language mastery?

Good Intermediate Average Poor

Option	Number of teachers	Percentage
good	0	0%
Average	3	50%
Intermediate	2	34%
Poor	0	0%
No comments	1	16%
Total	06	100%

Table 3.8: Teacher's pinion about their student's level



Pie-chart3.8: Teacher’s pinion about their student’s level

We can notice that the highest percentage of teachers (50%) claims that their student’s level in English is average. Others (34%) show their student’s level is intermediate in English. the other (16%) did not answer the question at all.

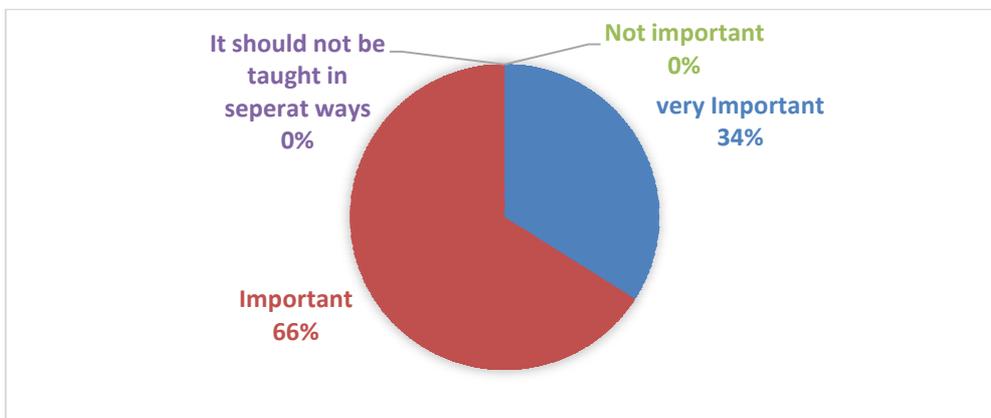
9. The importance of general culture courses:

-How important is learning the English culture to your students?

- A. Very important. B. Important
 C. Not important D: it should be taught in separate ways

Option	Number of students	Percentage
Very important	4	34%
Important	2	66%
Not important	0	0%
It should not be taught in separate ways	0	0%
Total	6	100%

Table3.9: The importance of general culture courses



Pie-chart3.9: The importance of general culture courses

As the above table shows, 66% of the teachers considered teaching culture as a important factor in teaching English, while 34% saw it as an very important factor. In contrast, no teacher chose option c (no, not important).or the other choice which is “it should be taught in separate way No doubt, that all the teachers agreed that culture is an essential element in teaching English, which indicates their awareness of integrating culture in English teaching.

10. The Role of culture in foreign language teaching.

- Do you think that teaching English as a foreign language entails the teaching of its culture?

A. Yes

B. No

option	Number of teachers	Percentage
Yes	06	100%
No	00	00%
Total	06	100%

Table 3.10: The Role of culture in foreign language teaching



Pie-chart3.10: The Role of culture in foreign language teaching

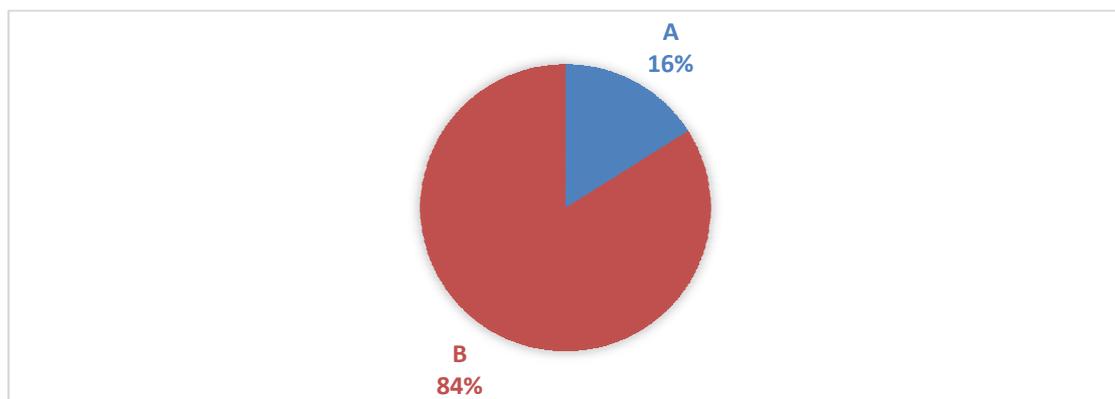
As table above shows, the option most chosen was “Yes” with a total percentage of 100%.and 0% who said “no “That is to say that the majority of teachers are aware of the relationship between culture and language .which will influence the process of teaching English as foreign language positively, also will effect students performances and achievements since teachers know they need to focus on the two aspects language and culture.

11: Teacher’s opinion about the syllabus of general culture courses.

-. How do you find the syllabus of General Culture in term of topic variety?

Option	Number of teachers	Percentage
A	1	16%
B	3	50%
No comment	2	34%
Total	06	100%

Table3.11: Teacher’s opinion about the syllabus of general culture courses



Pie-chart 3.11: Teacher’s opinion about the syllabus of general culture courses

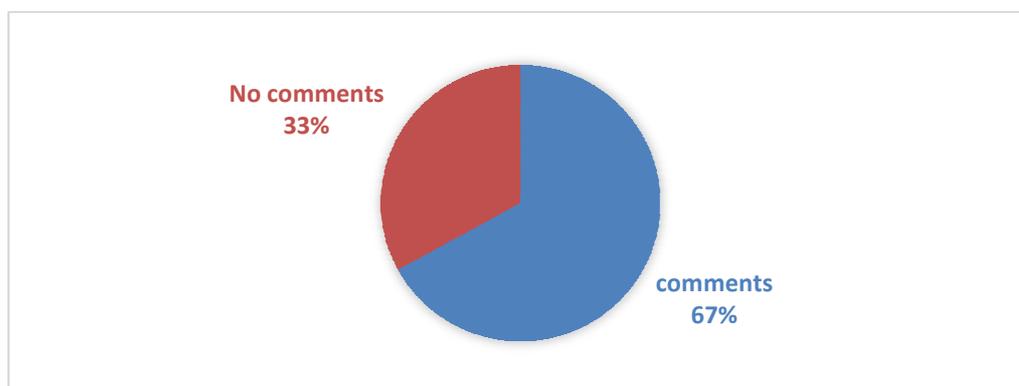
According to the results recorded in table (2.10) nearly half of the teachers did not answer the question, which indicates that they do not have any comment. 1 out of 04 teachers in sample equals (16%) percent believe that the general culture syllabus is widely varied, contains a variety of topics and interesting. however; the other half of teachers (50%) consider that the general culture courses' syllabus incomplete and at many levels poor. Because it cannot cover all the cultural aspect of the English language native speakers history and society. In addition, it seem that the content of the culture courses do not aim to enhance student's awareness of EFL culture.

12. Teacher's frequent obstacles in teaching culture

-What the most frequent obstacles you face during your culture teaching sessions?

option	Number of teachers	Percentage
Comments	04	67%
No comments	02	33%
Total	06	100%

Table 3.12: Teacher's frequent obstacles in teaching culture



Pie-chart3.12: Teacher's frequent obstacles in teaching culture

In accordance with table (67%) percent of teachers that answered the questions claims that their most common obstacles in teaching culture are. First, the lack of media tools and equipment such as the data show and staff like that .Second, the student's negative attitude and ignorance toward the target culture. Third, the too much information and the lack of selection of lessons. Which may influence negatively on the teacher performance and the student's feedback. Conversely, the other (33%) of teachers did not give their comments

13: Teacher's understands of culture.

- What is your understanding of culture?

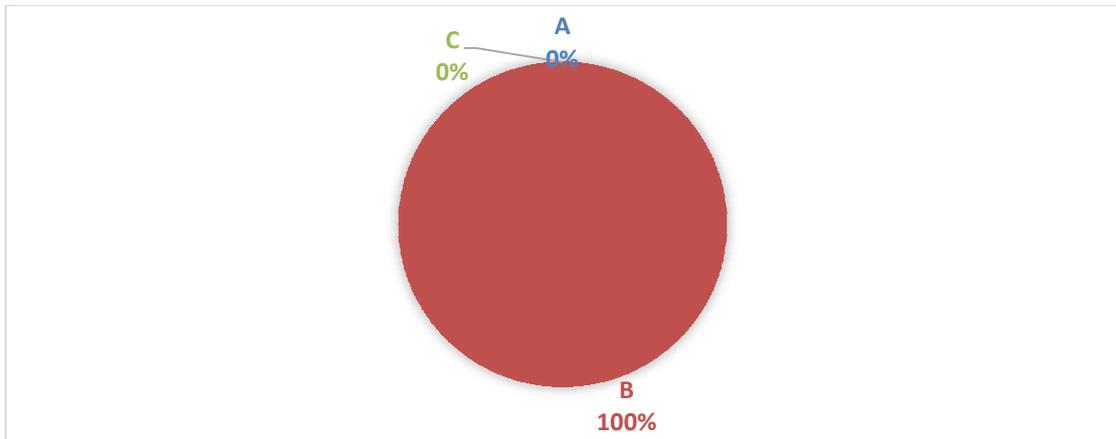
A-The totality of customs, artistic achievements and general civilisation of a country or people.

B-The totality of a way of life shared by a group of people linked by common and distinctive characteristics, activities, beliefs, patterns of behaviour, day- to-day living patterns, etiquette etc...

C- Other. Please elaborate.

option	Number of teachers	Percentage
A	0	0%
B	6	100%
C	0	0%
Total	6	100%

Tabel3.13: Teacher's understanding of culture.



Pie-chart3.13: Teacher’s understanding of culture

The common shared idea between the majorities of teachers (100%) about the appropriate definition of culture is in the choice “b” “B-The totality of a way of life shared by a group of people linked by common and distinctive characteristics, activities, beliefs, patterns of behaviour, day- to-day living patterns, etiquette ,etc.

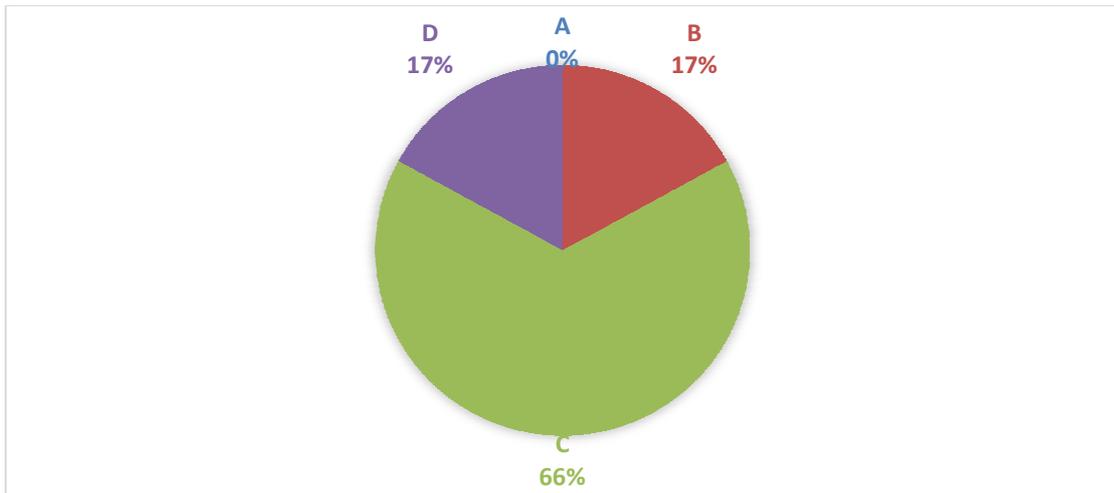
14: Teacher’s opinion about the textbook and the handouts.

- . In your opinion, do the textbooks or the handouts you use offer enough materials for discussing culture related issues?

A- Yes, quit a lot B-enough
 C-to some extant D-no

Option	Number of teachers	Percentage
Yes, quite a lot	0	0%
Enough	1	17%
To some extant	4	66%
No	1	17%
Total	6	100%

Table 3.14: Teacher’s opinion about the textbook and the handouts



Pei- chart3.14: Teacher's opinion about the use of handouts and textbooks

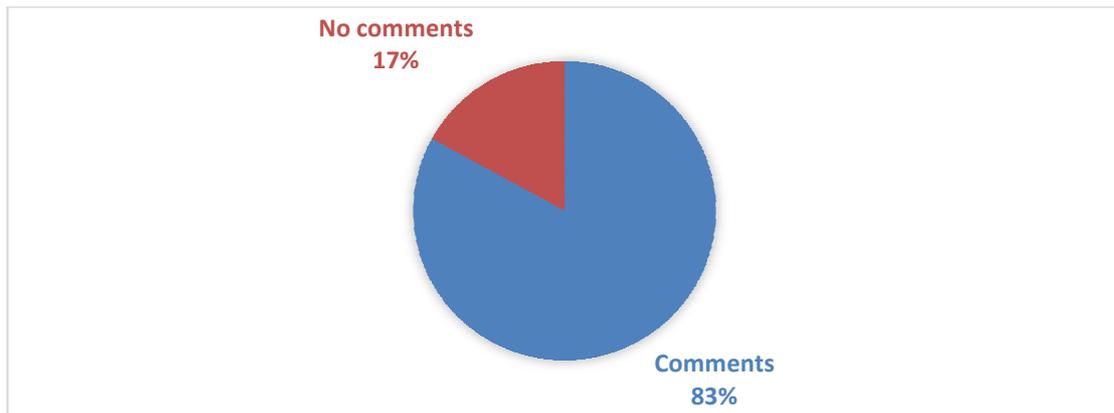
We deduce from the above table that (66%) of teachers believes that textbook and handouts offers “to some extent” enough materials to discuss cultural issue. Which means that using only handouts and textbook is not helpful, and that is what the other (17%) of teachers that chosen “no” proofs it. However, another (17%) of teachers considers the handouts and the textbook are sufficient for discussing cultural issues.

15: The obstacles that teachers face in their teaching session.

- What the most frequent obstacles you face during your teaching sessions?

Option	Number of teachers	Percentage
Comments	05	83%
No comments	01	17%
Total	06	100%

Table 3.15: The obstacles that teachers face in their teaching session



Pie-chart 3.15: The obstacles that teachers face in their teaching session

The table indicates that (05) teachers gave their comments respondents (83%), only (01) respondents (17%) did not answer the questions.

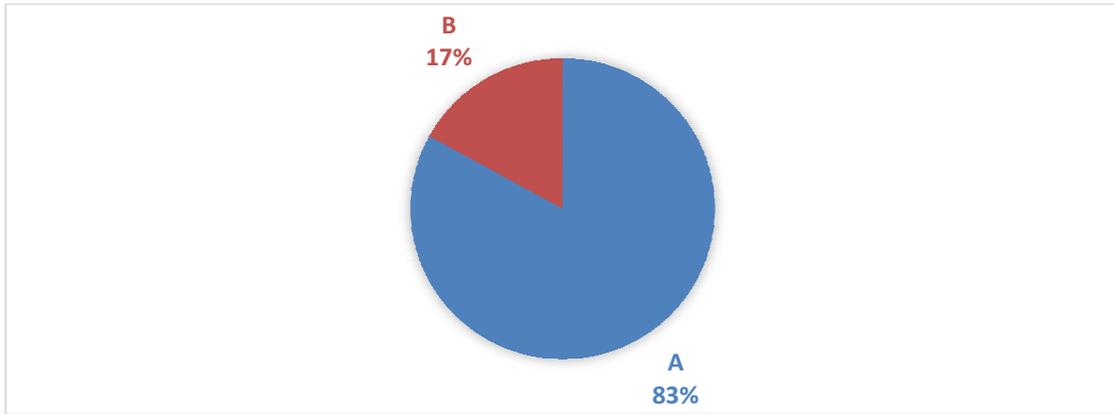
Section Three: The importance of using authentic materials in culture courses.

16: Increasing student's cultural awareness

- According to you, how can we increase the learners' cultural awareness?

Option	Number of teachers	Percentage
A	5	83%
B	1	17%
Total	06	100%

Tabel3.16: Increasing student's cultural awareness



Pie-chart3.16: Increasing student’s cultural awareness

01 out of 06 Teachers equals (17%) of teachers asserted that in order to raise student’s cultural awareness; is by teaching the culture and encouraging the students outside and inside the classroom. The other (83%) of teachers focused on necessity of training teacher particularly those who teach culture. Moreover, the importance of using authentic materials such as videos, YouTube, data show. To motivate students and teachers also, for the improvement of EFL teaching the program.

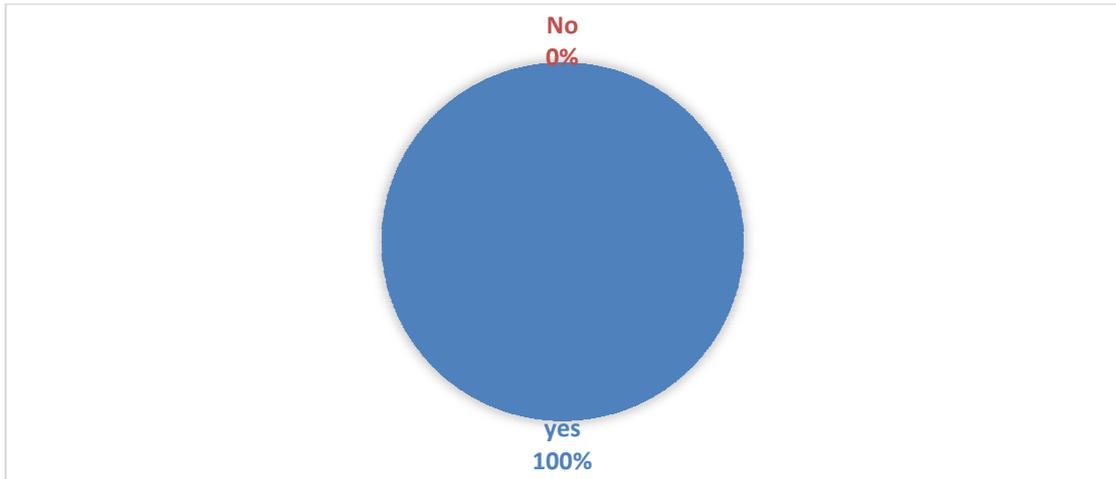
17: The role of using authentic materials for effective teaching.

- Do you think authentic materials would help you teaching efficiently?

Yes No

option	Number of teachers	Percentage
yes	06	100%
No	0	0%
Total	06	100%

Table3.17: The role of using authentic materials for effective teaching



Pei-chart3.17: The effect of using authentic materials for effective teaching

The common shared answer between all the teachers (100%) is “yes” they do believe that authentic Materials help them for teaching effectively.

18: the most useful tools that culture teacher use in their sessions

- If you were to teach culture along the English language, which of the following is/are most useful to use? (Please arrange the following according to their order of Importance from 1 to 9 by putting the appropriate number in the box provided for each option.)

- | | | | |
|---------------------------------------|----------------------|----------------------------------|----------------------|
| A- Lectures | <input type="text"/> | B- Discussion of cultural issues | <input type="text"/> |
| C- Video documentaries | <input type="text"/> | D-songs and films | <input type="text"/> |
| E- Radio programmes | <input type="text"/> | F- Reading texts | <input type="text"/> |
| G- newspaper/magazine articles | <input type="text"/> | H- Discussion of current events | <input type="text"/> |
| I- Literature (plays, novels, etc...) | <input type="text"/> | | |

3.18: Response's frequency.

N	List of items								
	A	B	C	D	E	F	G	H	J
Teacher 01	2	6	1	8	7	5	9	3	4
Teacher 02	9	6	1	2	4	8	3	7	5
Teacher 03	7	1	5	8	6	4	9	2	3
Teacher 04	9	4	1	2	3	8	5	6	7
Teacher 05	9	8	2	3	4	5	7	6	1
Teacher 06	3	2	1	9	8	4	7	3	6

Table 3.18: response's frequency

3.18: Relative frequency of responses of each degree**N= Teacher's classification****A...j= Items**

	1	2	3	4	5	6	7	8	9	%
A	0%	16.66%	16.66%	0%	0%	0%	16.66%	0%	50.02%	100%
B	16.66%	16.66%	0%	16.66%	0%	33.33%	0%	16.66%	0%	100%
C	66.66%	16.66%	0%	0%	16.66%	0%	0%	0%	0%	100%
D	0%	33.33%	16.66%	0%	0%	0%	0%	33.33%	16.68%	100%
E	0%	0%	16.66%	33.36%	0%	16.66	16.66%	16.66%	0%	100%
F	0%	0%	0%	33.33%	33.34%	0%	0%	33.33%	0%	100%
G	0%	0%	16.66%	0%	16.66%	0%	33.34%	0%	33.34%	100%
H	0%	16.66%	33.34%	0%	0%	33.34%	16.66%	0%	0%	100%
I	16.66%	0%	16.66%	16.67%	16.67%	16.67%	16.67%	0%	0%	100%

Table 3.19: Relative frequency of responses of each degree

Consistent with the above table we deduce in the first rank, we find the most selected teaching material that is chosen by the majority of teachers is “videos” with a total percentage (66.66%). As to the second rank with have “songs” (33.33%). in the third rank we have “Discussion of cultural issues”. With (33.33%) percent. In the fourth rank we “Radio programmes” with a total percentage (33.36). Concerning the fifth rank we have “reading texts” with (33.33) percentage .than we move to the sixth rank we have “Discussion of current events” with (33.34%).Relating to the seventh rank it is for “newspapers /magazine articles “with a (33.33). In the Eighth rank we have an equivalence between the “songs and films” and “newspaper/magazine

articles” with a total percentage (33.33%). in the last rank we have “Lectures” with (50.02%).

19: The use of authentic materials.

- Do you use authentic materials in your courses?

A. Yes

B. No

Option	Number of teachers	Percentage
Yes	06	100%
No	00	00%
Total	06	100%

Table 3.19: The use of authentic materials.



Pie-chart 3.19: the use of authentic materials in culture courses

The above table shows that 100% of the teachers use authentic materials, however instead of using authentic videos they use only handouts. The reason is that the classes are overcrowded; a lack of materials and workshops in most universities. These results can be linked to the previous question. In other words, authentic

materials help teachers to explain and deal with cultural issues. Moreover, it provides a solid basis for teaching. Whereas, those who do not use them face difficulties in explaining cultural elements because it is very difficult to put the pupils' in the picture unless they watch and see what the teacher is speaking about.

3.7.5. Interpretation of the Results

In personnel information, the teacher's responses reveals that the entire chosen sample (100%) teach at Mohamed kheider university of Biskra. This may be because they live in Biskra and in other regions near to Biskra city. Concerning (Q2), most who responded the questionnaire have MA (Master/ Magister) or PHD (Doctorate), this mainly means that the module of general culture has great importance . The results of (Q3) similar to the first (1st) because (100%) work as full time teachers. In teaching culture (Q4), teachers who have Experience Less than are (50%).In addition, total percentage of teachers who have Experience less than 10 years is also (50%).However what is interesting is that there is a teachers with a (20years) experience in teaching culture .and that is what exactly what needed for teaching culture .

In section two "teaching the English language and culture and in Q (5) The half of teachers asserted that they travelled to Britain or USA while teaching ,However the other (50%) unfortunately did not have the opportunity to travel to English countries. Which is bad because we think those how did not travel to English countries they are not capable too teach culture. Because those who had a direct exposure to the language would be more capable to teach culture than those who had not been exposed to culture.

The (Q6) is related to those how traveled to Britain or USA about if their staying helped them or not (100) of teachers said “yes” which is not surprising because there is nothing better than having a direct contact with language. In addition, learning in native speaker’s countries and interacting with them those who had a direct contact with the foreign culture will be more confident as well as interested in dealing with cultural issues. The pupils also would benefit a lot from the teachers’ experience through detailed explanations, examples, and comparison between the home and the target culture. Nonetheless, it is apparent that most of the Algerian teachers do not have this opportunity. They rely only on the limited knowledge they have learned from the university. Consequently, most of them will face difficulties in teaching the target culture and so ignore dealing with it in classes because a good command of the English culture requires direct experience with its culture and people. Unless teachers have documentation and read a lot or watch documents. In Question (7) teachers were asked about their opinion about their student’s level. (16%) did not answer the question at all. The others (34%) show their student’s level is “intermediate” in English. On the other hand, the highest percentage of teachers (50%) claimed that their student’s level in English is “average”. It is something normal since we cannot all students with an equal level in their learning process.

In question (8) teachers were asked about the importance of teaching culture along with language (66%) of the said important. And in Question (9) teachers were asked about whether the teaching of EL should entail its culture or not (100%) asserted “yes” it is not surprising because we cannot teach language with its culture because culture help us to speak appropriately with native speakers and it is considered as the fourth skill that learners should learn it too. The teachers Furthetherly clarified their answers by saying that “Learning about a culture enables

students to have a knowledge of real contexts where the language is used. Both language and culture are inseparable and Cultural components are inherent in human language, therefore a knowledge of EFL's culture enhance the mastery of this language".

In question (10) were asked about their opinion concerning the general culture syllabus the majority of teacher who answered the question (50%) said that the general culture courses' syllabus incomplete and at many levels poor. Because it cannot cover all the cultural aspect of the English language native speakers history and society. The researcher totally agrees with teacher's opinion because most of the losses that we students in the general culture courses focuses on the historical information about the English countries and Great Britain. Instead of teaching social experiences, traditions and ways to interact with native speakers.

Concerning the obstacles that teachers face in the general culture session (33%) did not answer the question the other (67%) of teachers emphasised that the frequent obstacles were; First, the lack of media tools and equipment such as the data show and staff like that. Second, the student's negative attitude and ignorance toward the target culture. Third, the too much information and the lack of selection of lessons. Which may influence negatively on the teacher performance and the student's feedback.

All the teachers (100%) In question (12) agreed that culture means the totality of a way of life shared by a group of people linked by common and distinctive characteristics, activities, beliefs, patterns of behaviour, day-to-day living patterns, etiquette, etc. which is defiantly true because culture represents what people think and the way they behave in their natural environment.

Concerning the question, number (13) teachers were asked about the extent of using authentic materials in the general culture session. (17%) did not answer the question. however the other (17%) “Enough” and (66%) asserted “to some extent”. which means that the majority of teachers use authentic materials to some extent. In question (14) teachers were asked about their most frequent obstacles they face in their session comments (17%)of teachers did not give their comments the other (83%) affirmed that they struggle with the lack of teaching materials ,and the time devote to teaching culture do not fit the student’s awareness. In addition to, the priority given to other sessions made students not fully interested on the importance if the culture session. In fact, students have only one session in week to study culture, and the one and only tool that the teacher use is the handouts.

In section three “the importance of using authentic Materials in culture courses” teachers in Q (15) were probed about the possibilities of raising student’s cultural awareness the majority of teachers (83%) asserted that of teachers focused on necessity of training teacher particularly those who teach culture. In addition, the importance of using authentic materials such as videos, YouTube, data show. To motivate students and teachers also, for the improvement of EFL teaching the program. The researcher thinks that students should be taught about the importance of culture in EFL learning. In addition, to providing concrete example on which students that they really need culture because the problem is in the way that culture is taught and presents to students .Therefore teachers should use authentic Materials as motivational technique to attract the student’s attention

Most of the teachers (100%) agreed in Question (16) that it is important to use authentic materials in their session. It is because they consider that that authentic Materials help them for teaching effectively and they supported their answers by

saying: First, Authentic materials usually reflect the cultural dimension of EFL. Second, Authentic Materials represent language in its real context whether it is (printed, visual or auditory) and Finally, They facilitate classroom interaction. And in Question (17) teachers were asked about their preferred appropriate material to teach culture along with the English language. The first place was given to videos and this result goes in parallel with the scope of our research since the topic is about the role of using authentic materials to raise student's cultural awareness.

Concerning the last questions Q (18) was about whether teachers think authentic Materials important or not in teaching culture or not the majority of teachers (100%) said "yes". However, this responses contradicts the student's opinion since (67%) of students said their teachers use non-authentic materials. This is since teachers instead of using authentic videos they use only handouts .also another reason; is that the classes are overcrowded, a lack of materials and workshops in most universities. These results can be linked to the previous question. In other words, authentic materials help teachers to explain and deal with cultural issues. Moreover, it provides a solid basis for teaching. Whereas, those who do not use them face difficulties in explaining cultural elements because it is very difficult to put the pupils' in the picture unless they watch and see what the teacher is speaking about.

Conclusion

In this chapter, we do have confidence that we have applied the appropriate methodology, which is commonly used by most researchers in similar cases of study. We have begun the chapter by describing the aim and the population on which the research is based on. Then, we presented a description of the data collection methods and tools, which we have used, including: Students' Questionnaire, in the second part

of the chapter, the researchers discussed the results obtained from the collected data used in this study. We have started by the analysis of the questionnaire of students and teachers. In other words, we have interpreted and compared the achievements of students in the questionnaire. The last point discussed in this chapter was; discussion and interpretation of the Results we have gathered from the questionnaire for both teachers and students to confirm or reject the hypothesis stated earlier in this work. Actually, the results showed that students are not satisfied with teaching condition concerning the general culture courses and this consequently will reflect negatively on their improvement of learning culture of language.

Overall, most of student in the sample have a positive attitude about the English language. In addition, they are aware of the importance of learning the English culture along with language. However, the majority of these students; still have some problems concerning the speaking skill and the majority of them feel that they cannot handle conversation with native speakers, due to the lack of cultural knowledge about in English language. Therefore, students should be exposed to authentic Materials that provides for them a genuine exposure to the English language. And this is what all teachers in the sample agreed upon; since they believe that authentic materials are very important in learning any foreign language.

General Conclusion and Recommendations

Conclusion

The goal of this investigation is to explore the nature, the extent, and the use of authentic materials that are used in general culture courses at Mohamed kheider university of Biskra. Additionally, the study explores instructors' and students' insights and perceptions towards using the authentic materials in general culture courses. This study took place at the Department of Foreign Languages, the English Branch and was carried out on a sample of twenty (N=40) students from second year using the quasi-experimental method. Those students have been chosen for answering the questionnaire .After comparing the results of both 'teacher and student's questionnaire. The calculation confirmed the hypothesis, and thus, validate the research findings. In the third chapter which constitutes the fieldwork, the researcher started by exploring students' current attitudes towards the target culture and the use of authentic Materials. In a form closed and open ended questions. To make sure about the validity and reliability of the research,

In the first chapter, the researcher provides some definitions of culture in three areas of study: knowledge, communication, and as a system of mediation. In addition, it offers some arguments and general considerations on the relationship between languages, culture, Furthermore, this chapter introduces a history of teaching culture as well as to culture in Foreign Language Teaching. VS Culture in foreign language learning .the defined the meaning of intercultural competence. Moreover, the researchers present the importance of teaching culture as well as to the models of teaching culture as scholars suggested them At the end of this chapter, the researchers gave information about when to teach culture and how to teach culture .

The second chapter dealt with the use of authentic materials and cultural awareness it started with historical and background of authenticity and some definitions of the authentic materials. It also introduced the types of authentic materials like :listening viewing ,visual, printed and realia After that, the researchers discussed the sources of authentic materials, and the advantages of authentic materials As the chapter develops, the researchers presented : definition of authentic videos as well as YouTube .also introduced how to select appropriate authentic video and the advantages of authentic videos. At the end, the researcher concluded the chapter by defining cultural awareness and the role of authentic materials in culture courses.

In the third part which constitutes the fieldwork, the researcher started by exploring students' current attitudes towards the target culture. By asking them closed and open ended questions ,the questionnaire distributed to students in which they were asked to give their opinions about the activities, techniques, topics and materials currently used to teach culture and whether their teachers use authentic materials or not . To make sure about the validity and reliability of the research,

After we have analyzed the results of the questioner of both teachers and students, we have made an in-depth discussion of the results achieved the two questionnaires. To begin with, the discussion of results indicate that students are not satisfied with the teaching condition of general culture courses and also they are not motivated to study culture at all however the majority of students are aware of the importance of culture in learning English language . Additionally, they prefer to have more opportunities to be exposed to how people interact in their natural environment; that is why they have opted for techniques and activities that promote their exposure. Like chatting in the internet, etc.

Though the researchers did not have sufficient time to confirm the efficiency of implementing the authentic materials, it has been assumed that second year students have benefitted from this questionnaire in terms of interest, motivation and awareness of the target culture. Another obstacle faced the distribution of the questionnaire was the lack of teachers collaboration concerning answering questionnaire. This problem led the researchers to select only six teachers to use them as sample. Moreover, the students did not answer all of the questions especially if the question requires justification. The researchers have faced the aforementioned obstacles while they were distributing the questionnaire. Based on the theoretical part and the results achieved from the two questionnaires and taking into account students and teacher's opinions and preferences about ways of teaching and learning culture of language, we have ended up with the some recommendations.

Recommendations

1. Teachers should effectively use authentic materials; an authentic environment should be made possible in the classroom. This could be achieved through the availability of authentic videos.
2. Teachers should also inform their students with the type of materials that they are using during their session
3. Culture course should include topics such as social life and values, people's roles and relationships and customs and festivals, in order to raise students' knowledge about the daily-life of target community;
4. Teachers should engage students in real-life discussions about cultural similarities and differences between native and target culture and let them do projects and discover cultural elements by their own;

5. Teachers should put precise and concise objectives and successful instructional techniques to make culture teaching more practical and enjoyable to reach cultural understanding and awareness in the classroom;
6. Teachers should involve learners in cooperative learning to enrich their knowledge about the target culture while interacting with each other. This includes communicative activities such as pair and group work;
7. Teachers should be acquainted with the target culture and update their knowledge about language and culture teaching. They should use every means available to enlarge their knowledge about the target culture and its related aspects;
8. To improve teaching culture more attention should be paid to the training of teachers. The teacher education programs at universities should include the methodology of teaching culture in the curricula

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Appendices

Appendix 1: student's questionnaire

Appendix 2: teacher's questionnaire.

Appendix 1

Dear student

I am Master 2 student and I am conducting a research about 'How to raise student cultural awareness at Mohamed Kheider University'. The research aims at finding how authentic materials can enhance the teaching of culture and raise students' cultural awareness at the Foreign Languages Department. I would appreciate if you could help and give your opinions on teaching culture. Your point of view and linguistic behaviour as an English learner is what we really seek to investigate.

Section one: Teaching the English language and culture

1- Was studying English at the university your first choice?

Yes

No

2- Did you study the English culture at intermediary and secondary levels?

Yes

No

3- What has your English study focused on so far? (You can tick more than one box)

A. Writing skill

B. Reading Skill

C. Listening Skill

D. speaking Skill

4- Do you feel motivated while studying English culture?

Yes

No

If no explain why

.....

5- If your answer to the previous question is (No), is it because?

A- You think you can use the English language without its culture.

B-You have a negative attitude towards the English culture.

C-There is a huge difference between your culture and the English culture.

D- Of the teaching strategies that the teacher uses during the course.

6-How do you consider your level concerning the English culture?

A- Very good

B-Good

C-Average

D-Poor

7-Do you consider yourself fluent in English?

Yes

No

8-If no, is it because of:

a. Linguistic problems.....

b. Inability to use appropriate linguistic forms.....

c. Lack of self-confidence.....

9-How do you consider your level in using English?

A-Very good

B-Good

C-Average

D-Poor

10-How do you consider yourself towards handling conversation with native speakers?

A- Weak

B- Beginner

D- Intermediate

E- Advanced

F- Expert

11-If you consider you self weak .Why?

.....
.....

Section three: The use of authentic materials.

12-Do you like the module of General Culture?

Yes

No

If no explain why

.....
.....

13-Do you know what authentic material is?

Yes

No

14-How is the teaching of the English culture along with the English language important?

A- Very important

B- Important

C- Not important

15-Have you ever been taught by authentic materials in English culture courses?

A-Never

B- Rarely

C- Sometimes

D-Often

E- Always

16-Does your teacher use only handouts in English culture courses?

A- Never

B- Rarely

C- Sometimes

D- Often

E- Always

17-Do think that the use of authentic materials in English culture courses?

A- Very important

B- Important

C- Not important

18-What kind of materials does your teacher use in your classroom?

A- Authentic materials

B- Non- Authentic materials

19- What kind of authentic materials do you prefer to be taught with? You can use

more than one option:

Films

Television show

Web sites

Photographes,

Magazines,

Newspapers

Restaurant menus.

Other.....

Appendix 2

Dear English Teacher,

Your timely completion of this questionnaire will help us to bring to fruition his dissertation. This questionnaire aims at gathering some data concerning the use of authentic materials in raising student s cultural awareness Thank you very much for taking the time to answer the following questions. Your input is very important and greatly appreciated.

Pleas answer the following question

Section one: Back ground Information.

1. Name of your university/college:

2. Degree(s) held:

A-BA (Licence)

B- MA (Master / magister)

C- PhD (Doctorate)

3. Employment Status:

Full time Part time

4. Work Experience: (Number of years).....

5. How many years have you been teaching the module of General Culture at the Department of English?.....

Section two: Teaching the English language and culture

5. Did you traveled to Britain or the USA before / while teaching?

A. Yes B. No

6. If your answer is 'yes', during your stay in Britain or the US (either when you were a student or when you were on a short study leave), do you think that knowledge of

the English language culture (be it American or British) helped you to communicate effectively with the natives?

a. Yes

b. No

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

7. How do you describe the level of your students in term of English language mastery?

8. How important is learning the English culture to your students?

a. Very important.

b. Important

c. Not important

D: it should be taught in separate ways

9. Do you think that teaching English as a foreign language entails the teaching of its culture?

a. Yes

b. No

If it is **yes** please explain why

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

10. How do you find the syllabus of General Culture in term of topic variety?

.....
.....

11. What the most frequent obstacles you face during your culture teaching sessions?

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

12. What is your understanding of culture?

A-The totality of customs, artistic achievements and general civilisation of a country or people.

B-The totality of a way of life shared by a group of people linked by common and distinctive characteristics, activities, beliefs, patterns of behaviour, day- to-day living patterns, etiquette etc...

C- Other. Please elaborate.

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

13. In your opinion do the text books or the handouts you use offer enough materials for discussing culture related issues?

A- Yes, quit a lot

B-enough

C-to some extant

D-no

please explain why

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

14. What are the most frequent obstacles you face during your teaching sessions?

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

Section three: The importance of using authentic materials in culture courses

15. According to you, how can we increase the learners' cultural awareness?

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

16. Do you think Authentic materials would help you teaching efficiently?

Yes... No...

.Support your answer:

.....
.....

17. If you were to teach culture along the English language, which of the following is/are most useful to use? (Please arrange the following according to their order of importance from 1 to 9 by putting the appropriate number in the box provided for each option.)

A- Lectures
B- Discussion of cultural issues
C- video documentaries

D-songs and films

E- Radio programmes

F- Reading texts

G- newspaper/magazine articles

H- Discussion of current events

I- literature (plays, novels, etc...)

J- Other. (Please specify in the space below)

.....
.....

18. Do you use authentic materials in your courses?

A. Yes....

B. No...

If no please explain why

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

19. Can you describe the importance of using authentic materials in culture courses?

.....
.....

Thank you for your co-operation.

Résumé

Il a été supposé que les étudiants d'anglais à l'université de Biskra ont des difficultés dans la culture de la langue et ses aspects connexes. La présente étude est une tentative pour étudier la façon dont la culture est introduite en enseignement de l'anglais à l'Université de Biskra, et comment l'utilisation des matériaux authentiques comme une stratégie de motivation pour développer la conscience culturelle des apprenants. En conséquence, une hypothèse a été réalisée pour que si nous mettons en œuvre deux des matériaux authentiques, à savoir: des vidéos et le YouTube; l'enseignement de la culture de la langue sera amélioré. Aussi, leur conscience culturelle sera développée. Pour confirmer ou rejeter l'hypothèse mentionnée ci-dessus; un échantillon de quarante étudiants (40) a été sélectionné parmi des étudiants de deuxième année d'anglais sections : Cette étude a été lancée par l'administration d'un questionnaire aux élèves, pour tester les attitudes des élèves à l'égard, utilisant des matériaux authentiques dont des vidéos particulièrement authentiques dans leur séance de culture générale et de la sensibilisation en direction de la culture cible . Les résultats obtenus à partir du questionnaire des étudiants, indiquent que la mise en œuvre des matériaux authentiques peut aider les étudiants à développer leur prise de conscience et la compréhension culturelle, en plus de l'amélioration de leurs compétences productives. En outre, l'analyse du questionnaire des enseignants révèle que la plupart d'eux manquent de connaissance culturelle et d'expérience pour enseigner la culture. les résultats montrent l'absence des matériaux, ce qui pourrait avoir aidé les enseignants à introduire la culture de manière efficace dans les salles de classe. Basé sur ces résultats, certaines recommandations ont été réalisées dans le but d'aider les étudiants à atteindre la compréhension culturelle pour a