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FERHAT Mouna

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**Exploring the Effects of Using Authentic Videos in Culture Courses
to Raise Students' Cultural Awareness
The Case of Second -Year Students at the Section of English at
Biskra University**

Board of Examiners:

Mr. Walid AOUNALI	Examiner
Dr. Saliha CHELLI	Supervisor
Mrs. Nadjet MOUSSAOUI	President

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Dedication

I would like to dedicate this work to:

My angel, to my paradise “my mother whose soul taught me to believe in hard work and that so much could be done with little, Who has been a source of encouragement and inspiration to me throughout my life..”

“My dear father. “My first teacher, to the sign of challenge and sacrifice, the one who has drawn to me the path of success through his guidance and support

Thank you both for giving strength to chase my dreams and made me the person I am today.

My beloved, wonderful brother, his wife, my sister, and her husband who pushed me to always be the best version of myself, for their endless support and encouragements

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Abstract

Teaching the English language is inseparable from teaching its culture because it plays a major role in communication which enables students to communicate effectively with native speakers in certain situations. However, some Algerian students of English as a foreign language face difficulties regarding understanding the English culture; it is the reason which makes them fail to understand or communicate in certain situations. The present study aims to explore the effect of using authentic videos in culture lectures to raise students' cultural awareness. For the sake of answering research questions and testing the hypothesis, the qualitative approach was adopted in this exploratory study. Concerning the research tools, for this purpose, a semi-structured questionnaire was administered to a sample of fifty second-year students at the department of English at Mohamed Kheider University of Biskra in addition to a semi-structured interview conducted with (07) teachers from the same department. The findings obtained from the analysis of data showed that participants do find the use of such a kind of materials in teaching the English foreign culture beneficial because it helps them to communicate effectively. Both teachers and students agreed that the integration of authentic videos as a teaching tool can affect positively students' cultural awareness. Ultimately, the suggested hypothesis was confirmed. Different recommendations and pedagogical

Keywords: lectures, authentic materials, videos, Cultural awareness

List of Abbreviations

ESL: English Second Language.

EFL: English Foreign Language.

SLA: Second Language Acquisition.

IA: Intercultural Awareness.

IC: Intercultural Communication.

VLE: Virtual Learning Environments.

ICT: Information Communication Technology

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Introduction

The teaching-learning process of English as a foreign language is very complex because it encounters a considerable number of obstacles. Therefore, the latter process required constant refinement of methods and strategies to achieve the desired academic goals. The way of teaching English as a foreign language is based on helping students to master its skills that are writing, speaking, reading, and listening. Nevertheless, that way of teaching may not be appropriate for the majority of learners because they still face difficulties of “where” and “how” to use the language appropriately in different contexts. Therefore, teaching culture has been viewed by different researchers as an essential issue. Culture and language are interrelated because teaching a foreign language without teaching its culture seems to be an incomplete process. In addition, each community has its own culture; therefore, some expressions, utterances and attitudes that can be allowed in the learner’s speech community might not be permitted in the English one. Hence, learning culture can significantly contribute for learning English through developing awareness about the target culture and providing a better understanding about the usage of language such as when to start, interrupt, or end a conversation. The current work aims to suggest some techniques and ways as authentic materials that may help teachers to design and plan their general cultural courses.

1. Statements of the Problem

Even though the exposure to the English language is sufficiently covered during middle and secondary school cycles, students still face different obstacles concerning the mastery of different language skills. Being aware of the other cultures including their behaviors, attitudes and expectations is very important, especially when learning their language. Learners of English language at Mohammed Kheider University of Biskra have difficulties concerning the understanding of the cultural aspects related to the English language. Especially in certain courses such as pragmatics and discourse analysis, which may prevent them to comprehend the target culture. In addition, the lack of materials and techniques in teaching the foreign language culture impedes learners from being more acquainted with the English language and its culture. It is suggested for teachers to apply the technique of using the authentic videos in culture courses. Different researchers (as Harmer, 2001 ; Abbas, 2018) suggest that the authentic videos in the process of foreign learning can be an effective tool that stimulates the learners to acquire the target culture as well as the language. That is why an attempt to investigate the effectiveness of the authentic videos in raising learners' cultural awareness.

2. Aims of the Study

General Aim

The general aim of the present study is to look more closely into the effects of authentic videos in raising second-year English language learners' cultural awareness.

Objectives: This work aims at:

- Exploring the effect of using authentic videos in the culture lectures
- Providing teachers with some insights about the importance of authentic videos and their role in raising the learners 'cultural awareness.

- Investigating the learners' attitudes towards authentic videos in culture lectures.

3. Research Questions

This research seeks to answer the following questions:

- What are the most effective types of authentic materials that can raise student's cultural awareness?
- To what extent does the use of authentic videos in courses of the cultural of the language affect students' cultural awareness?

4. Research Hypothesis

Based on the above research questions, we hypothesize that:

- Authentic videos are effective tools to boost students' cultural awareness.

5. Research Methodology and Data Gathering Tools

Since the aim of the current study is to investigate EFL students' culture comprehension through the use of authentic videos, a descriptive research methodology was adopted. The sample consisted of 50 students that were chosen randomly from 386 students of the whole population of second-year students of English at Mohamed Kheider University of Biskra.

In order to gather data from teachers and students, two data collection tools were used:

- **Students' questionnaire:** since they have a better experience with the English language and it is their last year to have general culture courses/classes, a semi-structured questionnaire was administered to second-year students for the purpose of exploring their attitudes towards learning the content of culture lectures through authentic videos.
- **Teachers' interview:** At the same university and division , a semi-structured interview was conducted with seven (07) teachers for the sake of collecting

information about culture classes and integrating authentic videos in the teaching process based on teachers' views who teach the culture module.

6. Structure of the Dissertation

This dissertation is about “Exploring the effect of using authentic videos in culture lecture to raise students' cultural awareness”. It is divided into three main chapters, which are the theoretical and practical parts. Each chapter within the theoretical part is dedicated to discuss the dependent and independent variables. However, the practical chapter is devoted to the description and the analysis of the results, which is concluded with either confirming or disconfirming the hypothesis.

The first chapter is dedicated to the second variable “the dependent one” which is cultural awareness; different views of researchers and educators about culture and culture awareness are provided. Then, it is presented the relationship between language and culture and the techniques of teaching culture that has been supported by researchers in this area. The different stages of cultural awareness is discussed as well. Eventually, the chapter is concluded by shedding light on the lecturing method and its structure.

For the second chapter, “authentic videos in teaching foreign language culture”, is devoted to define the concept of authenticity and its types. Then, the authentic videos is tackled from different perspectives as a matter of example, the definitions of authentic videos, the reasons for using authentic videos, the role of teachers in using authentic videos. Ultimately, the chapter is concluded by the role of authentic videos in raising cultural awareness.

Chapter three is allotted to the results obtained from the two data gathering tools namely, the students' questionnaire and teachers' interview. In this chapter, the findings alongside its analysis is presented. At the end of the analysis, a section is delivered for

discussing the results of both tools. Finally, it is highlight various pedagogical implications, limitation of the study and recommendation are provided for both teacher and students that may contribute to developing the teaching-learning process.

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Introduction

In the field of teaching and learning, mastering the language and being knowledgeable about its culture is crucial. Knowing the grammar of the language to be learnt is never proved sufficient, other aspects should be taken into consideration to assure the success of the communication process. Therefore, the present chapter will review some basic definitions of culture and culture awareness, along with different techniques to develop the latter. Moreover, it attempts to shed light on the relationship between culture and language. Furthermore, the lecturing method to teach culture and its principles will be tackled.

1.1 Definition of Culture

In the last decades, culture has become an important element in foreign language teaching. Thus, a great deal of tentative definitions has been provided by different scholars. Initially, it has been broadly defined due to its complexity. Consequently, prior to discussing culture deeply, we should know what culture is about first. Since the nature of culture is quite complex, various perspectives of different researchers differ in terms of definitions and meaning. Initially, the definition of culture is derived from anthropological understandings; “culture reveals an interconnectedness of key elements and responses to fundamental changes in the conditions and circumstances of life” (Taylor and Sobel. 2011, p. XV). In the cognitive view, Duranti (1997) mentioned that culture is “the body of knowledge necessary for competent participation in a community includes both propositional knowledge and procedural knowledge” (p.28).

Concerning some the dictionaries, the term “culture” is defined as:

- Oxford dictionary: The customs and beliefs, art, way of life and social organization of a particular country or group.

- Merriam Webster dictionary: The beliefs, customs, arts, etc., of a particular society, group, place, or time.
- Cambridge dictionary: The way of life, especially the general customs and beliefs, of a particular group of people at a particular time.
- Longman: The beliefs, way of life, art, and customs that are shared and accepted by people in a particular society.

Different dictionaries have distinctive information about what culture is referred to, but they share the same idea, which is that culture is the ways of life of a particular community sharing common beliefs and customs.

In addition, Tomalin and Stempleski (1993, p.6) made a simple distinction between what we call big (C) and little (c). The former is related to (achievement; history; geography; literature and arts) Culture. The latter refers to the behaviors culture that includes culturally influenced beliefs and perceptions also “have tended to be treated in an anecdotal and peripheral or supplementary way” depending on the teachers’ and students’ interest and awareness. From a behaviorist perspective, Deneme (2011) stated that “culture, transmitted from one generation to another defines the identity of a society and distinguishes it from other societies” (p.152).

1.2 The Relationship between Language and Culture

Language is deemed as a powerful means of communication. Buttjes and Michael (1991, p.7) stated that language “functions as a vessel of individual and collective social experience and as a vehicle for acquiring an operative knowledge of the world”. Therefore, a language user should know why, what, when, where, to whom, and how to produce expressions and utterances so that, they would be not only grammatically correct but also

appropriate in the context of the target speech community for the ultimate goal of achieving successful communication.

The relationship between language and culture was discussed and studied by different scholars and theorists, especially in second language acquisition (SLA) that presented evidence of the strong relationship between culture and language. As pointed out by Deneme (2011) “the culture of a society is significantly reflected through its language and only with language are societies able to transmit their own cultures, beliefs and ways of life to others and shape their own lives with different cultures to which they are exposed.”(p.152)

According to Kramsh, Widdowson (1998), language and culture are interrelated in three major aspects. First, language expresses cultural reality (people express ideas, events through the correct arrangement of words that reflect their attitude and manner). Second, language embodies cultural reality (through verbal and non-verbal communication people can provide meaning to their express). Third, language symbolizes cultural reality (people view language as a symbol of their social identity.). Therefore, culture is strongly interrelated with the language, especially in the three mentioned aspects.

Edward Sapir and Benjamin Lee Whorf in their studies, they reached a certain point concerning the very strong relationship between language and culture, where they were able to assert that “it was not possible to understand or appreciate one without knowledge of the other.” (Wardhaugh, 2006, p. 221-222). However, Wardhaugh (2006, p.222) asserted that there are three pivotal points concerning the connection between language and culture “the structure of a language determines the way in which speakers of that language view the world”. Second, “the structure does not determine the world view but is still extremely influential in predisposing speakers of a language toward adopting a particular

world view”. The third point was neutral since “there is little or no relationship between language and culture.” Knowing that culture and language are interrelated will help teachers and foreign language learners to focus on both of them because the one who speaks a foreign language without learning its culture from social and philosophical content risks to become a “fluent fool” (Bennet 1973, p.16). One would say that it is very important to know how language and culture are associated in order to avoid falling in mistakes or communication breakdowns.

1.3 The Importance of Teaching Culture in EFL

After we have dealt with culture as a concept and a skill, it is pertinent to shed light on the role of teaching culture in EFL classes. Among the main purposes of teaching a foreign language is to help students communicate effectively in various situations and use the language appropriately in different communities. Different researchers (Brdarić, 2016; Hsin,2008) maintained that the teaching of culture facilitates the learning process and develops students’ intercultural communication and comprehension. Kramersch (1993, p.1) mentioned that:

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 limitation of their hand-won communicative competence, challenging their ability to make a sense of the world around them.

The previously mentioned accounts on the importance of culture can imply that teaching or integrating culture and inculcating an awareness of it in foreign language instruction are not merely made to foster culture as a fifth skill. However, they are also presented within other skills to develop students’ intercultural understanding and

communication. So, when learning new a language, students will unconsciously acquire its culture to a considerable extent based on the idea that culture and language are interrelated. Nevertheless, their understanding of a foreign language culture needs to be supported by means of principled instruction so as to enable them to possess the necessary knowledge of the other elements that belong to the foreign culture.

Kramersch (1993, p.205-206) a prominent scholar who supported this idea by claiming “an examination of four aspects in keeping the view of cultural acquisition”:

- Establishing a sphere of interculturality (between the target culture and the native culture).
- Going beyond the presentation of cultural facts and moving towards a process of understanding foreignness.
- Teaching culture as differences (regarding aspects like age, race, gender, social class, for example).
- Teachers need to have some understanding of a wider range of subjects such as sociology, ethnography, and sociolinguistics. (as cited in Clouet, 2006)

In this sense, the four aspects of kramersch are helpful for learners to interact and maintain communication with native speakers; besides, they will be capable of communicating more easily since they already possess the ability to appreciate their own culture, accept that of the others, and understand the main differences and similarities between the source and target culture. Furthermore, Tomalin and Stempleski (1993, p.8-9) modified Syeele’s goal of cultural instruction. For them, the teaching of culture can help students to:

- Help develop an understanding of the fact that all people exhibit culturally-conditioned behaviors;
- Develop an understanding that social variables such as age, sex, social class, and place of residence influence the way in which people speak and behave ;
- Become more aware of conventional behavior in common situations in the target culture;
- Increase their awareness of the cultural connotations of words and phrases in the target language;
- Develop the ability to evaluate and refine generalizations about the target culture, in terms of supporting evidence;
- Stimulate students' intellectual curiosity about the target culture, and to encourage empathy towards its people.

According to Tomalin and Stempleski, All the previous instructions are necessary and helpful for teachers to plan their lessons.

1.4 Culture as a Fifth Language Skill in the Foreign Language Learning Process

Integrating culture in the teaching-learning process is a central issue because mastering the language does not ensure that a person can communicate effectively. Different scholars in applied linguistics and sociolinguistics (Tomalin, 1993; Thu, 2011) regarded culture as a part of language and as the fifth language skill. Tomalin proposed two main reasons to consider culture as the fifth language skill. The first of which is “the international role of the English language” (people will be able to use English as lingua franca) which means that English will be a core of communicative skill. The second one “is the globalization”. In other words, since contact can be easily established among people from different cultural backgrounds due to this phenomenon, dealing with foreigners becomes inevitable. Thus, whether it is by way of face-to-face interaction, e-mail, or phone, the development of

intercultural skills is a necessity. He concluded that “what the fifth skill teaches you is the mindset and techniques to adapt your use of English to learn about, understand, and appreciate the values of how to use the language. (2008, p.1)

Besides, Syleeles (1976) asserted that “ learning a language in isolation of its cultural roots prevents one from becoming socialized into its contextual use of knowledge of linguistic structure alone does not carry with it any special insight into the political, social, religious, or economic system” (p.1). Furthermore, Kramersch (1993, p.1) maintained that, “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 can be inferred from such definitions that teaching learners to assist them with enhancing their linguistic competence in EFL is inadequate. The learner should be able to understand, to accept the other cultures here in order to interact successfully in any situation and this refers to culture as the fifth skill.

1.5 Techniques of Teaching Culture in EFL Classroom

Different techniques have been used to teach the culture of a foreign language, but there is still a debate regarding what techniques should be adopted in the classroom in order to raise students’ cultural awareness and comprehension. In this part, various techniques will be discussed together with the explanation of each one of them. There are many approaches as inviting students’ discussion on culture, involving native or non- native instructors (view students as cultural resources), but the most recommended ones will be presented as follows: culture capsules, culture assimilators, role-playing and using common proverbs as a transfer.

Initially, the method of “Culture Capsules” is one of the most common techniques that were underscored in the literature. Vrbova (2006, p.31) presented that capsules used to

draw learner's attention to comparisons between the home and target culture. This method uses "visual aids which illustrate the difference and a set of questions to stimulate class discussion". The same idea shared by Lai and Mu Kuo and Lai (n.d, p.7-8) they mentioned that "students can be presented with objects or images that originate from the target culture, students are responsible for finding information about the item in question". They added that, Brigham Young University has already published culture capsules "culture-gramme" given its efficiency. However, Rogalo (2017, p. 14) discussed Henrichsen's (1998) account of culture capsules, stating that the latter in addition to culture clusters are "good methods for raising students' intellectual awareness and knowledge of several cultural aspects". In short, culture capsules is deemed as an effective strategy, which helps students to involved in the discussion.

The second technique is the "Culture assimilator" which consists of a short description of the situation or a critical incident of cross-cultural interaction that could possibly be misinterpreted by the students. The description is followed by four possible explanations from which students are asked to choose the correct one. If the wrong choice is chosen, they are asked to seek further information, which leads them to the right interpretation. (HoangThu, 2010. P. 24-25). Furthermore, Vrbova asserted that "capsules and assimilator both of them are focusing on the discussion to express their own ideas, which are being expressed rather than on the accuracy of how the thought is being expressed" (p.32). Hence, the culture assimilator technique is based mainly on making student free in sharing, expressing ideas and discussing the points being selected. It gives the student an opportunity to understand the culture and increase his/her empathy, tolerance and familiarity with cultural diversity.

The third technique is the "Role-play" (drama / mini-drama) that is concerned with acting and playing roles that encompasses some situations where students are needed to

communicate successfully in terms of cultural aspect. Purba (2011) presented that “students can act out a miscommunication that is based on cultural differences”. While, Mukuo and Lai (n.d, p.7) added that “role-play is a useful technique in a sociocultural approach because it prepares learners for intercultural communication and dialogue between cultures.” In addition, Vrbova suggested another advantage of using role-plays which is that it encourages students to use the language both imaginatively and creatively.

The last technique that will be discussed is “Using common proverbs technique” that is mainly based on using proverbs in order to understand the meaning and values of it and/or to compare or to find out the similarities and differences among the proverbs of their own culture and those of the target one, in order to get a deep understanding of their culture and other ones. According to Purba (2011), using proverbs as a way to analyze the stereotypes about and misperceptions of the culture. Hence, the use proverbs as a technique to learn about other cultures will provide students with the opportunity to improve their thinking and to discover more the other culture and they will be more familiar with it.

In the preceding section, the techniques highlighted are widely recommended and acknowledged because they serve to assist the learners with interacting and communicating effectively. Additionally, most of the techniques aim at making the learner skilful in practicing the different senses and acting as if it is real; they also help them to recognize the main cultural differences, which at the end would help them to develop a strong and useful culture awareness which will serve them in using the language successfully.

1.6 Definition of Cultural Awareness

Previously, the construct of culture was tackled both as a general concept and as a fifth skill. In this part, it is important to shed light on how to increase the learners’ cultural awareness and understanding in FLT, because cultural awareness is regarded as a basic

component in communication. When looking back to the literature concerning cultural awareness, many scholars and researchers (Quappe and Cantatore, 2005; Zlomislíć and Molnar, 2016) addressed the following questions:

Is the foundation of communication and it involves the ability of standing back from ourselves and becoming aware of our cultural values, belief and perceptions. Why do we do things in that way?
How do we see the world? Why do we react in that particular way?

According to Tomalison and Stempski (1993), culture awareness comprises three qualities:

- Awareness of one's own culturally- induced behavior.
- Awareness of the culturally- induced behavior of others.
- Ability to explain one's own cultural standpoint. (p.5)

Keeping in the same vein, Wunderle (2006) asserted that cultural awareness is “the ability to recognize and understand the effect of culture on people's values and behaviors”. In addition, Byram (1991, p.24) mentioned that cultural awareness is a “non-linguistic dimension of culture. It focuses on the question of change from monoculture to intercultural competence”. In other words, the shift to intercultural competence means acquiring the second language in addition to its culture. Although there is a slight difference in terms of definitions, but they still maintain one idea, which is that cultural awareness plays an important role in communication. In order to build a successful relationship with people from different cultures, it is necessary to recognize and accept their cultural values with the aim of mastering their language appropriately.

1.6.1 Culture Awareness and Knowledge

It is a bit difficult to make a very clear distinction between cultural awareness and cultural knowledge. However, Saniei (2012) highlighted Tomlaine and Masuhara's (2004) distinction between cultural knowledge and cultural awareness as follows:

Cultural knowledge: it is comprised of information about the features of our own and other people's cultures. This information is commonly:

- External: it is given to us by someone else.
- Static: we do not modify it from experience.
- Articulated: it is reduced to what words can express.
- Stereotypical: it refers to general norms rather than specific instances.
- Reduced: it has been selected from all the information available and it typically omits information about variation and exceptions.

In addition, they stated that cultural knowledge could help us to understand ourselves and other people. However, it could be misleading because it: (1) is dependent on other people's expertise, objectivity and integrity; (2) is fixed in time; (3) is inevitably simplified; and (4) it is often concealed as much as it reveals.

Cultural awareness: According to Tomlinson and Masuhara (2004), cultural awareness is composed of perceptions of our own and other people's cultures. These perceptions are:

- Internal: they develop in our minds.
- Dynamic: they are constantly being added to and changed.
- Variable: they are modified from experience.
- Multi-dimensional: they are represented through sensory images (mental pictures), mental connections, and affective associations, as well as through the inner voice.

- Interactive: in that they connect with and inform each other.

Tomaline and Masuhara (2004) definitions of culture awareness have been widely cited. Through which they asserted that “Culture awareness involves gradually developing an inner sense of the equality of cultures, an increased understanding of your own and other people’s culture”. In addition, “culture awareness is an important dimension in culture teaching” (p.10). (Saniei, 2012; Hsin, 2008; Tzotzou and Kotsiou, 2015). Tomalin (1993, p.5) defines “culture awareness as a concept used to describe sensitivity to the impact of culturally induced behavior on language use and communication”. Culture awareness then is having sufficient knowledge about the person’s own and others’ culture that would allow him to accept, understand other people and communicate freely with them.

1.7 Developing Cultural Awareness

Culture awareness plays a vital role in communication because cultural differences affect our behaviors and the ways in which we deal with those who belong to other, perhaps radically different, cultural backgrounds and values. Therefore, it is crucial to evolve the cultural awareness and to deepen the cultural knowledge about other cultures in order to bridge the gaps among cultures. In this part, we will tackle four main elements: Piaget's approach of cultural learning and Galloway’s categories of cultural understanding, overcoming stereotyping and prejudices, and raising cultural empathy.

1.7.1 Piaget's Approach of Cultural Learning

As a matter of fact, different scholars (Palmer and Sharifian 2007) came to a similar conclusion that one of the difficult tasks that many EFL teachers face is “what approach to use”. Piaget's approach was adopted in culture learning. He classified culture learning into categories. The first one is the self as cultural; as it is obviously known every person in a particular society is a member of at least one culture. The culture we belong to impacts the

way we think, interact, and transmit the knowledge through generations. To facilitate this process we should make a successful connection across cultures based on the ability to ask and answer questions from our own culture. Making students' aware of important elements of their own culture and understanding how their culture was shaped by helping them activate "cultural antennas". Kramersch (1993) described this learning process as one, which consists of establishing a "sphere of interculturality".

Artefacts as art, food, music, or literature are mostly what people think, others may relate culture with conventions such as ideas, attitudes, and patterns. Inevitably, many definitions of culture exist, as mentioned previously in the first part, and teachers need to identify the nature and the concept of culture before students engage in interactive cultural discussions. Besides, teachers can guide students to think about what people "think, make, and do" in their own culture by asking them different questions as the following:

- What behaviors reflect our culture, and how are they learnt and shared?
- What important factors (social, religious, and economic) influence our culture?
- How does culture in our country function as a way for humans to live with one another?

When a classroom discussion focuses on these considerations, it can create an atmosphere that encourages EFL students to think about their own culture and make connections across- cultures while studying English.

The second category that Piaget mentioned is the elements of culture; knowing the elements of culture is crucial for EFL students because it mainly refers to the beliefs, traditions and the way people interact in the society. To elaborate, Frank (2013, p.3) explained the 3P models in such a manner:

- Perspectives (what members of a culture think, feel, and value.)

- Practices (how members communicate and interact with one another.)
- Products (the things members of a group create, share, and transmit to the **next** generation.)

Consequently, product is easy to identify because we can often see, touch, taste or hear them. However, perspective and practice are not easy to recognize because they tend to be ingrained in society.

After viewing 3P models of culture, it is possible to say that there is a relationship between formal (culture, literature, history) and deep culture (attitudes, patterns of social interaction) like products are easy to be observed across cultures but deep cultures are difficult ones because it is rooted in the psyches of individuals who make up a specific culture. However, Dema and Moeller (2012) presented the relationship among the three components. More precisely, cultural practices are “patterns of behavior accepted by a society”. Cultural products might be tangible as paintings or intangible such as a system of education. Furthermore, they focused on how the 3P model are interrelated and its importance for teachers, because it allows teachers to see the relationship between the three elements of culture to take them into account when planning instructional lessons. This model helps teachers to tie together the disparate knowledge about products and practices, while assisting students begin to relate products and practices to perspectives and acquire a deeper understanding of culture overall.

The next point is the iceberg model. The latter is regarded as a tool that helps students to conceptualize the elements of culture. It is widely discussed by many researchers because this model presents differences between what we readily see and when we enter a new culture (the tip of the iceberg) and the embedded aspects of the culture that are not readily visible (the sub-surface culture). The products of a culture can be exemplified by things we

can see (the surface of culture). Contrarily, cultural practices and social perspectives (the deep culture) underlie the behavior of a specific culture are difficult to observe.

This model indicates that we cannot judge a new culture based only on what we see when we first enter it. We must take the time to get to know individuals from that culture and interact with them. Only by doing so can we uncover the values and beliefs that underlie the behavior of that society (Frank, 2013; Hall, 1976). More importantly, this model has elements of its analogy which are as follow:

- Surface culture: food, national costumes, traditional music and dance, literature, and specific holidays.
- Sub-surface culture: involves the notions of courtesy, body language, gestures, facial expressions and the concept of time. These are forms of social interaction present in all cultures but perhaps not often thought about.
- The deep culture: This is the most difficult element to identify because unconscious values and attitudes are embedded in this part; it can be deeply inherent that people feel these are the right and normal ways of doing things. The aim is to raise awareness of cultural elements in order to uncover the unique values and beliefs that explain why people behave differently.

The third category that Piaget shed light on is the Intercultural phenomena. In EFL, teaching intercultural phenomena involves cultural shock, cultural adoption, and cultural adjustment. “People from other cultures may interpret similar situations differently” (Gudykunst and Mody 2003, p. 264). One of the tasks of teachers when teaching EFL is to prepare students to perceive the challenges that they may meet towards the other cultures, especially where the English language is spoken. The process of integrating a new culture is called “acculturation”. For Brown (1994) it has four stages: (1) the period of excitement

(about being in a new country), (2) culture shock (feelings of frustration and hostility towards the unfamiliar culture), (3) recovery (stage of adjustment and people become more comfort with the new culture), and (4) adaption (the newcomer will adapt and accept the new culture).

Hence, intercultural phenomena is necessary because it contributes to raise cultural awareness, particularly our personal perspective that helps us know how to deal with other cultures that leads to less stress in the acculturation stage.

Fourthly, Piaget reported that Particular culture in one of the categories of learning the culture. Defining specific cultural communities and its particular elements means that we focus on the cultural background in which communication takes place. This is a key factor to Hall's (1976) notion of the "context". Hall's theory of high- and low -context cultures provides an understanding of how specific characteristics of society affect communication. The High-context cultures give more emphasis on the group consensus over individual achievement; in addition, meanings tend to be implicit or communicated in an indirect way. Nonetheless, low-context is usually "individual and goal oriented" and tends to value directness with discussions resulting from actions. Interlocutors from low-context cultures are expected to be straightforward and concise, while those from high-context cultures depend less on language precision. Hence, context is of crucial importance in determining to what extent the individual responds to the characteristics of a certain society (Frank 2013, p.5).

As for the last approach in Paiget's cultural learning which is acquiring strategies for culture learning, is all about how to deal and acquire particular strategies that push the learners to learn about a new culture in order to improve certain skills and curiosity to discover the nature of this culture. Learning about a new culture through authentic

materials as (movies, role-plays and newspaper) which are known as a rich source for a wide range of assignments and activities would considerably enhance the awareness of the target culture. Therefore, incorporating cultural strategies in one's own culture serves to foster students' knowledgeability and cultural competence.

1.7.2 Galloway's Categories of Cultural Understanding

Being conscious enough about the different ways of developing cultural awareness is required on the part of the teacher. Shemshadsara (2012) discussed Galloway's (1984) a framework for building cultural understanding relying on process skills; she suggested organizing instruction around four primary categories of understanding. The first one is Convention where the goal of this type is to help students recognize and understand how people in a given culture typically behave in common situations. The second one is Connotation; it deals with the many culturally significant meanings that are associated with words. Galloway (1985) stated certain words that evoke a cluster of feeling and images. For example, the word 'time' may make one nervous. The third one is conditioning where cultural understanding has to do with the fact people act in a manner consistent with their cultural frame of reference, and all people respond in culturally conditioned ways to basic human needs. And the last category is comprehension; it involves skills as analysis, hypothesis formation, and tolerance of ambiguity. In addition, comprehension can be achieved by examining one's stereotypes avoiding overgeneralization, and the ways to resolve conflicts.

In the same way, Ho (2009) claimed that the development of the cultural awareness in English language classes may be influenced by a number of constraints, namely the teacher's cultural knowledge and the availability of native English speakers as a rich cultural resource. Besides, the time allowance for culture teaching that can present a major challenge for teachers. In spite of that, if teachers know how to incorporate language and

culture in language teaching in a flexible way, they can solve the problem easily and even make their lessons more interesting. Hence, teachers should build a bridge between cultures in order to make the student not only a recipient of knowledge but an active agent of communication, a mediator between cultures (Садырова Г.Д., n.d. p.205).

1.7.3 Overcoming Stereotyping and Prejudices

Different ideas about certain cultures remain in people's minds whether positive or negative. The latter includes negative thoughts, ideas, and feelings, which are defined as stereotypes. For Byram (et al.,2002), stereotyping involves "labelling or categorizing particular groups of people, usually in a negative way, according to preconceived ideas or broad generalizations about them and then assuming that all members of that group will think and behave identically" (p. 27). We may infer that stereotypes are based, to a large extent, on our feelings and thoughts that are negatively developed as a result of interaction with others.

Based on the stereotype, we may judge other cultures which would lead to what is called prejudices. Braym (2002) further explained that "prejudices occur when someone pre-judges a particular group based on their own stereotypical assumptions or ignorance" (p. 27). Therefore, prejudices and stereotype have a relation with feelings and thoughts; it is an opportunity for both teachers and students to be aware of how to manage their stereotype and prejudices concerning the target culture in order to elucidate what is acceptable and what is unacceptable and to develop their cultural awareness as well.

1.7.4 Raising Cultural Empathy

Empathy means putting oneself "into the cultural background of the target language and being able to effectively communicate his understanding of the world" (Zhu, 2011. p, 166). When this term is coupled with that of culture, a different concept emerges which is

'culture empathy'. The latter seems to be an important aspect to *read* other cultures. People with high scores for cultural empathy are able to identify themselves easily with the feelings, thoughts and behaviors of individuals and groups belonging to different cultures (Popescu, Borca and Baesu, 2014. p, 149). In the same perspective, culture empathy refers to "the ability to understand thoughts and feelings of another person, given the other person's cultural context" (Dodge, 2016. p, 43).

In conclusion, the main goal is to make students aware of all what people in the target culture speak, believe and behave, which can help them to converse with them and fathom their language, meaning that they become interculturally competent.

1.8 Different Stages of Cultural Awareness

The concept of the cultural awareness stages (steps, levels, or degrees) is usually used to denote the degree of somebody's cultural awareness level. There are numerous cultural awareness levels that reflect how people grow to perceive cultural differences. However, according to Quappe and Cantatore (2005), there are four main levels that are widely recommended. Basically, the parochial stage which is known as "My way is the only way", at this first level, people are aware of their way of doing things. During this stage, they ignore the impact of cultural differences.

Secondly, the ethnocentric stage that demonstrates "I know their way, but my way is better", at this level, people are aware of other ways of doing things, and the cultural differences are perceived as a source of problems and people tend to ignore them or reduce their significance. The third stage is the synergistic stage or "My way and their way"; at this level, people are aware of their own way of doing things and others' ways of doing things. Moreover, people realize that cultural differences can lead both to problems and to

benefits, and they can contribute to cultural diversity with the aim of creating new solutions and alternatives.

The last stage is the Participatory third culture stage which means “Our way”. This fourth and the final stage brings people from different cultural backgrounds together for the creation of a culture of shared meanings. People dialogue repeatedly with others; create new meanings and new rules to meet the needs of a particular situation.

1.9 The Role of Cultural Awareness in Intercultural Communicative Competence

Before discussing the role of cultural awareness in intercultural communicative competence, it is important to clarify some confusing technical terminology such as Intercultural awareness (IA) and Intercultural communication (IC).

First, Intercultural awareness for Byram, Gribkova and Starkey (1997, p.34) is “Knowledge, awareness and understanding of the relation (similarities and distinctive differences) between the 'world of origin' and the 'world of the target community' produce an intercultural awareness”. In the same perspective, Byram et al. (2002) defined it as “the process of becoming more aware of and developing a better understanding of one’s own culture and others cultures all over the world to increase international and cross-cultural understanding” (as cited in Barny, 2016)

The second term is Intercultural communication, which refers to “communication between people from different cultures” which means a communication made with people who are culturally different from each other. It also includes the ability to communicate freely and successfully with different people in terms of culture.

It is possible to distinguish between Intercultural Competence and Intercultural Communicative Competence. The former is when “individuals have the ability to interact in their own language with people from another country and culture, drawing upon their

knowledge about intercultural communication, their attitudes of interest in otherness and their skills in interpreting, relating and discovering”. While intercultural communicative competence “is the ability to interact with people from another country and culture in a foreign language.” (Byram, 1997.p, 71). The last definition evidently stresses that the speaker can build a relationship with people from other cultures taking into account the different values and attitudes of the others.

1.9.1 Byrams’ Features of Intercultural Communicative Competence

- A curiosity and openness to other cultures
- An understanding of social practices and products in both one’s own culture and the target culture
- The ability to relate something from another culture and make it comprehensible to members of one’s own
- The ability to use new knowledge of culture in authentic situations
- The ability to critically evaluate the cultural practices and products of one’s own culture and that of other countries

In addition, the term of Intercultural communicative competence was coined first by Braym(1997), and he suggested a model to address the attitudes, knowledge and the skills needed for successful communication. The four elements of saviors are classified into five factors or components as follow:

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

Furthermore, Byram (1997,p.53) defined culture awareness as “the ability to evaluate critically and on the basis of explicit criteria perspectives, practices, and products, in one’s own and others’ cultures and countries ”. More precisely, the previously mentioned definitions indicate that cultural awareness has a great contribution to making the speaker interculturally competent. In other words, when the speaker is knowledgeable about other cultures, s/he will accept his own culture and acknowledge the other cultures’ values and even become influenced by them.

1.10 Definition of Lecture / Lecturing

It is worthy to mention that many forms of teaching are adopted with regard to culture instruction, such as tutorial classes and lectures. In the current study, the lecturing method to deliver culture-related learning material is the focal point, on the account that it is the method used in the context of this research work. Hence, what a lecture is and how it should be delivered is what this part will be about.

Exley and Dennick (2004, p.18) mentioned different definitions of the lecture as “lecturing is often perceived by students as boring with little intellectual stimulation coming from monotonous lectures”. In a similar vein, lecturing is often viewed as “passive learning” in which the only activities students engage in during a lecture are listening and note-taking. Such lectures are often described as “didactics” which means “intending to instruct”.

According to Aarabi (2007, p.18), a lecture is defined as “exposition of a given subject delivered before an audience or a class, as for the purpose of instruction”. In addition, the author suggested that a lecture consists of taking somewhat complex topics and ideas and delivering them in an understandable fashion to an audience.

1.10.1 Structure of the Lecture

The structure of the lecture is a very important element in the teaching process because it is deemed as a guideline for planning lectures, also makes the information accessible to the students. An effective lecture is made up of three main components, namely introduction, body, and conclusion.

First of all, the Introduction (before the lecture); it is usually the first three to five minutes of the lecture. This time is crucial in determining how well students will learn and retain the information to be presented. According to (Brown, 2007. P.127), there are certain measures that should be taken into account; the first one is planning and preparing what students will have in their hands before, during and after the lecture. And the second one is choosing how to link the present lecture to the last one in order to prompt awareness of relevant pre-existing knowledge.

The second part of the lecture is the Body (during the lecture). The body of the lecture covers the content in an organized way. Since this component is allotted the greatest amount of class time, it includes many more teaching procedures than the introduction and conclusion. The body includes certain steps as:

- Deciding exactly what the learning payoff for students during the lecture is meant to be what the intended learning outcomes are, what students should have achieved by five-to-the-hour.
- Planning how we are going to manage our time, and students' time during the 50 minutes or so, to allow some flexibility for matters arising, students' questions, their own inspirations or anecdotes, and all the other things that can happen during the session.

- Thinking about how best to use a tone of voice, emphasis, repetition, body language and facial expressions to bring to the occasion, all those things that are not easily captured in resource materials.

The last part is the Conclusion (after the lecture). It should be used to reinforce students' learning of the information, as well as to clarify any misconceptions in relation to their understanding of the concepts presented.

1.10.2 Common Lecturing Problems and their Solutions

It is necessary to identify the main problems that teachers or students may face in the classroom, especially in learning the target language, because it necessitates careful planning and presentation. The following table summarizes the common problems and its solutions that stated by Exely and Dennick(2004):

Common problems	Solutions
Too much material: The commonest fault of lecturing because it increases stress on students trying to keep up with note-taking.	The lecture should be an expert overview, not a presentation of detail. Use handouts with extra material and reading lists. Practise and time your presentation beforehand.
No outcomes: Outcomes are statements concerning what students should be able to do at the end of the lecture. Sampled outcomes become assessment criteria and students need this information in order to focus their learning.	Appropriate lecture outcomes should be negotiated with the course coordinator. They should fit into the overall curriculum outcomes and should form the basis of sampled assessments.
No attempt at contextualization: Some lecturers just start straight into the content of the lecture without any introduction. This can be confusing for students who may not have completely settled down.	When starting a lecture always try to make connections with prior knowledge and explain the importance, relevance and usefulness of the top.
Incompetent use of audio-visual aids: Sometimes lecturers arrive at the beginning of the lecture and are unable to operate the lights, the overhead projector and they waste time on doing so.	Always arrive early for a lecture using audio-visual aids and ensure all the equipment is working and you know how to use it.
Too fast: Lecturing too fast can be a result of too much content; However, it can also be the result of nervousness.	The lecturer needs a good structure, with well-organized content and opportunities to practice and receive feedback.

Table 1.1 **Common Lecturing Problems and their Solutions**(Exely and Dennick 2004).

1.10.3 Aspects to Consider before Preparing the Lecture

Learning styles and the use of materials are important parts in preparing the lecture. They are used to complete each other and to facilitate the learning process. Taking them into account can considerably contribute to the delivery of an effective lecture. Being aware of learning styles paves the way for a good material selection.

1.10.3.1 Learning Style

Prior to identifying what a learning style is, it is crucial to know what ‘style’ means first. According to Brown (2007, p. 119), a style refers to “consistent and rather than enduring tendencies or preferences within an individual” which means that the general characteristics of intellect that differentiate the individuals. In addition, “where affective and physiological factors are intermingled, they are usually more generally referred to as learning styles.”

Additionally, Mishan (2005, p.29) and Coffield, Moseley, Hall, & Ecclestone, (2004) shared the same idea that physical senses can be categorized into four categories, but Mishan added four dimensions of learning types that are related to the second language. To start with the Physical senses (sensory preferences) are comprised as mentioned with four categories the first one is the Visuals where learners learn via visual stimuli as pictures, maps, and films. The next one is the Auditory where learners prefer to hear the language. In other word, understanding a new content through listening and speaking in a certain situation. The following one is Read and write that covers students with strong reading and writing preference learn best through words. And then the last one that is Kinesthetic or hand-on which involves learners who prefer movement and activity, including doing projects and active games. The students’ are hands-on learners and learn best through figuring things out by hand.

Now we move to the four types introduced by Mishan (2004) and which are more profiled. The first type is known as the Analytical that addresses learners who are autonomously orientated and who prefer the analysis of language in terms of rules. The second type is the Communicative type it includes learners preferring to learn by participating in communicative situations and using materials from the TL culture. The third one is named by the Concrete it refers to students who prefer learning-by-doing activities. And the last type is the Authority-oriented that encompasses the often visually oriented learners, who show a preference for the traditional teacher-focused classroom, rule learning. Taking into consideration these types can ensure the effectiveness of the teaching process and presenting a memorable and effective lecture.

1.10.3.2 The Use of Materials

In order to make the lecture comprehensible and provide a good quality of the lecture, it is pivotal to carefully select teaching materials. Therefore, the most important types of materials will be highlighted. According to Azarnoosh, Zeraatpishe, Faravani, and Kargozari (2016) materials and materials development are important terms in the teaching process. The former refers to “anything which can be used to facilitate the learning of a language, including course books, websites and videos”. However, materials development is the evaluation, production, and adaptation of materials in order to acquire the language.

Exley and Dennick (2004, p.123) pointed out different materials that teachers use or integrate in the lecture for developing students’ comprehension and awareness when they learn a foreign language. They mentioned the following materials: Choice of audio-visual aids, virtual learning environments, audio recordings, and handouts.

Firstly, Using virtual learning environments (VCLE) which is a kind of material that involves blackboards and Web CT to support large group teaching and, in particular, the

lecture. Also, it can provide significant support for learning in a lecture-based course by stimulating students to prepare for their lectures and then to reflect upon and review their learning after the lecture. VCLEs provide opportunities for students and lecturers to talk to each other using a discussion forum after the lecture. Secondly, the Audio-recordings that includes hearing audiotapes recording to illustrate the points being presented; It is considered as a useful material. Teachers may make their own recordings to demonstrate particular learning points. These may be ‘real’ or ‘simulated’; for instance, a conversation between a dentist and a patient.

The third material is the Handouts as information; the latter is a printed version of a lecture, either as a summary or as copies of overheads produced by the teacher. The use of handouts is crucial for lecturing because they have a wide range of styles and uses consequently and, if designed correctly and used appropriately, can enhance the quality of learning. The last material is the visual aids; it refers to the lecturers that use a variety of visual aids as flipcharts, the interactive whiteboard, and presentation to get their message across. Visual aids bring very different classroom dynamics and students’ expectations. Hence, all these materials will enable some of the higher level cognitive outcomes, such as applying knowledge and problem solving to be achieved.

Conclusion

This chapter has introduced some very basic points in our study starting with culture in general, then as a skill according to different scholars and educators, in addition to describing the relation between language and culture. Moreover, the notion that learning a foreign language is primarily carried out in relation to its culture to achieve effective communication was discussed. The way that communication differs from one person to another, depending on the degree of influence by the target culture. Simply put, the degree of acceptance and appreciating the target culture can highly contribute to raise learners’

cultural awareness. The next chapter will tackle a teaching strategy, which is authentic videos and its effect in enhancing EFL learners' cultural awareness

Chapter two

Authentic Videos in Teaching Foreign Language Culture

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Introduction

The teaching process of both English as a foreign language and its culture should not be based only on teaching cultural norms but also should be directed towards enhancing cultural awareness to gain communicative competence and cross-cultural communication skills. Integrating authentic materials like video in the field of second language acquisition has attracted many educators and scholars. It is widely used in foreign language teaching because of its fruitfulness, usefulness, and availability of sources to teach culture and raise students' cultural awareness.

The current chapter will provide some basic definitions of authentic materials and their types in addition to the definition of authentic video and its criterion. Many benefits and challenges of authentic video will be stated and how they can be applied in EFL classes as well. At last, the chapter will end up with various researches and studies, which have been conducted to investigate the role of authentic video in raising students' cultural awareness.

2.1 Definition of Authentic Materials

After having discussed the selection of materials in chapter one, as well as highlighting the notions related to using them as support to raise students awareness and curiosity, it is quite significant at this point to present the basic definitions of authentic materials and their types in the following section. Authentic materials are mostly used by ESL/EFL learners to learn different aspects of English in an effective way such as pronunciation and vocabulary. Authentic materials have been defined in different ways from one scholar to another. However, the main points of such views are not far from one another. Abdul, Hussein (2014) stated that:

Authentic material is any kind of material taken from the real world and not specifically created for the purpose of language teaching. It can be text, visuals, or audio

materials; it can be Realia is such as tickets, menus, maps, and timetables; or it can be objects such as products, equipment, components, or models (p.331).

Furthermore, Kılıç & İlter (2015, p.4) indicated that “Authentic materials not only bring learners closer to the target language culture but also, affect students’ attitude and motivation”. Different scholars argued that the use of authentic materials help students to bridge the gap between classroom knowledge, and their capacity to participate in real-world events. To elaborate, incorporating authentic videos in the classroom can provide an opportunity for students to be exposed to the target language in a vivid and effective atmosphere in order to facilitate language acquisition. Additionally, Jacobson et al. (2003, p. 1) maintained that authentic materials are “printed materials, which would be used inside the classrooms in the same way, they are used in real life.” Likewise, Nunan (1989, p. 54) focused on pinpointing the criteria based on which such materials can be identified and selected. In this respect, he noted that “as a rule of thumb for authentic here, is any material which has not been specially produced for the purposes of language teaching.”

Therefore, teachers and students can benefit from authentic videos which can help them to be exposed to a native speakers ' ways of using the language within its original cultural context, as well as, to break the routine of using textbooks in the classroom. Besides, the use of authentic material helps students to acquire the maximum of the target language because it assists them to behave in a good and authentic manner in an English environment.

2.2 Authentic Materials versus non-Authentic Materials

It is important to shed light on what non- authentic materials are so as to better understand the utility of authentic ones. The comparison between the two aspects is done

by means of many examples, one of which is the one carried out via a contrast between a recording of natural speech among native speakers and a recording made for English language learners.

Authentic language	Non-authentic language
Variation in the speed of delivery often fast	Slaw space with little variation
Natural intonation	Exaggerated intonation pattern
Natural features of connected speech: elisions	Carefully articulate pronunciation
Variety of accents	Received Pronunciation
Any grammatical structures natural to the topic	Regularly repeated structures
Colloquial language	More formal language
Incomplete utterances	Complete utterances
Restricting in longer more complex sentences	Grammatically correct sentence
Speakers interrupt or speak at the same time	Speakers take careful turns
Speakers use an ellipsis (i.e. miss out parts of sentences)	Ellipsis in frequent
Background noise present	Background noise absent

Table2.1: The Difference between Authentic and non- authentic Materials (Hedge. 2000. P. 240 as cited in Segueni, 2009)

The table above shows many features through which we can distinguish authentic from non-authentic materials. As far as language is concerned, authentic materials provide a close relation with the target language since they display all the natural features of the the language, which enables the learners to access all those features as it is in a real language such as pronunciation, intonation, and incomplete structures of expressing meaning from different types.

2.3 Types/Sources of Authentic Materials

The sources of authentic materials, whether spoken or written, are numerous and they are broadly classified into newspapers, magazines, TV, video, radio, literature, and the Internet; however, (Omid and Azam, 2015; Oura, 2001) classified these materials depending on their characteristics into four categories namely authentic Listening/viewing materials, Authentic visual materials, authentic printed materials, and Realia.

Authentic Listening/Viewing Materials refers mainly to TV commercials, quiz shows, cartoons, news clips, comedy shows, movies, soap operas, professionally audiotaped short stories, novels, radio advertisements, songs, documentaries, and sales pitches. All these materials enable the learners to see and hear, to a large extent, the English language uses and how it is produced by natives in real contexts.

Authentic Visual Materials denotes materials such as slides, photographs, paintings, children's artwork, stick figure drawings, wordless street signs and silhouettes, pictures from magazines, ink, blots, and postcard pictures. They play an essential role in the teaching process as they provide learners with opportunities to use language appropriately in a certain situation, and they can help them to express their ideas.

Authentic Printed Materials refer to any materials in a written form. This encompasses newspaper articles, movie advertisements, astrology columns, sports reports, obituary and advice columns, lyrics to songs, restaurant menus, street signs, cereal boxes, candy wrappers, tourist information brochures, university catalogues, telephone books, maps, TV guides, and comic books.

Realia is regarded as an extra aid to help learners with "Real world" objects that are widely used in EFL/ ESL Classrooms in order to contribute to the creation of more concrete learning situations. Examples of such type of teaching materials involve coins and

currency, folded paper, wall clocks, phones, Halloween masks, dolls, and puppets, to name a few. Realia are often used to illustrate points in visually or for role-play situations (Oura, 2001. p.67-68). Realia are also used to serve as learning aids to facilitate language production and acquisition.

2.4 Definition of Authentic Videos

After elucidating the types of authentic materials and their meaning in the previously, this part will be dedicated to define one particular kind of those materials which is authentic videos. The latter has been described as an appropriate strategy to teach a foreign language. According to Abokraa (2017, p. 13), “videos might be one of the best media for second language learning”. From the same perspective, çakir (2006, p.67) mentioned that “One of the most appreciated materials applied to language learning and teaching is, of course, video”. In other words, videos are considered as teaching resources that facilitate the acquisition of a second language. Furthermore, Sherman (2003, p. 01) explained what an authentic video is as follows: “It is any kind of programs that we can see directly on cinema, television or DVD, films, documentary, advertisement, and game show. Videos can be used as resources to learn English with enjoyment.”

Sherman classified authentic videos into two main categories which are video drama and non-fiction video. The former involves fictional programs such as films, drama series, and sitcoms. However, non-fiction videos are programs about real life like documentaries, interviews, and talk shows. Nowadays, technologies have the power to make authentic materials more accessible to learners to learn language and culture. Technology opened up new ways of using videos in EFL classes. YouTube has made the use of videos easier. As Terantino (2011) stated that:

YouTube offers fast and fun access to language and culture-based videos and instruction from all over the globe. It provides an outlet

for student and teacher created videos, and most importantly, YouTube videos provide students with an opportunity to engage meaningfully in the target language. (p. 11)

We may induce that YouTube is one of the accessible websites for downloading different types of videos. In addition, it is regarded as constructive and effective for both teachers and students. Garteiz (1996, p.3) asserted that:

The video brings a slice of real life into the classroom. It presents the complete communicative situation. Language learners not only hear the dialogue, but they also see the participants in the surroundings where the communication takes place. This visual information not only leads to a fuller comprehension of the spoken language but can also benefit learners in a number of other ways.

Based on the abovementioned definitions, we may say that authentic videos are deemed as one of the best technologies that are essential in educational applications, which provide learners with an opportunity to learn the target language in an interesting and motivating way. This means the use of video can develop students' curiosity and communication rapidly through the different kinds of authentic video.

2.5 Advantages and Disadvantages of Using Authentic Videos

The use of authentic videos in EFL classes is supported by different scholars and researchers as (Idrees, n.d; Osorio, 2016) for its effectiveness. Authentic videos have plenty of advantages, as well as disadvantages.

2.5.1 Advantages of Using Authentic Videos in EFL Classes

Concerning the benefits of authentic Videos in EFL classes, they lead to many positive outcomes towards better learning in terms of authentic language, cultural enrichment,

simulating Students' Autonomy and Proactivity, Video Materials motivate students and hold their attention and Tolerance of Ambiguity.

Initially, authentic language is a pedagogical advantage of videos which is providing authentic language input. Movies and TV program are made for native speakers, so in that sense, the video provides authentic linguistic input. More precisely, students are exposed to what the real world of the English language is about without any adaptations, which not only presents a challenge but also a way to better prepare learners for what they are definitely going to encounter whenever they travel or meet English native speakers (Osorio,2016; Katchen, 2000)

Secondly, Cultural enrichment happens through the duality between language and culture; they go hand in hand because language plays a vital role in the development of students' cultural awareness. Since many customs, habits, dialogues, images can be seen in movies, and videos, they are means of teaching culture. Consequently, transmitting all this information will help teachers make the language understood, making it easier for students to see how different structures are applied in real contexts. (Osorio, 2016, p. 26).

Next, Stimulating Students' Autonomy and Proactivity means incorporating video materials into the English classrooms makes students acquire a great amount of cultural background information and emotional attitudes about the learning materials. Therefore, they could employ their autonomy while viewing the video materials, as well as, to involve themselves in the vivid atmosphere, and to understand the pragmatics of the language used by the characters. (Wang, 2015)

Moreover, video materials motivate students and hold their attention because video materials have sound effects, vivid scenes and dialogues between characters supported by visual aids. English video materials can provide teachers with various selections in

classroom activities to make them interesting more than the traditional English teaching materials. (Wang, 2015) Harmer (2001) added that videos could raise students' motivation to see and learn the language in use as they hear and see the native speakers' facial expressions and gestures to understand the different meanings and moods.

Eventually, through watching a video, the tolerance of Ambiguity could be increased due to the involvement of visual messages, cues, and even they pick up main ideas in case they cannot understand all the words because videos help them to raise their ability to tolerate with the language by keeping them engaged. This increased tolerance of ambiguity is an important language-learning feature, which helps learners to cope with the language experiences that take place in real life. (Donaghy and Xerri, 2000. p. 38)

2.5.2 Disadvantages of Using Authentic Videos in EFL Classes

Although different researchers argued that authentic videos have positive effects on teaching a foreign language, some researchers are against the use of authentic videos in the classroom. According to Osorio (2016, p. 33-34), some negative aspects concerning the use of authentic videos in the classroom comprise:

First, Frustration “Authentic videos demand a high level of English comprehension, they present real language that is not graded nor simplified, and spoken at a normal speed, which may lead to frustration.” In other words, Osorio refers to the idea that authentic videos should be implemented in higher levels because the language found in authentic videos contains cultural references, idioms and complex vocabulary, which leads the students with low linguistic level feeling frustrated and de-motivated.

Second, technical limitations mean that EFL classes with access to the necessary technology can make good use of YouTube and other online video streaming sites.

However, it is important to realize that there are some limitations, such as copyright restrictions.

Third, the problems of maintenance could be severe if the video forms are an essential part of a wide range of teaching programs particularly if care is not taken to carry an adequate supply of spare and parts and spare equipment. (Brumftt, 1983)

Furthermore, Martinez (2002, p. 22) stated that “one of the biggest disadvantages of using videos for listening comprehension is that it requires special preparation which can be time-consuming for the teacher.” The main idea here is that authentic videos contain authentic materials involving plenty and various aspects of cultural content, which is why teachers should present useful and relevant information after they select the appropriate and pedagogical authentic video (as cited in Gallego, 2013).

After going through the different ideas above, it is clear that the use of authentic videos in EFL teaching is supported by many researchers and scholars. They consider the use of this kind of authentic materials as a useful means to motivate and develop students' cultural awareness and encourage them to learn a foreign language successfully. However, some researchers still argue against the use of such type of materials because they believe that authentic videos are more suitable for high-level learners, and they require time to select the appropriate videos and relevant information.

2.6 Aspects to Consider before Choosing which Authentic Video to Use in Class

Although using the best tool to make students aware of how to use the language appropriately and to have strong knowledge about its culture, but is not enough to make students do better in his/her learning. It is of equal essential how the teacher should use certain authentic materials as videos; integrating videos in the syllabus requires careful

preparation. The major factors that need to be taken into account prior to selecting such kind of videos have been discussed by (Abokraa, 2017; Osorio, 2016) as follows:

Cultural aspects are important to notice what kind of social environment our students are involved in so as to make a choice of video that matches our students' preferences or that is culturally correct or acceptable. Osorio discussed Verissimo Toste's (2014) point of view stating that thinking about the life of our students, at school, home, and the neighbourhood is important and it, consequently, vital to implement topics and content to the class more naturally so that language can be more easily understood and used.

Besides, Student's Age and Interests denotes that an 18-year old student does not think like a 30, 40, or 50-year-old teacher. Therefore, it is very important that teachers try to understand their students' needs and preferences in order to make the right choice of video. According to Groff, J. (1997), the selection of age-appropriate activities for young people will provide them with a positive learning environment that will support their interest and provide a solid foundation for further investigation and research. (as cited in Osorio, 2016)

Students' level represents a very difficult factor to deal with a video session in class. Not only does the particular accent of the speakers in the video may be a problem, but also the kind of language they use. The speech in movies and sitcoms is well charged by slang, which gives students a bigger challenge when they are exposed to authentic videos. Some options to deal with this issue would be to do tasks that range in difficulty according to the students' level.

In addition, preparation activities and lessons need to be prepared in advance to motivate students, ease students' understanding of the video. That way will help students to acquire an amount of information, as well as, students will be eager to watch the videos.

In addition, a video session, then, needs to be accompanied by the appropriate pre-viewing, viewing, and post-viewing activities.

Furthermore, the inquiries teachers need to make themselves when planning their lesson with authentic videos includes the formulation of some questions in order to plan his/her lesson accordingly. Besides, preparing the questions for native speakers differs from the questions for non-native speakers. Wilson (2000) suggests the following questions to be asked by teachers before implementing videos in the lessons:

- How will the language learner benefit from the use of video in the classroom?
- How will the visual component enhance the auditory component?
- Who will select the video?
- How do you plan to exploit the 1-10 minute segment of the video? What are the alternative methods of exploiting the clip for further reinforcement in the classroom?
- Who decides how many times the video is played?
- How is the video used in a classroom context?
- How does video support the curriculum?
- What is the educational purpose of showing the video? How will you later assess its effectiveness with the learner's ability to comprehend information?

Finally, the Length of videos such as video sequences needs to be short, around two or three minutes long, to have time to exploit all their contents in class. Moreover, educational experts agree that video is best shown in short segments to maximize learners' concentration. (Abokraa, 2017; Gallacher, 2003; Osorio, 2016; Burt, 1999)

2.7 Reasons for Using Authentic Videos

A great advantage of videos provided by researchers is one of the reasons that lead the teachers to apply them in the classroom. Therefore, it is necessary to identify the importance and the main reasons that urge teachers to integrate authentic videos as instruction. The importance of authentic videos is claimed by different scholars as (ÇAKIR, 2006; Harmer, 2001; Sherman, 2003).

The first two reasons are for its own sake and for comprehension of the spoken language. The former is about people want access to the world of English language media: they want to be able to view the news, get information from advertisements, see a film-in short, to use these language products like normal consumers. If teachers are prepared to teach 'reading newspapers' or 'conversation', they also ought to teach these major audio-visual genres while the latter is about the fact that video brings us all kinds of voices in all kinds of situations, with full contextual backup. Also, important is the access to a variety of recognizable genres and the long-term contextual understanding built up as the program develops.

Another reason is the use of videos as a language model and for culture. Regarding the language Authentic video provides a vast up-to-date linguistic resource of Accents, vocabulary, grammar and syntax, and all kinds of discourse, which shows us language in most of its uses and contexts something neither course book nor classroom can do. Authentic video can be a model for specific language items or a general pool for students to pick and choose from whereas Video is a window on English language culture. Apart from giving access to global cultural products like feature films, it also shows how people live and think and behave local culture with a small 'c'. A small amount of showing is worth hours of telling from a teacher or a course book.

Considering videos as cross-cultural awareness as well as a moving picture book. Concerning the first one videos uniquely allow students a look at situations far beyond their classroom. This is especially useful if they want to see, for example, typical British “body language” when inviting someone out, or how Americans speak to waiters. The video is also of great value in giving students a chance to see such things as what kind of foods people eat in other countries, and what they wear. (Harmer, 2001) . However, the second one is concerned with giving access to things, places, people, events and behaviors regardless of the language used and is worth thousands of picture dictionaries and magazines.

The last reason is motivation, Authenticity itself is an inducement there is a special thrill in being able to understand and enjoy the real thing. In addition, a video is today's medium. Print may still be powerful but many people spend more time with audiovisual media; Video techniques, discourses and clichés are more familiar to them than the world of books and papers. (Shermen, 2003). In the same vein, tackled by Harmer (2001) “students show an increased level of interest when they have a chance to see language in use as well as hear it, and when it couples with interesting tasks”.

2.8 Types of Authentic Videos

There is a wide range of video categories that can be used in the classroom. The choice of videos depends on certain factors or criteria as mentioned before. According to Berk (2009, p.7), there are plenty of video types such as a) drama, (b) action, (c) romantic, (d) comedy, (e) romantic comedy, (f) documentary, (g) TV programs, (h) commercials, (i) college music videos. Besides, he mentioned the main source for selecting videos like:

TV programs based on Nielsen Media Research survey results for the college age group movies based on cult classics, Oscar winners, and most recent and popular flicks.

YouTube videos that are top-rated or most often viewed in addition to MTV music videos targeted for the college audience.

Furthermore, Harmer (2001, p. 284) presented three basic videos that can be used in class: “Off-air” programmers, “Real- words” videos, and Language learning video”.

Off-air programmers refer to the programmers that can be recorded from a television channel. Some off-air videos are extremely difficult for students to understand especially where particularly marked accents are used or where there is a high preponderance of slang or regional vernacular. Thus, Teachers when select videos should bearing in mind their students’ comprehensibility.

Real- words videos are about the teacher's choice during the selection of the video should be focused on how engaging and comprehensible the extract is likely to be, and whether it has multi-use potential.

Harmer (2001) asserted that Language learning videos have been designed with students at a particular level, also designed to appeal to students’ topic interests and multi-use since they cannot only be used for language study, but also for other a number of activities as well.

2.9 The Role of Teachers in Using Authentic Videos

The teacher plays a vital role in using videos as a tool for facilitating language teaching. Creating a successful learning environment depends on the teachers’ role. In addition, students do get motivated when the leaning tasks are run by video because they get useful and long-lasting information through the video presented by the teachers In this part, we will show how teachers change their roles

According to Çakir (2006), the teacher is a controller because he or she is the only person who controls not only what the learners do but when they speak as well while they

are watching the video. The teacher is also an assessor because s/he assesses the learner's outputs. He should be a good organizer in teaching the foreign language through video, he should know how exactly to lead to success, and present relevant information. Besides, the teacher also acts as a prompter. When there is a silence viewing or what the learners are confused about what to do next, he is expected to motivate learners to participate. Hence, the teacher should develop a plan for each video unit and encourage active viewing.

Furthermore, Wang (2015) pointed out that teachers must keep in mind that they should not play the movies for students only because of video materials like movies are only used to help students to learn English language and culture. Also, teachers have to be able to provide appropriate videos that will be presented based on students' needs. The teachers have to be able to anticipate some problems that may appear in running a course, especially in using videos. English language teachers also have to be able to choose appropriate video content that refers to instructional goals (Hadijah, 2016). In short, Videos have become an essential part of higher education that is why teachers should play different roles as stated above for creating a successful learning environment using these items.

2.10 Stages of Using Authentic Videos

Since the teacher selected the video and its type, it is crucial to follow certain steps for presenting a successful lesson. There are three stages which will be presented according to the order pre-viewing strategies, while-viewing strategies, and after-viewing strategies.

The Pre-viewing Stage considers the Successfulness of classes requires careful preparation. Initially, teachers should set up clear goals for their learners with video materials. (Wang, 2014; Bajrami & Ismaili, 2016). Wang (2015, p.23-24) added that "fundamental goal is to facilitate the development of EFL learners' language skills and in particular their listening and speaking skills, cultivate students' competence of intercultural communications".

Second, teachers should write a complete and detailed teaching plan, which contains the instructions of group division, teaching procedures, activity directions, and preparations students should make. Additionally, cultural background introduction should be introduced to students before watching the video (Zhou, 2018). Third, this stage prepares the students to watch the video by tapping their background knowledge, stimulating interest in the topic, and lessening their fear of unfamiliar vocabulary (Richards & Renandya, 2002).

In the While-viewing stage means that after having presented various activities in the process of viewing stage, teachers, according to Richards and Renandya (2002), go into the Viewing activities, which can facilitate the actual viewing of the video. They involve playing and replying the entire sequence or relevant parts and requiring students to focus on important aspects such as factual information, plot development, or the language used in a particular situation.

In the after-viewing stage, students are required to react to the video or to practice some particular language point. The range of post-viewing activities is enormous and includes things such as discussion, role-play, debate, writing activities, and related reading in order to raise students' linguistic competence and their cultural awareness (Richards & Renandya, 2002; Zhou, 2018). To sum up, the use of authentic videos not only supplies teachers or students with the real world materials but also raises students' cultural awareness.

2.11 Some Practical Techniques for Video Implication

As stated before from scholars and educators, videos represent an important aid, which helps students to enhance language skills and raises their curiosity about the target language. It is worthy to highlight some of the teaching techniques which can be used in the video-based lesson.

Wilson (2000) argued that although videos may be popular tools to use with students, as F/SL educators we must not lose sight of the educational purpose it has in the language classroom. Furthermore, Harmer (2001, p. 286-287) suggested techniques that can be useful when videos are featured in the lesson. The following techniques are: Viewing Techniques (Fast Forward, Silent Viewing, Freeze Framing, Partial Viewing) and Listening (and mixed) Techniques (Pictureless listening, Picture or Speech)

One of the main goals of viewing techniques is to awaken the students' curiosity about what they are going to learn by doing some kinds of prediction. These techniques can be embodied in a number of ways that can be deemed different but complementary. They are classified into five categories. The first one is called Fast Forward in which EFL teachers can provide students with a video by playing it for a few seconds and then fast-forward the video. This task should be repeated until the end of the video. After that, the teacher can ask students what the extract was all about and whether they can guess what the characters are saying. Then, Silent viewing (for language), the teacher plays videos at normal speed without any sound. In this case, students' potential to guess what the characters are saying. When they have done this, the teacher plays the tape with sound so that they can check to see if they guessed correctly. Third, Silent viewing (for music) in the above technique can be used with music. A sequence without sound and ask students to say what kind of music they would put behind it and why. When the sequence is shown again with sound, students can judge whether they choose the same mood as the director/composer. The Freeze frame technique, at any stage, during a video sequence, we can 'freeze' the picture, stopping the participants dead in their tracks. This is extremely useful for asking students what they think will happen next or what the character will say next. However, in Partial viewing, one way of provoking the students' curiosity is to allow them only a partial view of the pictures on the screen.

Listening (and Mixed) Techniques listening routines, based on the same principles as those for viewing are similarly designed to provoke engagement and expectations. It includes three kinds of pictureless listening in terms of language, music, and sound effects. In the Pictureless Listening (language), the teacher covers the screen, turns the brightness control right down. The students listen to a dialogue and have to guess such things as where it is taking place and who the speakers are; while in pictureless listening (music) where the excerpt has a prominent music track, students can listen to it and then say based on the mood it appears to convey what kind of scene they think it accompanies and where it is taking place. The last one is the pictureless listening (sound effects) which means in a scene without dialogue, students can listen to the sounds to guess the scene. Then they have to tell the “story” they think they have just heard.

Finally, in pictures or speech, the teacher can divide the class in two so that half of the class faces the screen and half face away. The students who can see the screen have to describe what is happening to the students who cannot. This forces them into immediate fluency while the non-watching students struggle to understand what is going on, and is an effective way of mixing reception and production in spoken English.

Çakir (2006, p. 69) suggested other techniques that should be benefited by both teachers. Active viewing, freeze-framing and prediction, silent viewing, the sound on and vision off activity, repetition and role play, reproduction activity, dubbing activity, and follow up activity. In fact, some of the ways are similar to the previous techniques mentioned by Harmer (2001). Nevertheless, ÇAKIR added repetition and role-play, reproduction activity, dubbing activity and follow up activity. The brief information about techniques can be seen in the following table:

Technique	Classroom implication
Repetition and role-play	The video is played for several times until the students get familiar with the information that they listen to. Then, they are guided to have role play after they repeated the teacher's orders to support teaching and learning activities in the classroom. Consequently, role-playing is a good communicative activity and true preparation for real-life situations. It gives a chance for students to apply what they are learning.
Dubbing activity	This activity can be done when students have the necessary language competence. In this activity, students are asked to fill in the missing dialogues after watching a sound-off video episode. It is interesting and enjoyable for the student to complete a scene from the video by dubbing.
Reproduction activity	After students have seen a section, students are asked to reproduce either what is being said, to describe what is happening, or to write or retell what has happened. This activity encourages students to try out their knowledge. Students will benefit from experimenting in English.
Follow up activity	After watching the video, teachers have to provide follow up activities for students to have further extended oral practice, such discussion. With this activity, students have an opportunity to develop sharing and co-operative skills.

Table 2.2Some practical techniques for video implication in the classroom. (Çakir 2006, p. 69)

It can be concluded that teaching English requires the teachers to select the appropriate techniques based on the content of the topic. Through the variety of techniques in using videos, teachers can attract students' attention and expose them to recognize the target language.

2.12 Video Problems

Since the teacher has a central role in using authentic videos, it is necessary to be aware of certain problems. The latter are pointed out by different scholars (Harmer, 2001; Botrica, 2001; Gallacher, 2003). In the following section, we will provide the common problems.

Different researchers and educators as (Harmer, 2001; Botrica, 2001) stated that for the successful use of any video in the classroom, the teacher should be aware of a number of potential problems such as:

The Nothing New Syndrome in which the teacher should choose video activities which are designed learning experiences also he should not just switch on the monitor for watching, but he should present it in a motivating and exciting way to attract students' attention. Furthermore, Poor quality disk and tapes/ viewing condition in which poorly filmed materials will not engage students. The quality must be sufficiently good to attract students' interest. That is why teachers have to be sure that all students see and hear. (Harmer, 2001; Botrica, 2001)

Stop and start is also another factor by which some students lose interest and become frustrated when the teacher constantly stops and starts only showing a little extract at a time. However, sometimes this is done on purpose "as a spur to creativity or prediction". Thus, teachers should try to avoid too many interruptions of the video sequences. (Harmer, 2001; Botrica, 2001) in addition to the Length of Extracts that is widely recommended selecting a short video sequence of between one and four minutes because it could yield a number of exercises, demonstrate a satisfying range of language, are easier to manipulate and can be highly motivating. Nevertheless, if the teacher wants to use a long video, he needs to design activities to keep his student involved.

Besides, in fingers and thumbs, the teachers should familiarize themselves with the material that they will use because Students and the teachers themselves can be frustrated when the machine does not work or if they cannot find what they want or get back to where they have just been on the tape or disk. In addition, (Botrica, 2001; Gallacher, n.d) added two major problems that may teachers face when they use video. Next to that, the

problem of passivity because students are used to passively watching TV at home on the sofa. Teachers should try to avoid learners 'switching off' in class when the video is switched on by providing stimulating activities where the child can interact with and learn from the video.

Concerning the parents, this is quite linked to the above. Some parents may get annoyed when hearing their child has spent the class watching the TV 'as they can do that at home.' This can be prevented by ensuring that time actually watching the video is kept to a minimum and by the children having something concrete to show to parents connected to the video: a worksheet, picture.

To conclude, as there are various problems that may appear during the use of video, there are also solutions that teachers may imply to facilitate the flow of the lesson. They help teachers promote the use of aids in the classroom, to design an effective lesson and present it successfully. He should select interesting topics and activities that contain well-structured content based on students' needs in order, not students consider that technique and learning activities by using video as same as other common activities. To assure the effectiveness and success of the session the teacher should be knowledgeable about the use of materials in the best way possible.

2.13 Educational Video

Although YouTube is regarded as a popular tool, teachers still face some of the difficulties concerning how to get reliable sources especially when s/he teaches a foreign language. Thus, educational video is an important part of higher education that provides the students with the opportunity to experience the language in a more realistic and natural context. The application of educational video in ESL/EFL classroom requires three essential elements as (Cognitive load, students' engagements, and active learning). Thus,

teachers need to take them into account because these elements provide a solid base for the development and use of video as an effective educational tool (Brame, 2016).

Furthermore, Successful implementation of video technologies in the classroom is a process that requires time, a clear vision of education transformation, proper integration with curricula and alternative methodologies, as well as the continuous engagement and support of teachers, learners, administrators, and parents.

Concerning implementing videos in education, it has many considerations that the teacher should be aware of. These considerations are divided into drivers, barriers, and success factors. Each one has its own characteristics and implications. The former is characterized by some pedagogical factors which emphasis on the point that students learn differently according to their needs. In addition to this, the need for stressing on globalization/ competitive workers critical problem-solving skills that are highly needed recently. Another important characteristic is the technological factor. Today's generation is showing different changes in the way they learn. There are changes in behaviors due to the increased access to the internet and devices. They are great consumers of mobile devices, which lead to more access to online videos. The last feature is about the social factor that explains that the use of videos will create new generations of technology savvy teachers and proficient learners with technology and affinity for video.

The second consideration is called barriers, which are the difficulties that may be faced while using videos. Access to technology in rural areas, the fidelity of implementation, and equipment failures and reliability are the main barriers, which face teachers concerning technology. Also the legislative factors concerning the government such as having weak science and technology policies, deficits in funding schools, and the special-needs learners' requirements. Furthermore, the behavior of teachers towards technology can stand as an

obstacle like attitudes, expertise, and preconceived ideas. The teachers' poor proficiency with technology and extra time needed for class preparation, in addition, the Faculty resistance (IP and digital rights issues). The last factor is the lack of resources which means the low quality of high-educational TV programs and poor professional development/technical support.

Finally, the characteristics that positively influence the use of videos in education are called success factors in terms of understanding and applying multimedia principles to pedagogy, which means to understand these features: Multimedia, Spatial and Temporal contiguity, Coherence, Modality, Redundancy, Individual differences, and direct manipulation. It helps to build a foundation for learners in order to provide them with skills to interpret multimedia and understand how to use video effectively. Its success depends on framing learning with previewing discussions. It extends learning with post-viewing discussions and adapts viewing to student's individual needs. Consequently, it tends to invest in professional development like using video technologies for teachers training programs. At last, it assists to support teaching from the top to help educators incorporate video technologies in the classroom.

Greenberg and Zanetis (2012, p. 7) described educational videos as an aid that helps educators address the challenge of different learning styles. They added that videos are clearly an essential tool that can have a powerful impact on student retention of information, as well as on student engagement. Thus, the rapid availability of video supports the changing role of the educator. Teachers will increasingly perform the mentoring role both in person and over distance, across geographies and time and across different media.

2.13.1 Types of Educational Videos

As stressed previously, the selection of the type of video is necessary and implies teachers' competence. Consequently, the educational video has plenty of types that reinforces reading and lecture material, improve students' comprehension and discussion and helps teachers to get reliable sources to present the lesson effectively especially if s/he presents the target culture as the way of life, traditions and education system. Here the teachers should provide the students with natural and real content in order to raise their awareness and curiosity about other cultures. Within this part, we shall focus on some different types of educational video.

2.13.1.1 Multicultural Content Video/ Culture-based video

This kind of video relies on learning from context, which means that bringing culture to classes which is more effective than learning about other cultures from textbooks. Multicultural content videos demonstrate communicative language within a language environment and cultural contexts. Besides, they provide a social context for English language learners. In addition, culture-based videos serve as valuable resources for content courses, which may focus on culture and civilization. Allow language learners to experience portions of other cultures including artefacts, history, and politics without physically travelling to the target country; many of these videos are documentaries posted by individuals, or short clips excerpted from larger documentary projects funded by companies such as BBC, National Geographic. (Terantino, 2011; Mabrouki, 2017)

2.13.1.2 Educational Websites Offering Cultural Content (EduTube.org)

Is an educational video search platform with helpful indexes that measure popularity, ranking, and educational value. The objective is to create a more effective way to search for YouTube videos for specific content (Tucker, 2013).

2.13.1.3 Video Conferencing

Video conferencing has become a point of interest in the world of education, because Recently, they have been incorporated for learning especially for learning foreign languages. This type of videos provides the learners with the opportunity to be in contact with native speakers of that language and their cultures (Mabrouki, 2017).

2.14 The Role of Authentic Video in Raising Cultural Awareness

Teaching culture is one of the main parts of language teaching, they cannot be separated. For that, Language cannot be taught in different ways that give no attention to students. Therefore, the materials should be attractive and useful because culture plays a vital role in teaching a foreign language. Authentic material is an essential element in education, if used properly, can effectively promote successful language acquisition. They contribute to the exposure of students to the real language used in natural not prepared context, thus facilitating the development of communicative competence and cultural knowledge. Jordan (2004) mentioned some of the sources concerning cultural information as a newspaper (are a good source of cultural information: local papers will provide more of a flavour of everyday life in towns), Culture quizzes/test, and Video (a number of published ELT videotapes are a good visual source of).

Moreover, the authentic video is considered as a powerful tool and effective method for teaching a foreign language to all students both inside and outside the classroom. A great advantage of using them is to stimulate students' curiosity to discover how native speakers feel and interact with others. That is why the use of videos in EFL/ESL is acknowledged and supported by different scholars (Ismaili and Bajrami, 2016; Kilickaya, 2004), especially if the teacher uses it as an aid for teaching the target culture. Lialikhova (2014) and Georgieva (2012) claimed that videos provide teachers and learners with so-called

“potential learning outcomes’. More precisely, videos as support in leaning can attract learners’ attention, improve their attitudes toward learning, increase their understanding, and foster creativity.

In summation, the authentic video has a great contribution for developing students’ cultural awareness through understanding the mentality of the other, which means that while students viewing the video they can put themselves in the vivid atmosphere and understand the language used by the interlocutors. Hence incorporating Videos in EFL classes will provide a positive effect on students’ language achievement as well as enhance their learning outcomes.

Conclusion

Using authentic materials can be a useful tool for EFL learners to motivate them, raise their curiosity as well as provide the learners with opportunities to use the language appropriately in different situations. So, the role of authentic videos to develop learners understanding is not questionable as it has a wide range of positive outcomes concerning raising their cultural awareness. In addition, using authentic videos as a teaching strategy requires certain criteria and commitment to the right ways of using it for the sake to avoid any kind of problems or difficulties. Hence, if the authentic videos well- planned and implemented teaching would be effective and learning would be more successful.

Chapter Three

Data Analysis

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Introduction

The present practical part starts with the rationale of each data collection tools, sample and population, and the description of tools, and ultimately to the description and analysis of the findings. In addition, the interpretations and discussion of the findings will be presented to answer the research questions and to test the hypothesis suggested in this research. After that, a general conclusion will be provided in addition to implications for both teachers and students as well as a recommendation based on the literature review and the results.

3.1.1 Rationale of the Study

The current research is a case study which used the qualitative approach to collect data for the sake of describing and interpreting teachers and students' opinions concerning the use of authentic videos in culture Courses. The instrument used was a questionnaire for students in order to gather statistical and descriptive data on students' opinions about whether authentic videos are helpful for them or not. A teachers' interview was used to gain more insights from teachers' different perspectives about the integration of authentic videos in culture lecture to raise students' cultural awareness.

3.1.2 Sample and Population

The population of this study was Second- year LMD students of English at Mohamed Kheider University of Biskra composed of 386 students. A sample of 50 students was randomly selected from the whole population. Besides, seven teachers were selected in order to know their views about the contribution of authentic videos in culture course to raise students' cultural awareness. The sampling method chosen was purposive in terms of considering second-year students to be more experienced in the English language, and it is the last year in which general culture courses are taught to them.

3.1.3 Description and Administration of the Questionnaire

The present semi-structured questionnaire contains seventeen (17) questions (see appendix 02). The most frequent questions used in these questionnaires are close-ended questions because they help the students answer them in short time in addition to a few numbers of questions open-ended in order to gain time without overusing them because they require deep understanding. The background section is not taken into account because they are not influential. The first section was entitled cultural background. It consisted of six (6) questions that focus on gathering a general overview of students' tendency to learn the culture. The second section aims at obtaining information about their opinions concerning the use of authentic videos in culture lecture.

3.1.4 Validation and Piloting of the Questionnaire

After designing the questionnaire, it was validated by an expert in the field, and then it was piloted through distributing 15 questionnaires randomly to second-year students to test its accessibility and to check whether there are any kind of difficulties concerning ambiguous and/or misleading vocabulary and questions. Regarding students' feedback concerning the piloting of the questionnaire, we added options to question number 01 and reformulated question number 05.

3.1.5 Administration of the Questionnaire

The questionnaire of students was administered in the classroom. The latter was collected in 20 minutes during which we clarified and explained to them our research as well as requiring them to answer the questions individually and as honestly as possible.

3.6. Analysis of Questionnaire

Section one: Cultural background

Question 01: Are you familiar with the term “cultural awareness”?

Option	Participants	Percentage
Yes	35	70%
No	15	30%
Total	50	100%

Table 01. The Students’ Familiarity with the Term Cultural Awareness

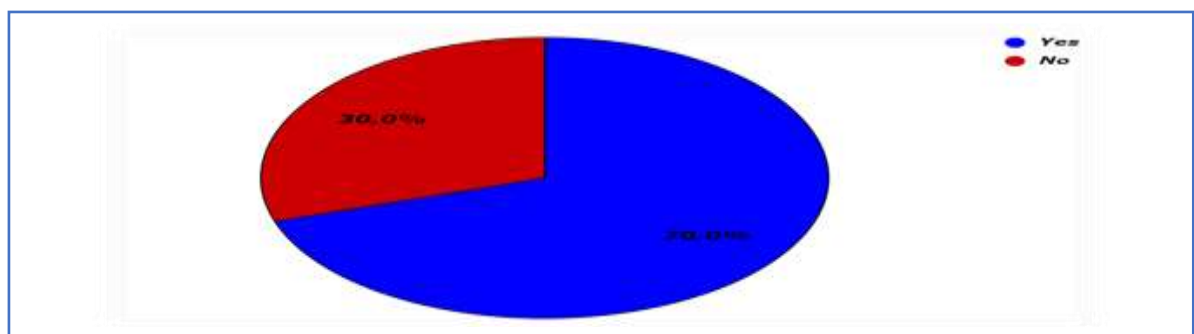


Figure 3. 01. The Students’ Familiarity with the Term Cultural Awareness

This question sought to explore the respondent knowledge about what culture awareness refers to. The table and the figure indicated that the majority of participants 70% (35) were aware of what cultural awareness means. However, 30% (15) are not familiar with the term.

If yes, how do you define it?

Option	Participants	Percentage
Recognizing the features of other people’s values, beliefs and perceptions	12	35.3%
Recognizing the features of my own culture as well as others’ cultures	09	26.5%
Recognizing the similarities and differences between my culture and other culture	12	35.3%
Further definition	01	2.9%
Total	34	100%

Table 3.02. Definition of Culture According to Students Understanding

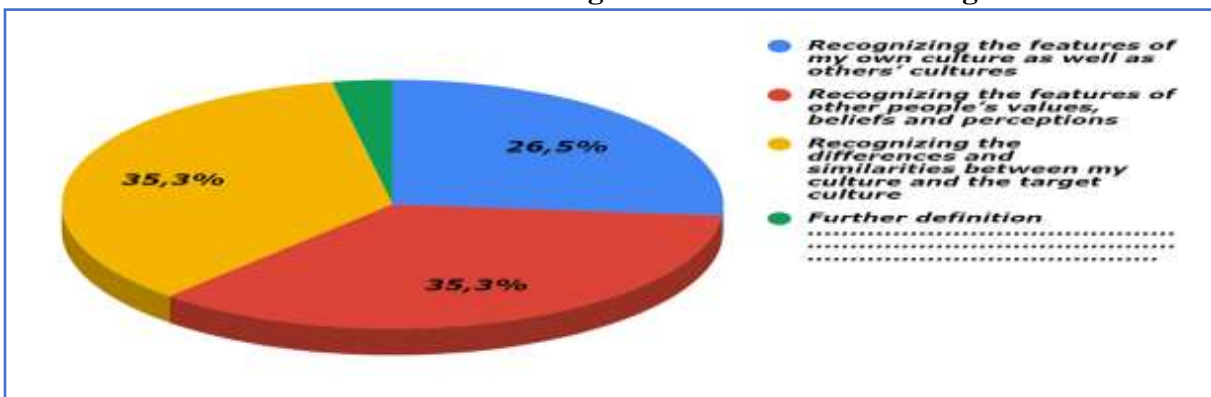


Figure 3.02. Definition of Culture According to Students Understanding

The table and the figure above reveal that 35.3% (12) of the total sample has chosen the suggestion “Recognizing the features of other people’s values, beliefs and perceptions”, and “Recognizing the similarities and differences between my culture and other culture”. However, 2.9% (01) have recommended that they prefer to give their own definitions “Is the foundation of communication and it involves the ability to standing back and becoming aware of the other culture”. Whereas, the rest of them they prioritize the second option “Recognizing the features of my own culture as well as others’ cultures” 26.5 %(9).

Question 02: Do you think that you can run a conversation with a native speaker?

Options	Participants	Percentage
Yes	25	50%
No	25	50%
Total	50	100%

Table 3.03. The Student’s Ability to Run a Conversation with Native Speakers

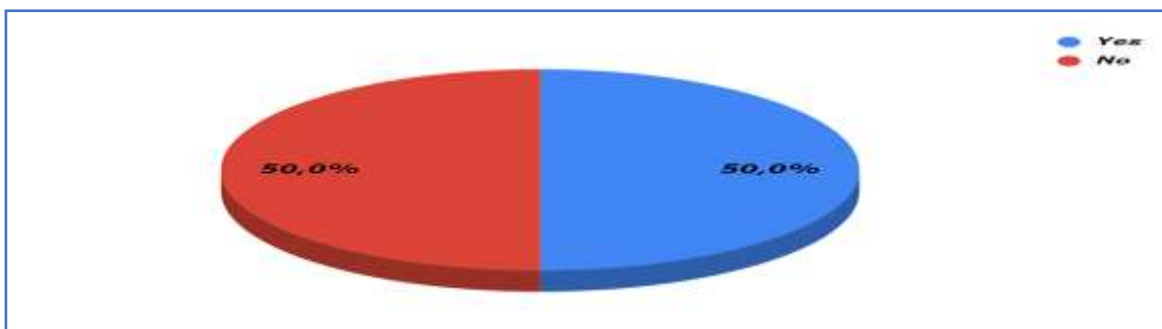


Figure 3.03. The Student’s Ability to Run a Conversation with Native Speakers

This question sought to gain information if the participants are able to handle a conversation with English native speakers. The results presented in the above table and the figure. The latter shows that the first half 50% (25) of the total sample have selected the first choice (yes). While the second half 50 % (25) have chosen the other option “no”.

If NO, the reason behind this is:

Options	Participants	Percentage
Lack of cultural knowledge	10	40%
Inability to use the language appropriately	08	32%
lack of self- confidence	07	28%
Total	24	100%

Table 3.04. The Impeding Reasons that Prevent Students from Using a Conversation with Native Speakers

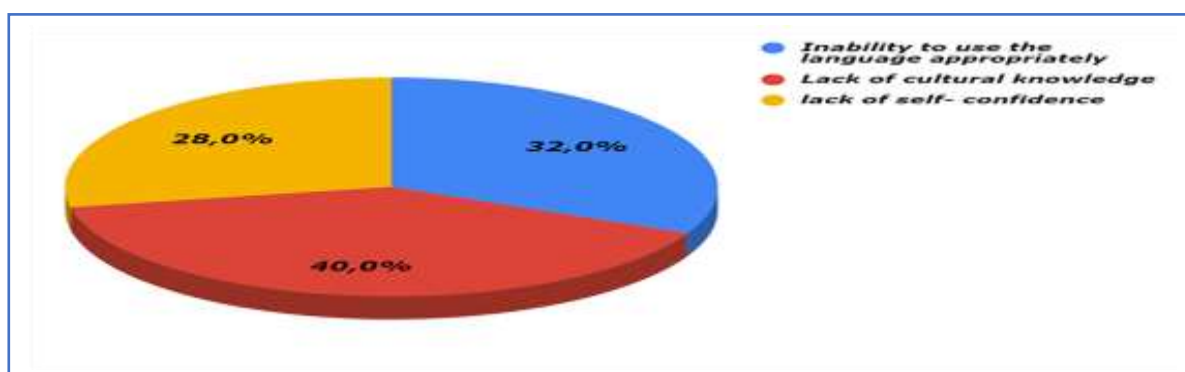


Figure 3.04. The Impeding Reasons that Prevent Students from Using a Conversation with Native Speakers

The participants’ claim are presented in the table and pie chart. 40% (10) of the total sample has selected the reason “Lack of cultural knowledge” whereas the others 32% (08) indicated that “Inability to use the language appropriately” as one of the reasons. However, the rest of them 28% (07) have picked the third option as a difficulty to handle a conversation.

Question 03: Do you find any difficulties when you learn culture?

Options	Participants	Percentage
Yes	20	40%
No	30	60%
Total	50	100%

Table 3. 05.The Students’ Challenges in Learning the Target Culture

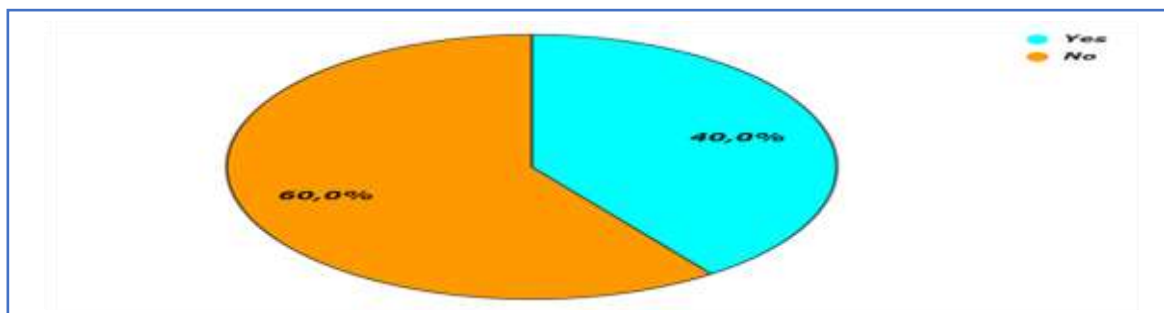


Figure 3. 05.The Students’ Challenges in Learning the Target Culture

The results illustrated in the above table and the figure. The majority of participants do not have any problem when they learn the other culture 60% (30). However, 40 % (20) of them claimed that they face some problems.

This question sought to know which kind of educational sites they often tend to use for learning the culture. Therefore, the participants were asked to list them according to their experiences. Based on students’ responses the minority of them said that they often visit WWW. BBC English learning .com, research gate.com “to read articles”, “Britanica.com”(WWW.british.Concil.com) , Lingoda.com, and “engvid.com”. Except one of the participants reported the site s/he visits to read about history but the site s/he provided us is not clear.

Question 04: How do you find learning about other people’s culture?

Options	Participants	Percentage
Interesting	45	90%
Not interesting	05	10%
Total	50	100%

Table 3. 06. The Students’ Interest in Learning about other Peoples’ Culture

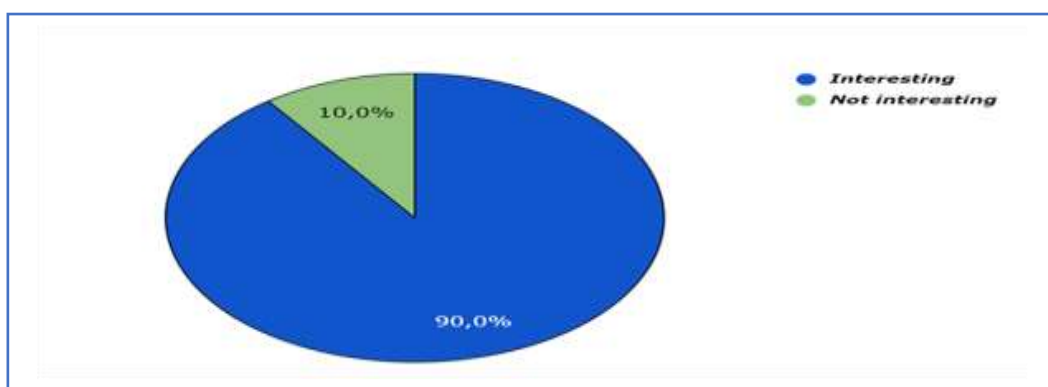


Figure 3. 06. The Students’ Interest in Learning about other Peoples’ Culture

The following table and the figure reveal that most of the participants 90% (45) are interested in learning and knowing the target culture while 10 % (05) are not interested.

Question 05: In your opinion, teaching culture is not given enough time.

Options	Participants	Percentage
Yes	46	92%
No	04	08%
Total	50	100%

Table 3.07: The students’ opinion about the time devoted for teaching culture

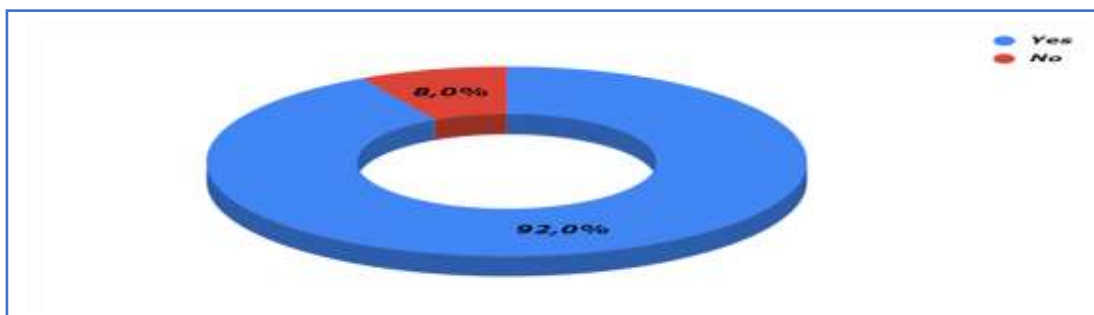


Figure 3. 07. The Students’ Opinion about the Time Devoted for Teaching Culture

The Table and the figure show that 46 participants (92%) claimed that the time devoted for teaching culture is not enough; however, only four participants 8% reported the opposite answer.

Question 06: What is your aim for studying English culture?

Options	Participants	Percentage
identify native speakers' beliefs	10	20%
Decrease frustration when talking with people from different cultures	23	46%
Overcome culture shock by learning about other cultures	17	34%
Total	50	100%

Table 3.08. The Students' Aim for Studying English Culture

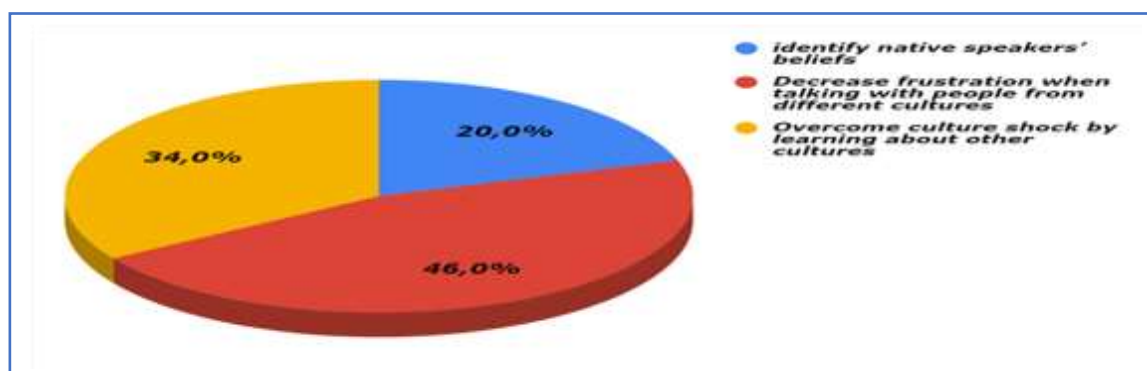


Figure 3.08. The Students' Aim for Studying English Culture

This question was designed to figure out students' reason behind studying English culture. According to the results above, the largest percentage was given to the second choice "decrease frustration when talking with people from different cultures" 46% (23). However, only 20 % (10) prefer to study English in order to identify native speakers' beliefs". Whereas the other participants their aim was towards "Overcome culture shock by learning about other cultures" 34% (17).

Question 07: Do you learn the target culture outside the classroom?

Options	Participants	Percentage
Yes	29	58%
No	21	42%
Total	50	100%

Table3.09. Learning Target Culture outside of Classroom Setting

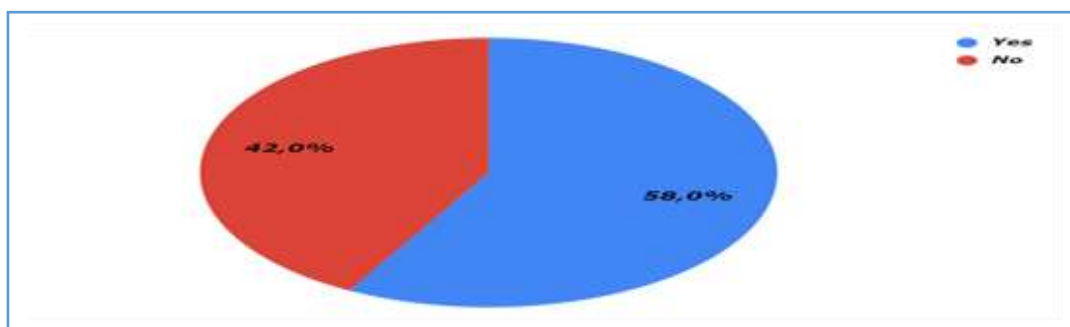


Figure3. 09. Learning Target Culture outside of Classroom Setting

Almost half of sample 58% (29) claimed that “yes” they learn the target culture outside the classroom setting. However, the other remaining participants reported that they do not try to learn beyond the classroom.

If your respond is “yes”, what sources do you use? (You may tick more than one)

Options	Participants	Percentage
Internet	10	33.3%
Internet, Videos	17	56.7%
Magazine, Videos	01	3.3%
Newspaper, Magazine	01	3.3%
Newspaper, Videos	01	3.3%
Total	30	100%

Table 3.10.The Sources Used for Learning the Culture outside the Classroom

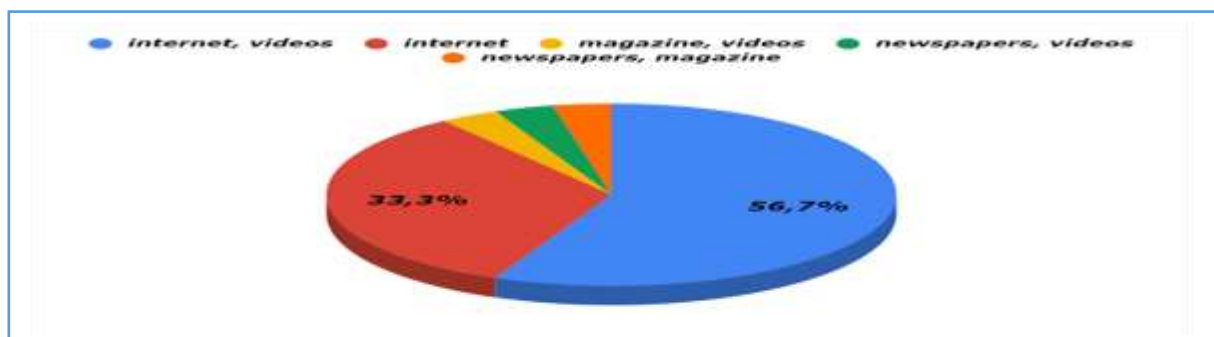


Figure 3.10. Resources Used for Learning the Culture outside the Classroom

The objective of this question was to attain information about the different sources that students use to learn the target culture outside the classroom. Not surprisingly, in the digital age, that participants using internet and videos 56.7% (17), a sum of 33.3% (10) for internet and the other percentage was on the rate of 3.3% (01) have chosen “Magazine, Videos”, “Newspaper, Magazine”, and “Newspaper, Videos”.

Question 08: How often does your teacher use aids (technology) while teaching culture?

Options	Participants	Percentage
Often	18	36%
Seldom	10	20%
Always	02	4%
Never	20	40%
Total	50	100%

Table11. The Frequency of Using Technological Aids in Teaching Culture

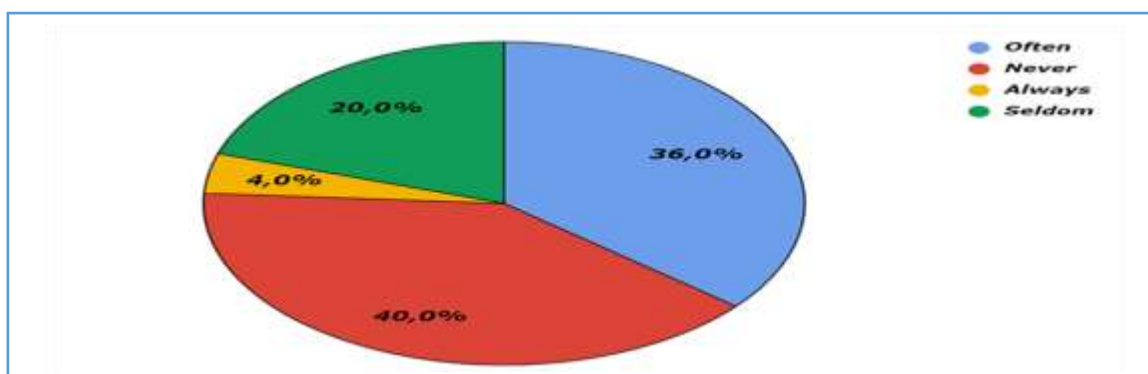


Figure3.11.The Frequency of Using Technological Aids in Teaching Culture

The following question aimed at confirming to what extent the teacher use technology to teach culture. The Participants’ answer presented in the previous figure and table. The majority of the students 40% (20) said that their teachers never use technology to teach them the culture of the language while 36 % (18) reported that they are often taught with technology. On the other hand, only 20 % (10) participants pointed out that this kind of teaching tools is in seldom use. A very few numbers of students 4% (2) asserted that they are always engaged through technological aids in learning the culture.

Question 09: Do your teacher use videos in culture lecture?

Options	Participants	Percentage
Yes	02	4%
No	44	88%
Sometimes	04	8%
Total	50	100%

Table 3.12.The Frequency of Using Videos in Culture Course

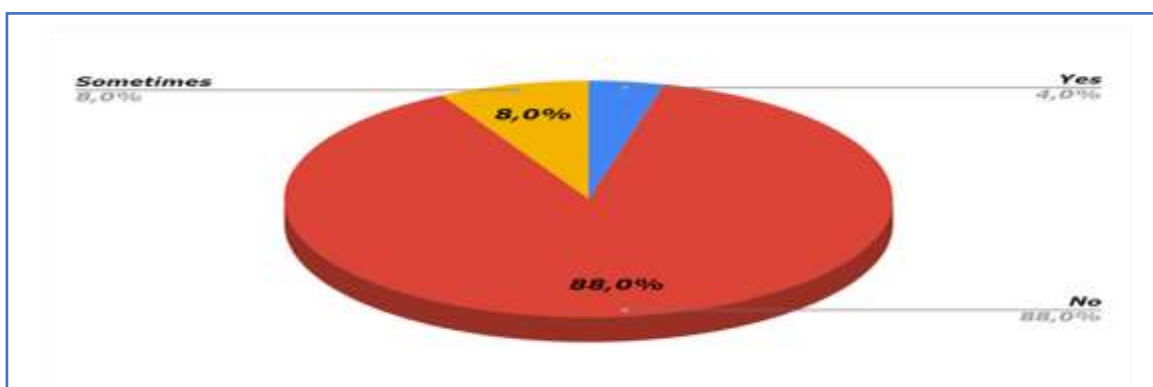


Figure 3.12. The Frequency of Using Videos in Culture Course

The purpose of the question was to gain information about if teachers use the videos when they teach culture lecture or not. The following illustrations showed that 88 % (44) from the whole sample said “No” their teachers do not integrate videos while teaching culture lecture. While the remaining two participants (4%) said “yes”, their teachers rely on the use of videos in order to teach culture. However, the others 8% (04) pointed out that sometimes their teachers attempt to bring videos in the lecture of culture.

Question10: Does authentic videos contribute to raising your motivation to learn about culture?

Options	Participants	Percentage
Yes	44	88%
No	06	12%
Total	50	100%

Table 3.13. The Students’ Attitudes towards the Contribution of Authentic Videos in Raising Student’s Motivation about Learning the Culture

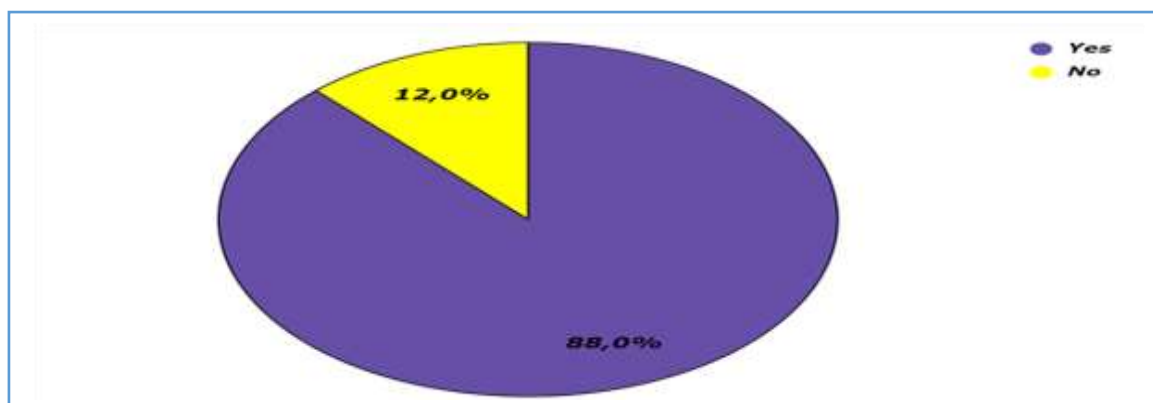


Figure 3.13.The students’ attitudes towards the contribution of Authentic Videos in Raising Student’s Motivation about Learning the Culture

It was not surprising that almost all of the participants are motivated to learn culture via authentic videos presenting 88% of the whole while only 12% (06) claimed the opposite way round.

Question 11. Do you think being exposed to authentic videos helps in fostering culture lecture comprehension? Because it involves ...

Options	Participants	Percentage
sound effects	09	18%
vivid scenes	23	46%
visual aids	18	36%
Total	50	100%

Table 3.14. The role of the exposure to authentic videos fostering students ‘culture lecture comprehension

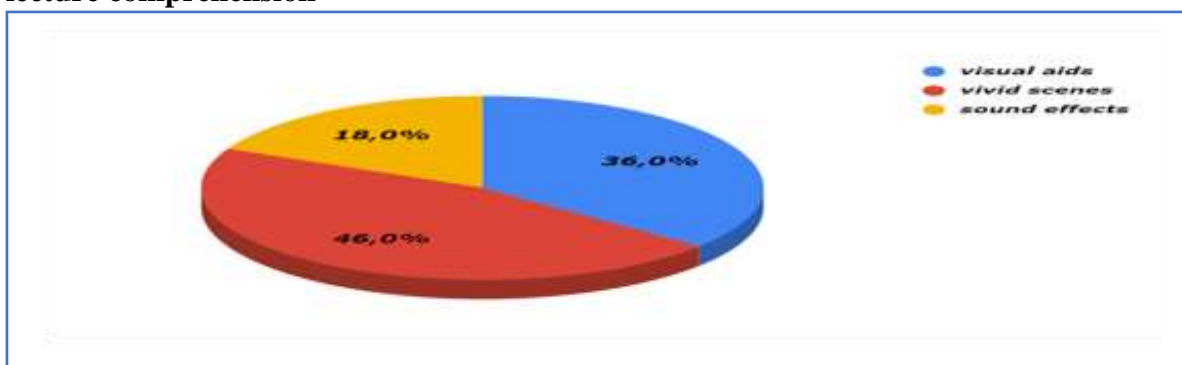


Figure 3.14. The Role of the Exposure to Authentic Videos Fostering Students ‘Culture Course Comprehension

This item intended to discover participants' preferences to be exposed to the target culture for the sake to raise their comprehension. The results show that 46 % (23) prefer “vivid scene” whereas 36% (18) they rely on visual aids. The rest of participants 18% (09) have chosen the “sound effect”.

Question 12: Is it useful to use video to learn the target culture?

Options	Participants	Percentage
Yes	49	98%
No	1	2%
Total	50	100%

Table 3. 15. The usefulness of using video in learning the target culture

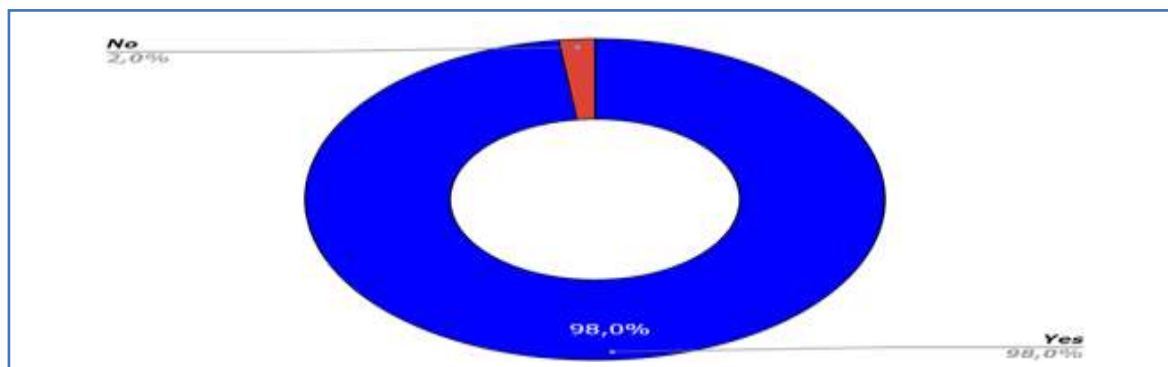


Figure 3. 15. The Usefulness of Using Video in Learning the Target Culture

From the result above, 49 participants with a percentage of 96% answered with “yes”, except one (01) student 2 % was against with the use of such kind of material.

If yes, what is your opinion towards video effectiveness?

Options	Participants	Percentage
raise your cultural awareness	20	40%
facilitate learning	19	38%
bring the foreign culture context into the classroom	10	20%
Others	01	2%
Total	50	100%

Table 3. 16. The Students' Perception towards the Effectiveness of Videos

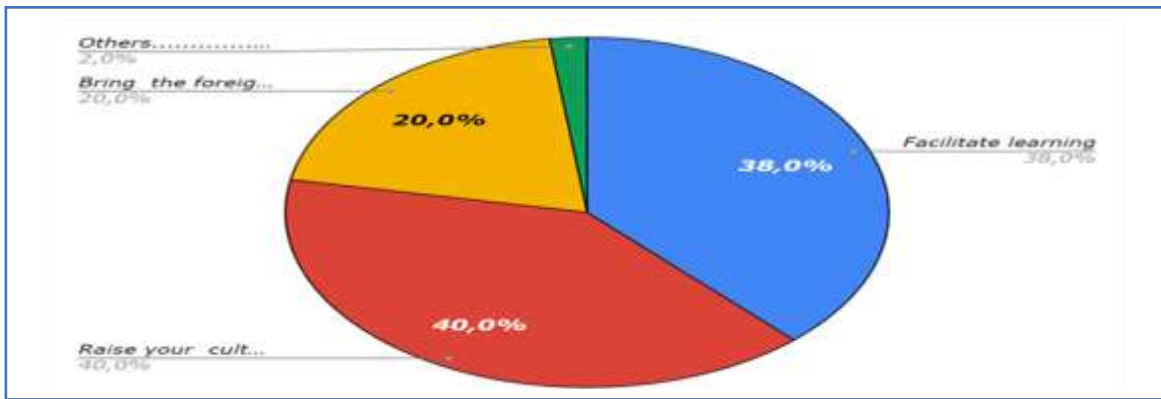


Figure 3.16. The Students’ Perception towards the Effectiveness of Videos

Through this question, we intended to find out participants ‘opinions concerning the benefits of using videos by giving them 3 choices and one free suggestion. Out of the whole sample, 40 % (20) have selected the first choice” raise your cultural awareness”. However, 38% (19) they think using videos in order to facilitate learning. While 20% (10) have opted for “bring the foreign culture context into the classroom”. The left 2% (1) said that s/he uses videos to develop communication competency.

Question 13: In your opinion, is the use of authentic videos more effective than the traditional lecture hand-outs in raising your cultural awareness?

Options	Participants	Percentage
Yes	44	88%
No	06	12%
Total	50	100%

Table 3.17. The Students’ Attitudes towards the Effectiveness Videos rather than Traditional Lecture Hand-outs

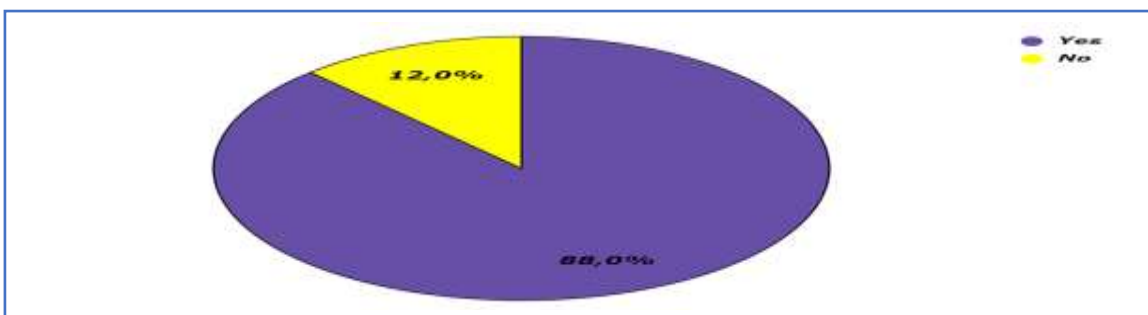


Figure 3.17. The Students’ Attitudes towards the Effectiveness Videos rather than Traditional Lecture Hand-outs

The majority of participants 88% (44) claimed that yes they do think that the use of video is more effective than traditional hand-outs while only 12% said 'no' they do not consider videos effective more than hand-outs.

Why? Justify your answer

Few participants 12% (06) find that videos and handouts are both helpful to be aware of other cultures. The majority 88% (44) supported using videos as a tool to raise their cultural awareness for many reasons. First, they regarded authentic videos as a "fun" tool, which facilitates the learning process, and makes the lesson more comprehensible. Second, other participants reported that authentic videos contain "sounds, pictures" that make them feel like living the vivid scene. According to them, authentic videos are practical while handouts are theoretical and more a traditional way for learning. However, participants who sustained to use hand-outs as support in order to increase their cultural awareness argued that they assist them to memorize and remember more than watching videos. The remaining participants asserted that their teachers "provide them with a whole picture about other culture in the handouts" and using videos in the lecture is consuming time.

Based on the participants' answer above, we may induce that most of the participants prefer to use authentic videos in the lecture to raise their awareness in addition being more exposed to real materials will help them to acquire the language. However, participants who did not agree with using such techniques give more importance their attention to remembering the information instead of learning about other cultures in terms of discovering how they act, think, and use the language appropriately.

Question 14: Do you think that authentic video helps in reducing the time you spend in understanding difficult concepts in lecture hand-outs?

Options	Participants	Percentage
Yes	47	94%
No	03	6%
Total	50	100%

Table3.18. The role of authentic videos in reducing the time in understanding difficult concepts in learning hand-outs

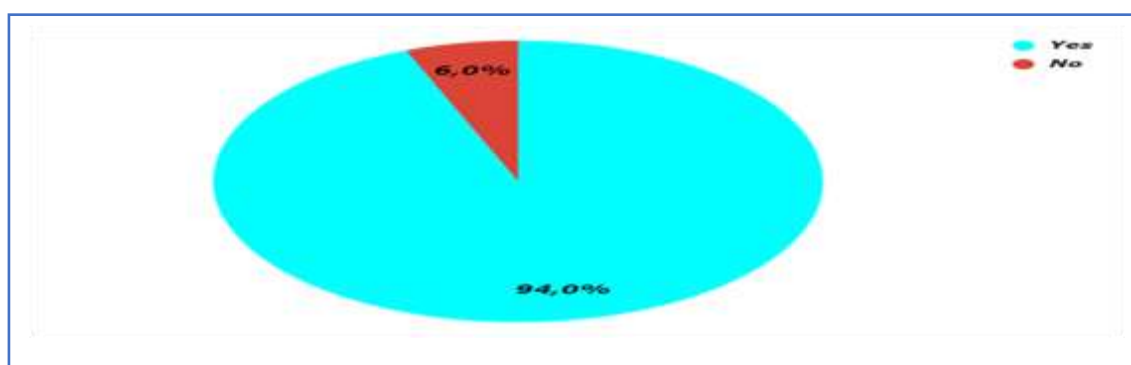


Figure 3.18. The role of authentic videos in reducing the time in understanding difficult concepts in learning hand-outs.

From the obtained results, we notice that most of the second -year participants 94% (47) agree with the point of the role of videos in reducing time to understand difficult concepts more than handouts while 06% (03) think that it is the opposite way.

Question 15: Do your teacher ask you to visit some educational sites to learn about other culture?

Options	Participants	Percentage
Yes	13	26%
No	37	74%
Total	50	100%

Table 3. 19. The teacher’s orientation to visit educational sites to learn about other cultures

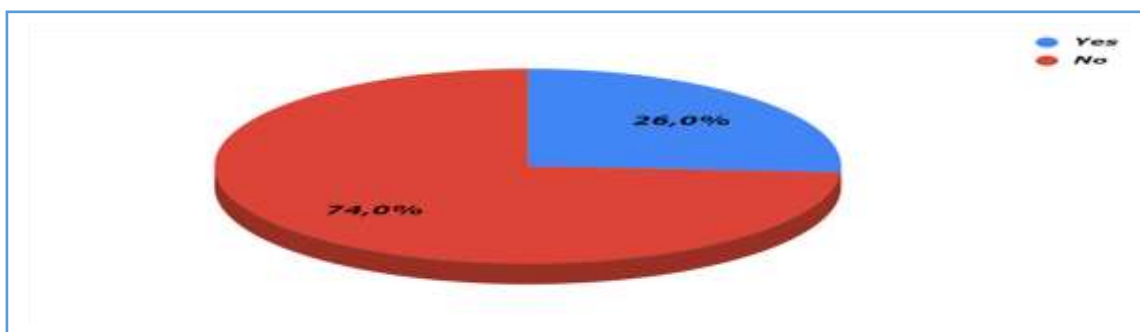


Figure 3. 19. The teacher’s orientation to visit educational sites to learn about other culture

The majority of participants 74% (37) reported that their teachers never ask them to visit some educational sites to learn other cultures culture while 26% (13) participants said that they do get some kind orientation from them.

If yes, mention them

This question sought to know which kind of educational sites they often tend to use for learning the culture. Therefore, the participants were asked to list them according to their experiences. Based on participants’ responses the minority of them said that they often visit WWW. BBC English learning .com, research gate “to read articles”, “Britanica.com”, Lingoda.com, and “engvid.com”.

Question 16: Do you think that the use of short videos at the end of session save time?

Options	Participants	Percentage
Yes	46	92%
No	04	8%
Total	50	100%

Table 3. 20: The role of the use of short videos at the end of the session in saving time

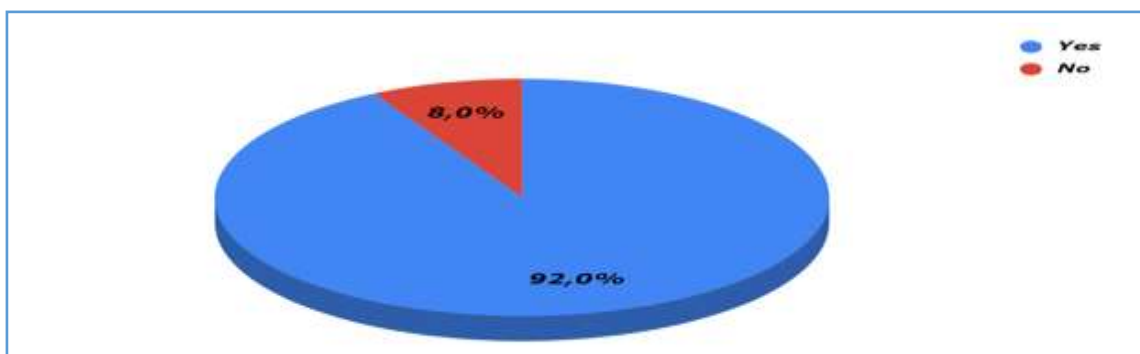


Figure3. 20. The role of the use of short videos in saving time at the end of the session

A majority of participants 92% (46) showed their positive attitudes with a ‘yes’. The other few students presenting 8% (4) expressed their negative attitudes with a ‘no’.

3.2 Teachers’ Interview

3.2.1 Interview for Teachers and the Aim

In addition to the students’ questionnaire, a semi-structured interview was conducted with teachers in order to collect teachers’ different views, attitudes, and experiences towards integrating authentic videos in culture lecture. Also, the purpose behind choosing the interview is to answer the second question “To what extent does the use of authentic videos in the cultural courses affect students’ cultural awareness?”. As such, a tool was used because it provides an in-depth understanding of our research

3.2.2 Population and Sample Technique

The interview was conducted with twelve (12) teachers from the Section of English at Mohamed Kheider University of Biskra in order to get better insights and varied answers. The interview was not directed only to the language culture teachers, but they were to teachers whether they teach culture explicitly in their course and who use technology in oral expression classes as a part in their projects. The chosen teachers of such modules have been regarded as a source to gain answers and understanding of the extent to which

authentic integrated videos are helpful to raise students' cultural awareness. However, five (05) teachers refused to be recorded during the interview because of time constraints. After cleaning the data, we found that the information they provided was irrelevant to this research. Therefore, the interview findings are based on seven (07) teachers who represent the sample.

3.3.3 Validating the Interview

After the validation of this semi-structured interview by expert, it was piloted by only one teacher who gave us a remark during the interview about adding the word “English foreign culture” to all questions in order to make it clear.

For example, question number one: Are your students aware of differences between their own and the target culture? Are your students aware of differences between their own and the English foreign culture?

3.3.4 Conduction of the Interview

After checking teachers' schedule from the administration we asked them to arrange an appointment. The interview took place in the teachers' room and teachers' answers were recorded. The interview was conducted from 09/04/2019 to 22/05/2019; however, the arrangements with interviewees were made only in five days over the pre-mentioned period

3.3.5 Description of the Interview

The interview was designed for the sake to discover if English Foreign Language teachers at Biskra University use authentic videos as a pedagogical and teaching tool to teach culture in order to increase their students' cultural awareness. The interview intended to collect teachers' opinions and insights about the utility of authentic videos in culture lecture.

The teachers' interview comprises ten (10) questions (see appendix 02). The questions from one to three deal with teachers' opinions about the students' cultural awareness concerning the local culture and the English foreign culture. Also the teachers' method in teaching the English foreign culture. The rest of the questions from four to nine concern teachers' attitudes towards the use of authentic videos as a tool to raise their students' cultural awareness. The last question number ten is an additional one aims at requesting teachers to give further suggestions related to the current study.

We used the quoted interview as a method to summarize the content of teachers' answers. For research ethics, we have kept the teachers' name intentionally anonymous. Consequently, we have designated to each interviewee with a number, such as "T1", "T2", "T3", and "T4" as it is mentioned in the analysis below.

3.3.5 Analysis and Interpretation of the Interview

Question 01: Are your students aware of the differences between their own culture and the English foreign culture?

T01: "students are not aware of most of the differences between their own culture and the target culture in which they want to imitate any cultural manifestation in the westerns"

T02: "students know they live in a different cultural environment that is why they know they are different somehow and similar in another way"

T03: "In my opinion, a large number of EFL students do perceive the differences between the source culture and the target culture"

T04: "students are somehow "conscious" of the differences that exist between their culture and the English foreign culture, but, not really aware"

T05: “I think yes technically there are some differences between their own and the target culture also the role of the teacher is to make them aware there is a difference”

T06: “When I started teaching culture students were not very aware of differences between their own culture and the target culture, but these generations are more aware because of social media and Facebook.

T07: “Students are aware of the differences between their natives’ culture and the target culture.”

As it can be seen, the different interviewees provided a distinct answer with their students’ awareness about the differences between their own culture and the other cultures. T02, T03, T04, T06, and T07 reported that students are aware of the analogies that exist between the local culture and the English foreign culture. However, Teacher 06 added the idea that awareness depends on the teachers’ role.

In addition, teacher number seven said at her first teaching career discovered that most of the students are not conscious about the differences between the two culture but in teaching nowadays she explored that exposing students to social media as Facebook helped them to be more aware of the other cultures concerning their traditions, values, and behaviors. While teacher six (06) based on his experience observed that students are to some extent aware of the differences between native culture and the English foreign culture. Only one teacher stated that students are not aware of the dissimilarities between their own culture and target culture because they are influenced by western civilization.

Therefore, based on teachers’ answers we may say that student is aware to some extent about the differences between their native culture and the English foreign culture. In other words, since they are learning the English language are aware of some differences but reaching the level of cultural awareness still a matter of debate. Also, teacher 01 gave us

one of the reasons that lead students to seem aware of the others which is an imitation to any cultural manifestation in the western, if it is not accepted and contradicted with their values and traditions will create loss of identity

Question02: Do you find any difficulties to instruct the English foreign culture to your students?

T01: “Students’ background information is not rich as lifestyle and politics which cannot be taught easily without a prior knowledge”

T02: “In terms of the content students receive it and welcome it but I do not know if they interact with it positively or not especially, when you talk about traditions and religion. You feel that you are resistant”

T03: “from pedagogical view: crowded classes, absence of ICT means, and no foreign cultural products. From the psychological side, negative attitudes and stereotypes on the part of some EFL students”

T04: “Not really! The issue is not in the instruction but in the interest to elicit from that instruction”

T05: “At the first lecture I tried to make them understand the concept of culture and give them the tools to know about this after four or five weeks will be no problem”

T06: “Maybe there are problems concerning cultural shock in a way or another”

T07: “yes definitely, not all topics that can be find online could be taught”

The teachers highlighted the different obstacles during teaching the other cultures and it seems that the challenges differ from one teacher to another. The teacher 01 reported that when the student does not have prior knowledge about the other cultures, it would require more efforts to make them knowledgeable and conscious about the English foreign culture.

In the same vein, Teacher 04 said the main problem is how to elicit the interest from this instruction because it would take strategy and energy to bring positive feedback in making students moving from conscious to awareness.

based on the answer of teacher 05, we induce that he tries to make them understand the tools that he is going to use and to understand what culture refers to in order to avoid any problems in the coming lectures. While the teacher 03 there are plenty of reasons he listed some of them based on two types psychological and pedagogical as the lack of materials, large number of students, negative attitude, and stereotype on the part of some EFL students.

The same idea shared by the teacher 06 she faced problems concerning cultural shock because there are some traditions and religions are not the same tradition of our culture that is why some students do not accept to learn and /or to be aware of them. In addition, she faced obstacles how to explain to them the differences between the two cultures; for example, when we say private school in England but in American, it is a public school and which is a middle school in our culture. For the teacher02, he did not give us a clear answer because when he delivers the culture based on the content students do not show any reaction positive or negative. According to the teacher07, the lack of accessibility to some educational sites and some topics are not available online are regarded as one of the main obstacles.

In short, teachers face different difficulties as administration obstacles, classification of students (introverted students), and problems in finding the topics online here it seems the teacher does not look for modern ways. S/he still relies on the traditional way. In fact, some of the lectures are available online s/he may teach them.

Question 03: what type of techniques or procedures do you use to motivate students about learning the English foreign culture?

T01: “using social media to learn about their way of life, watching mass media to increase their knowledge and read about history and geography”

T02: “through communication about the duality between language and culture, I try to provide the culture implicitly using some techniques as reading texts, also ask them to watch some movies and TV show talk”

T03: “I adopt the use of cultural contrastive analysis through careful selection of the target culture”

T04: “the available means are handouts, the video projection, the internet, and the websites. The techniques and procedures are applied in conformist with means, namely tutorials where a debate is open: question and answer”

T05: “it’s an open discussion, sometimes it’s a debate, and sometimes it’s a video where natives are talking about certain concepts and civilization. Sometimes I give them handouts to read them”

T06: “when we really convince the students about the benefits of studying they will study it easily. I divide them into groups to discuss the different aspects concerning the target culture in order to involve the students in the lecture themselves”

T07: “it depends on the teachers’ method of teaching, but generally to introduce the native speaker’s culture you need to ask many questions, I try to provoke the students in order to attract their attention”

All the teachers provided certain ways they rely on to motivate their students to learn about other cultures depending on their own experiences and views. Teacher 07 said that

each teacher has his own strategy, according to him, provoking and asking students for the sake to attract their attention. The other teachers (1, 4, 5, and 6) share the same methods as using handouts, video projection, discussion, debates, and sometimes they ask students to visit some website or watch mass media to extend their knowledge concerning the English peoples' life, and history. While teacher 03 tries to implement contrastive analysis as a technique in order to compare the source culture and the target culture. To sum up, teachers use different strategies based on their answers; each one uses more than one technique to make students motivated and curious about discovering the others, in addition, they vary in the techniques based on students' styles

Question 04: Would you please describe your attitude towards authentic videos as an educational and pedagogical tool in EFL classes especially when you teach the English foreign culture?

T01: “authentic materials are important in teaching foreign languages for that they manifest real life experiences. In this regard, the EFL classes can serve as the starting point to explore more the target culture.”

T02: “ there is no doubt that audio-visuals aids of beneficial outcome..., culture could be taught effectively with visuals as a teacher I really support the idea and I have a positive attitude having visuals in class”

T03: “Authentic materials, particularly videos, can be very effective in cultural instruction (real-time manifestations)

T04: “should be aware of the origin of the materials .it remains beneficial to adhere to the use of authentic materials”

T05: yes, for sure. I find really authentic videos are very interesting as an original context of using the language”

T06: “I have a positive attitude. I think teaching authentic videos would be 100% successful lecture. I am 100 % person using authentic videos”

T07: “in the abstract, I’m with the use of authentic videos to teach culture in the classroom but we should be careful in choosing the topic and the video”

Question 05: Do you think that practicing the English language with authentic videos improves your student’ abilities linguistically and culturally?

In response to this question, all the teachers share the same idea that authentic videos are highly significant in teaching foreign languages particularly the English foreign culture. The teacher 07 and 04 asserted that we should be aware of the origin of the materials and we should choose the video and its content carefully to ensure the success of implementing video in EFL classes as an educational tool. The remain teachers (T01, T02, T03, T05, and T06) claimed that they have a positive attitude towards using authentic videos as a pedagogical tool because videos are interesting and affecting in cultural instruction and they manifest the real experiences. Therefore, those teachers support the idea and they will try to apply it in the near future.

T 01: “Students do not find enough time and opportunities to interact with natives but with the use of authentic videos it could be easier”

T02: “I cannot give you an instant answer saying yes or no I can see this on the ground because it takes a long time to know the results”

T03: “Yes I do, the use of authentic videos allow the ‘exposure’ to the target culture components enhances discursive proficiency in the EFL”

T04: Absolutely! Students are constantly exposed to the authentic varieties of English, besides the information that goes with the issue... is an advantage to ensure a positive bias of students for the target language and its culture”

T05: “yes for sure, authentic videos give us the opportunity to analyze, to compare, and to see which differences of English as a second language and English as oral used in authentic situations)

T06: “of course, it really enhances their abilities either linguistically and culturally”

T07: “If well chosen, well implemented. Yes definitely they will be very profitable to our students to learn the culture and the target language”

Based on the above answers, the six teachers agreed that authentic videos could increase their cultural and linguistic capabilities by stating different arguments as the teacher 03 said that authentic videos help students to improve their discursive attitude in the EFL. According to teacher 04, videos are an advantage to ensure a positive bias of students for the target culture and its culture. Again, the teacher 07 paid more attention to the careful selection of videos in order to apply it successfully in the EFL classes. While teacher 01 stated that, the videos facilitate the process of interaction and acquisition from natives. For teachers 05 and 06 authentic videos give an opportunity for students to see the real life of natives, which in turn help the students to be culturally and linguistically competent.

However, except one teacher (02) did not give us a direct answer because he believes that using videos as a tool in the class will take time to say whether it was effective or not, whether it achieved positive results or no. In summation, most of the teachers asserted that authentic videos can play a major role in enhancing students culture and developing their linguistic competence at the same time while they are watching the video

Question06: would you please provide us with the main reasons that impeded you to use authentic videos in your classroom?

T01: “personally in most of the course, I use authentic materials whenever possible to introduce new topics. I think that the lack of appropriate materials to satisfy students’ needs could impede teachers and the use of the internet is very limited may affect the incorporation of such materials”

T02: “The major reason is the classroom itself is not well equipped from different sides the environment does not support the implementation, in addition; the time to install the data show from 10 to 15 minutes. The third reason the criteria of selection, the students’ level and interest, the aim of the lesson, and sometimes a pedagogical difficulty.SO; I am against of random implementation of videos”

T03: “there are many reasons as authenticity, practical, motivating, and better achievement of numerous classroom activities.

T04: The syllabus and its items components are not updated and would not go with the developments in the language. The time allotted is short, the means like the data show, the appropriate pedagogical settings are not provided, and less concern is devoted to culture as a pavement issue in language learners”

T05: “I do not find the right place to put my materials, sometimes the length of the curriculum we have many lectures we need to cover all of them

T06: “for me, the main problem is the electricity is not available so there is no way to take the data show in addition to the administration issue, the large number, the appropriate place. In fact, I tried it once and it was successful and workable, however; I tried to use the video again I did not find the data show”

T07: “I need to be very careful in choosing the topic, the nature of the discussion and the content of the video. We would be very sensitive to these things”

The teachers’ responses to question six showed that the main problems are the lack of appropriate materials; the environment is not well equipped, the means and authenticity are not provided. In addition, it takes time to select the appropriate videos from the content and the topics will be discussed. The teacher 04 expressed his problem clearly stating that the syllabus is not updated and the time devoted to teaching culture is short. While the teacher 06 tried this strategy and it succeeded in the first time and failed in the second one due to the lack of materials in the administration. To concluded, one of the teachers focused on the process of learning and teaching concerning the syllabus and time scheduling for teaching culture.

We may infer that if the materials are available and the atmosphere of learning well-prepared the teacher will face problems concerning the time and the length of the lectures. Sometimes the syllabus is not updated may be in terms of the objectives of each lecture and the content, which may lead the teacher to look for another way or to keep working on the traditional way of teaching.

Question07: According to your students’ learning styles and needs, do you think that the use of short videos in class helps them to compare between their culture and the English foreign culture?

T01: Using short videos that help them to benefit from natives speech and description of their culture in order to compare it with their own culture and benefit from the interactivity of such materials”

T02: “for sure when you watch a video it demonstrates a cultural element whether of value, language unconsciously you find yourself comparing yours to theirs”

T03: Yes, I think the authentic video can serve as an enhancing tool to stimulate classroom interaction and encourage the exchange of information”

T04: “I think this would be the best strategy to deliver information in chunks and pieces; this would also be an alternative for long lectures and tutorials”

T05: “yes, in addition to the lecture itself short video is a helpful one because it is not just theoretical data it’s like vivid scenes they can see and hear people talking ...”

T06: “it is a very interesting way in teaching especially in the oral expression I think most of us teachers of oral expression use authentic videos to help students to have an idea about the otherness and compare between their own cultures”

T07: “the problem is not comparing the culture and the English foreign culture, the problem is to be open-minded to the differences of the different cultures and the local culture”

The teachers confirmed that using short videos as an alternative tool for a long lecture, especially when you deliver the information in form of chunks will help students to increase the interactivity; in addition, it assists them to compare between their native culture and English foreign culture. A further answer added by the teacher 07 who said that students should be open-minded to the differences that exist between the local culture and the natives’ culture.

Question08: In your opinion, what are the main outcomes of learning via authentic videos?

T01: “there are many outcomes like pronunciation and illustrations in addition to motivation and accepting the others (global citizenship)

T02: “learners learn a lot of things the language first, paralinguistic elements. The videos make the students concentrate on what you teach in a long time. We are in the era of the image. This generation like to learn via images, which have positive outcomes

T03: “A better mastery of the fifth language skill ‘culture’, higher students’ motivation, and encourage open-mindedness”

T04: “The outcomes would be a positive bias with cultural awareness feedback if we arrive at implementing this practice”

T05: “ exposure to native culture it gives a kind of level to reach this is how English is done abroad why not trying to be like and improve myself to produce such language itself”

T06: “there are many benefits when learning with authentic videos because when bringing videos to them as a concrete and real situation, I suppose they will learn more via examples how they act, react and acquire more vocabulary, pronunciation, and grammar”

T07: “you will have intercultural communication ‘competence’ the more you watch and interact with authentic videos, the more your intercultural communicative competence is increased”

This question is designed to find out positive or negative outcomes of authentic videos. We asked such a question to avoid leading question. All teachers share one common idea that learning the English foreign culture via authentic videos would have positive outcomes. For instance, teacher 01 and 03 expressed their point of view clearly by stating that students will be motivated, open-mindedness, and master better the fifth skill “culture”.

According to the teachers (02, 04, 05, and 06), authentic videos have a great contribution in enhancing students’ cultural awareness and developing other aspects

concerning the language as paralinguistic elements, vocabulary, and grammar in order to use it in the appropriate situation. Additionally, Teacher 07 mentioned a piece of worthy information that through watching and interacting with videos students will increase their intercultural communicative competence.

Question09: In your opinion, to what extent short videos raise students' cultural awareness?

T01: "According to the objective of the course and the content of the videos but it is beneficial for sure if they are well implemented"

T02: "they do raise the student's cultural awareness. The fact of seeing something I do not know this opens their minds to cultures of the others and these ways eventually reach their cultural experiences and make them able to understand the world better.

T03: "they are among the most important tools that contribute in students'" intercultural awareness and, consequently; a higher proficiency in the EFL

T04: "to the extent that students would bias towards a cultural awareness in language learning"

T05: "We try to engage students in the certain situation means that give a short video, I try to simulate the situation in the class, I see learners' reaction, and how do they perform it"

T06: "I really prefer authentic videos because it is a real situation; you can see their culture and you will be more aware...also, it depends on teachers how he is going to use it and what he wants to concentrate on it"

T07: "if well-chosen the culture awareness will increase"

The seven teachers offered a positive response; they asserted that if the videos were well-implemented for sure cultural awareness would increase which lead them to

understand the world better as stated by teacher 02 and 07. In addition, teacher 03, 04, and 05 argued that short videos are the most important tool that contributes to improving students' intercultural awareness. Besides, T05 mentioned how he presents the short videos to his students and how manages the situation for the purpose to observe their reactions. While T01 and T06 added a fruitful idea by stating that they prefer the use of authentic videos, but when we talk about the extent of cultural awareness we reach through implementing the videos it depends on the teachers ' presentation and the objective of the course.

Question 10: would you please add any comments/ suggestions

T02: "I recommend teachers not display whatever content... Therefore, the idea of awareness should be encouraged among students in our classes. As a teacher, I should recommend my student to visit educational sites like BBC, National Geographic."

T03: "My advice to you, try to discover what would be the most appropriate courses "oral expression, written expression, discourse analysis" to develop cultural awareness"

T04: "students should start to be aware of their culture to know most effectively other culture for in any learning process we need a referent"

T05: " It is quite interesting topic exposure to authentic language is very beneficial because students are directly exposed to the English language in its proper environment, it helps students to reach this level, and it helps in making the students aware about the differences like the cultural sensitivity.

T06:" Concerning authentic videos, I think yes I really wish to use authentic videos it is very beneficial and helpful. We really want the administration to be helpful. In a pedagogical issue as classes, data show, windows must be managed. Therefore, we suggest

that to divide them into groups. Also, using discussion in short classes lead to raise students' awareness because all the students will participate”

The reason behind asking such a question is to give the teachers the opportunity to discuss or add other expressions concerning this research. In fact, not all teachers answered this question only five teachers provided us with some suggestions and a piece of advice. As a matter of example, teacher 03 raised the question of coordination among courses “discourse analysis, oral expression, and written expression”. Teacher 04 stated that the awareness of teachers about educational sites is a crucial part of the teaching and learning the English foreign language. According to teacher 04, the awareness of students about their source culture is necessary before starting learning about other cultures. While teacher 05 and 06 share the same idea, which is requesting help from the administration concerning the availability of materials and the management of the pedagogical setting. In addition, teacher 06 suggested another way to raise students' cultural awareness, which is the use of discussion in short classes. Hence, the teachers are aware of the importance of cultural awareness and they attempt to raise students' cultural awareness in other courses and they ask students to be aware and conscious about their source culture.

3.3 Discussion of the Results

3.3.1 Students' Questionnaire

This section raises the following questions:

1. What are the most effective types of authentic materials that can raise students' cultural awareness?
2. To what extent does the use of authentic videos in the cultural courses affect students' cultural awareness?

From the obtained results, we induce that learners need to develop their cultural competency to manipulate many aspects of the English language for its need in the near future career. Therefore, it is of great importance to develop the students' awareness of the other's beliefs so that they do not spend much time thinking of how to behave and what to say in certain situations.

Learners should be aware of the culture and its importance. Therefore, the results from participants' answers showed that most of the respondents in question 1 revealed that they are aware of the term cultural awareness with a percentage of 70%. The first half indicated that being culturally aware is to recognize other people's values, beliefs, and perceptions while the other half estimated that it is to recognize the differences between the own and the others' culture. This may positively facilitate the process of grasping information from authentic videos easily unlike of being totally unaware of the foreign language culture.

In question two, half of the second year participants said that they are able to speak with native speakers. This may be because they are using different sources of technology to learn about the English language in use via the internet, and videos. On the other hand, the rest 50% are not able to run a conversation with native speakers that reflects the need to be exposed to English of real life through authentic videos to improve their cultural and language knowledge. In addition, half of the participants 25(50%) are not able to run a conversation with native speakers mostly because they have a lack of cultural knowledge as the majority reported with a 40%. The others said that it is a problem of the inability to use the language appropriately in certain situations, and the lack of confidence. The incorporation of techniques such as authentic videos will help students to meet their needs through being able to be familiarized with the language, and how it is culturally used.

In question three, 60% of the participants showed that they do not face difficulties with learning the culture, however; 40% said that they actually face certain problems. The same participants justified their answers by saying that they have problems with understanding the language concerning the terminologies related to the target culture such as decoding words complex vocabulary. In addition, some participants face difficulties in understanding the differences between their own culture and the target culture in terms of traditions, beliefs, and history concerning memorizing events. This number needs to be taken seriously by teachers to do something to overcome this situation through helping students with more engaging techniques like authentic videos to facilitate the learning process because they create a learning atmosphere that opens sharing ideas and discussions.

Moreover, question four showed the students' interests in learning. Almost all the participants with 90% said that is very interesting to learn about the culture. This portrays that the motivation to learn is established but teachers need to put them in learning situation where they explore other people lifestyle through vivid tools like those of videos.

According to question five, a majority of participants 92% pointed out that it is not enough to study culture with a bunch of handouts to grasp in one single session in a week. In addition, it is of great importance for students to expand their cultural knowledge because it is the linking bridge towards successful communication. Therefore, it is necessary to know whether students try to learn the culture outside the classroom or not. The results showed that approximately 58% of second-year participants are learning culture outside the classroom using the internet, videos, newspapers, and magazines. According to the participants' answers, authentic materials play a major role in motivating the learners to learn and discover other cultures. However, they need to be guided from their teachers about the most fruitful videos that are authentic in nature. Watching authentic videos and

discussing them in the classroom is more beneficial. It is worth building insights into the frequency of using technological aids in teaching culture.

Question number eight revealed that most of the participants are seldom read and some of them often. This indicates that despite the fact that the use of technology is very useful to help students understand information, it is still not encouraged at the university. Therefore, we as teachers need to take a step to change these conditions to achieve better outcomes. Concerning students' motivation, students showed a very positive attitude with 88% in question 10. This reveals that second-year students at the University of Biskra are eager to learn culture via authentic videos because they are more interesting and engaging. Based on the above results, it indicates that authentic videos are one of the useful authentic materials that promote students' interests and engagements.

In question 11, participants pointed out that authentic videos are not only a source of motivation, but they are also comprehension boosters for many reasons. A majority of participants 46% indicated that they help them to comprehend because they include vivid scenes of native speaker's real life that directly exposes them to the idea. Thirty-six (36%) are with visual aids because they have strong effects to help students give an idea a meaningful picture in mind that leads to better comprehension. Also, the sound effects are very important to foster comprehension because reading about how to say something, for example, is to some extent useful, but having the opportunity to hear it is going to give further support to the implied meaning. According to the results, authentic videos are effective as a tool.

Regarding the students' opinions about the usefulness of authentic videos to foster culture lecture comprehension. They were significantly outstanding findings which show that students are 98% with the idea of videos are useful for them to learn culture because

they help them to raise cultural awareness (40%), facilitate learning in terms of audio-visuals effects (38%), and help to bring the foreign cultural context into the classroom (20%). All these useful benefits are collected in one single tool so teachers need to integrate it in their culture lecture to double the learning outcomes.

When students were asked to compare between traditional handouts and authentic videos in terms of effectiveness, 88% of them were with the idea that videos are more effective may be because they bring theoretical concepts into life. Reading handouts without being able to have a picture in mind about what it sounds or looks like in its original context is quite difficult. Through authentic videos, all the five senses are engaged to better interact with ideas and facts. Therefore, they are of great need in our culture classrooms to make it more comprehensible.

We intend in this case to investigate students' preference whether to use of videos rather than handouts. The results revealed that some participants consider handouts and videos as the same and both of them are helpful to be aware of other cultures. The majority of participants supported using videos as a tool to raise their cultural awareness for many reasons. First, they regarded authentic videos as a "fun" tool, which facilitates the learning process, and makes the lesson more comprehensible. Second, other participants reported that authentic videos contain "sounds, pictures" that make them feel like living the vivid scene. According to them, authentic videos are practical while handouts are a theoretical and more traditional way for learning, which indicates that authentic videos have endless benefits as it contributes to raise students' cultural awareness.

However, participants who sustained to use hand-outs as support in order to increase their cultural awareness, because it assists them to memorize and remember more than watching videos. The remaining participants asserted that their teachers "provide them with a whole picture about other culture in the handouts" and using videos in the lecture is consuming time.

Based on the participants' answer above we may induce that most of the students prefer to use authentic videos in the lecture to raise their awareness in addition to being more exposed to real materials will help them to acquire the language. However; students who did not agree with using such techniques, it seems that their attention is focused on remembering the information more than learning about other cultures in terms of discovering how they act, think, and use the language appropriately.

The following raised point sought to gather further information about the usefulness of authentic videos in terms of saving time. The majority of the participants revealed that they are 94% with this point. Maybe this is because of pictures, music, and speech that considered as comprehension facilitators. So, instead of spending a large amount of time searching for the meaning of a certain word in a dictionary or the like, why not to make the students live the experience through more vivid scenes that better explain concepts.

It is crucial to know whether teachers orient his/her students to visit educational sites to learn about other cultures. Most of the participants 74% showed that they do not receive any kind of guidelines about useful sites that teach culture. This is not satisfying results because teachers need to provide help concerning the sources of obtaining relevant information like educational sites to have further reading about cultural concepts and to explore the natives real world. However, the other participants who received some kind of help from their teachers about what to visit to develop their culture they listed some educational sites they tend to use. Based on participants' responses the minority said that they often visit WWW. BBC English learning .com, research gate "to read articles", "Britanica.com", Lingoda.com, and "engvid.com". Except one of the participants reported that the site s/he visits to read is about history. Since students are visiting some educational sites, this shows that they have an idea about other cultures, how they live, think and behave

Question number 16 portrays that almost all the participants 92% agree with the idea that short videos at the end of the session help to save time. This is very optimistic results because it is advised to keep the length of the video in short mode to reach its complete goal instead of very long videos that may cause boredom and lead to frustration. Hence, referring to the students' views, it is advised to use short videos with strong discussions in the classroom to save time, energy, and to accomplish its proper learning outcomes.

Finally, the last question number 17 seeks to gather participants' additional comments and suggestions about the current research. The majority of participants were supporters of the use of authentic videos in culture lecture where they provided us with positive feedback. Some of the participants reported that it is quite beneficial to integrate authentic materials, especially videos to teach the target culture. While others said that teachers should use this technique because it is fun, motivating, and it is helpful to discover other cultures. Moreover, two students said, "teachers should change or develop the way of teaching the target culture by using technology as videos in order to facilitate the process of learning and understanding the other cultures better"

To conclude, the questionnaire was beneficial in providing deeper insights about the topic in general and the implementation of authentic videos in particular. It was a useful tool to know students' opinions toughly to be able to answer the research questions

3.3.2 Analysis of Teachers' Interview

The use of interview as a tool was significant to address the implementation of authentic videos in culture lecture through interviewing teachers we obtained thorough and in-depth answers that help us to answer the research questions and confirm the research hypothesis. The discussion elaborated new information to the current study, which helped us to clarify more the effects of authentic videos in culture lecture. The different informants noted that

students should be aware of their own culture to understand better the other cultures, the awareness about the criteria for selecting the content of the video. An authentic video is an effective tool and it has great impacts on students' cultural awareness; the different reasons impede the teachers to implement the authentic videos; the main difficulties that teachers face when s/he teaches the English foreign culture. The results showed that teachers are aware of the importance of authentic videos as an effective instrument to enhance students' cultural awareness.

Additionally, in attempting to explore teachers' perceptions and insights towards the use of authentic videos as a pedagogical tool for increasing students' cultural awareness; therefore, they all asserted the idea that authentic videos are an effective material to empower the cultural awareness in EFL context. This could be accomplished through following certain criteria as selecting the appropriate content that serves students' needs and taking into account students' culture as well.

Regarding the point of selection, teachers give more attention to the content of the videos based on students' culture concerning the way of living, the language will be used, and peoples' behaviors and reactions because basically, this is what they are studying in the culture of the language. In order to avoid any negative attitude or reaction from the students. Also, they prefer to use short videos with an educational objective or to use lengthy one and they try to divide it into chunks to deliver each information with an objective.

There are different causing factors that impede teachers to adopt authentic videos in their classes. Teachers revealed that the lack of appropriate materials as video projection and data show, the pedagogical setting which is in most time unavailable, the absence of authenticity, the syllabus are not updated in addition to the length of curriculum. In our

university culture course is taught only one session per week that is why teachers indicated that time scheduling for teaching culture is not enough to introduce the students to all the cultural elements of those societies. In the same vein, teachers argued that not all cultural topics are available online and sometimes you obtain non- authentic videos.

Another emphasis was highlighted in the interview, which is the obstacles that teachers face when they teach the English foreign culture. Teachers make more effects to teach students who do not have prior knowledge concerning how English people live, act and react.

Besides, the majority of teachers focused on the negative stereotype that affects negatively on the students, which in turn, it prevents them to enhance their cultural awareness because sometimes teachers in their classroom deal with introverted students those who are not open-minded. They do not accept or to be tolerant with the other cultures, which would take energy and careful use for the techniques to bring positive outcomes in making the student aware. For this reason, teachers emphasized on students should be aware and knowledgeable of his/ her own culture in order to overcome the cultural shock.

In deduction, the interview was a useful tool to answer the research questions of the current study, since teachers are the main substance of it. This tool allowed us to gain teachers' insights and perceptions in-in-depth way, which was worthy and clear answers. Therefore, it can be indicated that teachers held a positive attitude towards the use of authentic videos as a pedagogical strategy that contributes to enhancing students' cultural awareness.

Conclusion

The results obtained from the instruments showed that the use of authentic videos as a teaching and educational tool is valuable and quite beneficial for the teaching-learning process, as it significantly contributes to the betterment of students' learning outcomes. Both teachers and students asserted that authentic videos are an effective strategy that helps improve students' cultural awareness. Based on, the hypothesis "The integration of authentic materials in culture courses will improve student's cultural awareness confirmed.

General Conclusion and Pedagogical Implications

Culture is considered one of the important factors that contribute to successful language learning. To really master the language and understand it properly, culture is the key. Simply, one cannot speak correctly in a language if s/he is familiar with the cultural aspects of that language. The awareness of these aspects can be reached through the use of certain means such as the integration of authentic videos in culture lectures. These may be a beneficial tool to raise students' comprehension of the foreign culture language.

This study intended to look more closely into the usefulness of authentic materials' integration in raising second-year English language learners' cultural awareness. It aimed to explore the effect of using authentic videos to raise student' cultural awareness. In addition to that, our goal was to provide teachers with insights about the significance of authentic videos and their role in raising the learners' cultural awareness.

It is necessary to review the first two chapters of this dissertation. The first chapter aimed at discussing the concept of culture in general then cultural awareness to build background about culture and to deliver initial understanding while the second chapter dealt with authentic materials in general then authentic videos more specifically. Also, we provided a clear description of its types, advantages and disadvantages, aspects to consider before choosing which Authentic Video to Use in Class, why to choose using this technique, the role of teachers, its stages and problems, educational videos and finally the role of Authentic Video in Raising Cultural Awareness.

For the sake of confirming the hypothesis, we opted for a questionnaire for students and an interview for teachers at Mohammed Kheider University of Biskra. They aimed at gathering the data to investigate teachers and students attitudes toward the use of such a method to enhance culture lecture comprehension, the major aim of the students'

questionnaire was to receive feedback about their opinions about the use of authentic videos to raise cultural awareness in parallel with a semi-structured interview to have insight about the teachers' attitudes about using authentic videos in culture lectures.

After the interpretations of the results, we induce that most of the learners do not try to learn culture outside the classroom setting. Therefore, they do not have adequate cultural knowledge of native speakers' own behaviours in terms of beliefs and lifestyle. As a result, teachers argued that the students' level of cultural awareness is not sufficient and they need to work on it in order to reach the required level. That is why, they are looking for other techniques as contrastive analysis, discussion, and provoking students to call their attention and to motivate them to discover other cultures. In view of that, both teachers and students claimed that 'authentic videos' are very important for improving the students' cultural awareness if used appropriately. This can lead them to be open-minded, motivated, and enhance their discursive proficiency in the EFL learning. If they are used in culture teaching and learning, they will create an atmosphere of interaction with the target culture in a vivid way as it brings theoretical ideas into life. Using this technique will allow students to discuss and share views with the teacher and peers, which in return will make it more understood and memorised at the same time. This will greatly help to develop cultural awareness that will raise the potentiality to run conversations with native speakers in real life situations. Finally, teachers shed light on the proper selection and integration of videos, and teachers' presentation of those videos in order to make it reach its ultimate goal. Hence, the research questions were answered and the hypothesis was confirmed. We conclude that the integration of authentic videos is advantageous in fostering learners' cultural awareness.

To sum up, EFL teachers maintained upon the importance of cultural awareness on the students' competency in learning the language in many aspects. This competency can be

achieved through the exposure to authentic videos to help students develop their cultural awareness. Thus, teachers need to aware of integrating such a method for effective culture concepts instruction for its wide range of benefits to understand the differences between their own culture and the target culture.

Pedagogical Implications and Recommendations

Pedagogical Implications

Video consumption is on the rise and videos are becoming an integral part of classroom learning for students around the world so students and teachers can benefit from this strategy to foster cultural awareness. The findings of this study support the significant relationship between authentic videos and their influence on raising students' cultural awareness. So, in order to achieve the success of teachers, administration, and students are recommended to take some actions.

Initially, the teaching of English foreign culture should not be taught in the traditional way or to rely only on particular materials such as the use of hand-outs or oral explanation. Therefore, the integration of technological aids as videos. ICT tools have a great contribution in the teaching-learning process not only for the sake of perceiving and producing the language appropriately and how to use it in the real context, but also to open students' minds, raise their curiosity and be tolerant with the different foreign cultures. Hence, the use of authentic materials will shorten the acquisition of language and its culture by keeping the same outcomes.

Implementing authentic videos in the syllabus of English foreign culture will have endless benefits. Based on the participants' answers we have induced that their attitude was positive and they were eager to apply such a technique in order to learn more about the other people's lifestyle and history. Regardless of increasing their cultural awareness and consequently their cultural tolerance, this technique will provide a motivating atmosphere for learning and call students' attention.

Concerning teachers, they have a major role in providing other cultural aspects that are missed or excluded from the syllabus, s/he can provide his/her own way to include what is

absent or neglected from the syllabus. In addition, teachers should prepare modern and interesting videos in parallel with syllabus. For the sake to succeed in combining language learning and culture learning, it should be collaboration between culture, oral expression and discourse analysis teachers to fill the gap between theory and practice. They need to focus their objectives on content-based courses of culture. This means that they should expose them to know the cultural concepts, how they live and behave, and then they organize oral expression sessions to practice in the form of role-plays, create videos in order to practice the language and their way of thinking. It seems advisable for the teachers to make their students conscious about what they are learning about others culture from religions, beliefs, and values do not mean students' change their attitude negatively towards their cultures or change their identity. Even if they appreciate the English foreign culture, their beliefs and traditions should remain the same

In addition, teachers should provide students with educational sites in order to prepare or revise the lesson. After that, they should give them word-mapping activities and ask them comprehension questions in order to figure out that they understood the content or not and how it was their reactions towards the video.

Regarding the administration, they should provide teachers with equipped laboratories with materials like a TV set and Data show. Also, they should organize seminars for the sake to invite the native speakers who are specialized in the culture of the language and teachers from different universities. In order to share knowledge, interact and to make the students meet different people belonging to the target culture to improve their cultural awareness and intercultural communication. Furthermore, it is necessary to limit the number of students to 15 or 25 at least in order to get rid of the crowded classes, which facilitates the use of ICT tools. If it is scheduled in the amply theatre, it is better to divide two groups per the session. Besides, the timing of the session should be revised to allocate

more time to the module of the culture of the language because one session per week is not enough. Thirdly, for students, they should watch more TV programs and chatting with native-speakers in order to gain cultural awareness, but they should be aware of their own culture first in order to be tolerant.

Limitations and Further Suggestions

The results of this study showed the learner's abilities in culture, their difficulties in learning the English foreign culture and the teachers will overcome these problems. Concerning the problems faced while conducting this research were the lack of availability of the sources, time shortage, and compulsory delays in terms of the country's political situation that urged the students to organise strikes against it. The absence of student lead us to take a long period for submitting our questionnaire

For further research, it is advisable to conduct a quasi-experimental study about either American or British culture using authentic video. Alternatively, to use classroom observation in an oral expression by providing the teacher with reliable and authentic video and the researcher observer their reactions.

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ملخص

يعد تعليم الثقافة كجزء لا يتجزأ من تعليم اللغة الانجليزية لأنها تلعب دورا هاما في طريقة التعامل والتواصل والتي من شأنها ان تساعد طلبة اللغة الانجليزية من التواصل بسلاسة مع الناطقين بهذه اللغة في عدة مواقف. ولكن بعض طلبة اللغة الاجنبية الانجليزية في الجزائر يواجهون عدة صعوبات وعراقيل تتمثل في فهم واستيعاب ثقافة هذه الشعوب وهذا يعد سببا وجيها في فشل بعض منهم من التواصل معهم في عدة مناسبات. تهدف هذه الدراسة الي اكتشاف تأثير استعمال الفيديوهات الاصلية في حصص تعليم الثقافة على تعزيز الوعي الثقافي للطلبة. ومن أجل الإجابة عن أسئلة هذا العمل الأكاديمي الاستكشافي وتأكيد فرضيته تم اتخاذ مسار نوعي وصفي. فمن ناحية ادوات البحث، فقد تم توزيع استبيان على خمسين طالب (50) من طلاب السنة الثانية تخصص لغة انجليزية بجامعة محمد خيضر بسكرة كما تم اجراء مقابلة شفوية مع سبعة (07) اساتذة من نفس الكلية والتخصص. النتائج المتحصل عليها اكدت ان طلبة اللغة الانجليزية حقا يجدون ان استعمال ادوات كهذه في تعليم ثقافة اللغة الاجنبية الإنجليزية مفيد جدا خاصة من ناحية تطوير مهارات واساليب وفعالية المحادثة. كما تجدر الإشارة الي ان كلا من الاساتذة والتلاميذ يوافقون على ان استعمال الفيديوهات الاصلية كأسلوب تدريس للثقافة يؤثر إيجابا في تطوير الوعي الثقافي للتلاميذ، ولذلك فإن النتائج المتحصل عليها قد اكدت صحة الفرضة القائمة في هذا العمل. وفي الاخير تم عرض وطرح عدة توصيات وإضافات بيداغوجية للأساتذة والطلبة.