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Implementing Cultural Awareness of the Target Language

Into EFL classes of the Secondary School English Course Book

A Case Study of First Year Classes of

Ahmed Ben Brahim Ain Zaàtout and Said Abid Biskra secondary schools.

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

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Declaration page for Master's Dissertation

Declaration:

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Acknowledgements:

Abstract:

The current dissertation is concerned with the implementation of the culture of target language into EFL learning and teaching process, as an attempt to enhance pupils' levels and raise the interest toward the English language, as well as highlighting the urge for cultural awareness of the target language, in addition to proposing a helpful solution to improve pupils' language learning process. The study was conducted on two samples; first one is a group of first year secondary school pupils, from both scientific and literary streams. Data for this research were gathered by using questionnaires; our second sample was first year secondary school teachers who have also contributed to this work by answering the questionnaires that were distributed to them. The data analysis provided us with the needed information about the teachers' use of culturally based contents to deliver the lesson, and it also illustrated pupils' attitudes toward learning the culture of the target language; the results of these data support the view that culture is an essential and important component of any language, and the use of culturally based content in EFL classes would be a privilege for both teachers and pupils, this resulted from pupils and teachers' answers that showed their willingness and acceptance of the idea of cultural implementation in the EFL class through an active and visible involvement.

List of Abbreviations:

EFL: English as a Foreign Language.

L2: Second Language.

Big C: Big Culture.

Little c: Little culture.

FL: Foreign Language.

FLL: Foreign Language Learner.

TL: Target Language.

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CHAPTER ONE

GENERAL INTRODUCTION

Introduction:

The task of teaching and learning a language is not a new one, but the right way to do so is where the real challenge lies in. There have been many attempts to improve English language teaching as a second or foreign language in educational systems, all playing their role in improving and providing a reliable language source that teachers can use and pupils may benefit from. In this dissertation we propose a fruitful technique of implementing cultural awareness of the target language which is considered to be one of the most beneficial ways or methods to improve EFL pupils' level. Since culture is a crucial part of any language, it would be a great help for novice learners to have an overall idea of the language's culture that they are about to study. It would provide them with the necessary background, and a solid reliable basis that increases their curiosity toward the target language. Many scholars define the concept of culture; Oatey (2008) defines it as a fuzzy or an imprecise set of basic assumptions and values, life orientations, beliefs, policies, procedures and behavioral conventions and all what constitutes human social life, that are shared by a group of people, and that influence each member's behavior. This set of values, norms, and believes binds and relates members of the society all together. In the language teaching process, language and culture are inseparable; culture is an important topic that cannot be avoided discussing through language teaching, where both culture and language should combine together to reach a good understanding of the target language; that is why we assume that the cultural issue is interesting and necessary to embed in the courses and cannot be divorced from the study of language, and exposing pupils to culture of the English language ahead, should enhance their level. When speaking about culture we point out the term of Cultural Awareness, which is the set of skills and knowledge required to work towards cultural competency.

1. 1. Statement of the problem:

Considering English as a foreign language in our country's educational systems; secondary school pupils are facing difficulties in understanding the content of the course book, where teachers therefore if not fail, encounter obstacles while introducing the foreign language properly and according to the assigned syllabus, this study offers a convincing and manageable solution which is exposing secondary school pupils to the culture of the target language (English in our case). This research intends to emphasize the great amount of language that can be obtained through implementing cultural awareness of the English language that will familiarize pupils of the English language speaking countries' culture.

1. 2. Significance of the Study:

This work is relevant as far as the topic is concerned, because it would hopefully be a beneficial tool for teachers and syllabus designers to depend on in order to create a fruitful language learning atmosphere concerning the first year of secondary school English text-book, it identifies the importance of cultural awareness of the target language in the developing years of English learning, and the possible positive outcomes that may result from exposing pupils at that level to authentic teaching materials as an attempt to raise their curiosity and interest in the target language and suggest some pedagogical recommendations for teachers and syllabus designers to embed the most influential English speaking country's cultures.

1.3. Aims of the Study:

This research aims at:

- Highlighting the importance of cultural awareness of the target language.
- Proposing a helpful solution to enhance pupils' level in EFL learning.

- Attaining cultural awareness about the target language by introducing it throughout authentic materials.

- Examining the teachers' awareness of the importance of culture and their ways of transmitting their existing cultural knowledge.

- Investigating the pupil's attitudes toward learning the English language and its culture.

1. 4. Research Questions:

What are the benefits of implementing cultural awareness of the target language into EFL teaching?

- Are first year secondary pupils aware of the cultural aspects of the English text book?

- Do teachers implement or use the culture of the English speaking countries within their lesson plan?

1. 5. Hypothesis:

This research assesses the following hypothesis:

It is hypothesized that integrating cultural content in the EFL classrooms of secondary school learning is crucially vital; however, the school's textbook doesn't contain enough cultural elements, and there is only little emphasis on culture when teaching a foreign or second language.

1. 6. Research Methodology:

1. 6. 1. Choice of the Method:

In order to demonstrate the importance of integrating cultural aspects of the target language and the development of the secondary school pupils' level, this research has been

conducted through the analytical quantitative method as an appropriate way for exploring our hypothesis. We have chosen this method to understand and investigate the problem we are about to carry out; we need to show the impact and effects of cultural awareness of the target language to improve EFL learners' level.

1. 6. 2. Population and Sampling:

The research is conducted on two populations; seven first year secondary school English teachers, and their pupils who are in total of 60 concerned with questionnaires.

1. 6. 3. Data Gathering Tools:

To collect data, we have prepared questionnaires which are administered to pupils, after collecting our respondent's answers, we started analyzing them quantitatively to shed light on the importance of cultural awareness of the English language at a particular level, we also wanted to investigate the various cultural aspects that teachers can use to attract and enhance pupils' interest towards the target language.

1. 7. Limitations and Delimitations of the Study:

Due to the small sample that we could arrange for this study, results may not be generalizable on the whole population from which the sample was drawn.

Results might not accurately reflect the opinions of all members of the included population, due to some participants' failure to answer all the questions included in our research questionnaires.

In order to assure manageability of the collected data, we administered multiple-choice items and did not include open-ended response items.

Due to the large number of potential participants in the study, the population involved in the current study focuses only on members located within Biskra region.

1. 8. Structure of the study:

The present research project is divided into five chapters. The first chapter presents a general introduction to the whole research labeled as research proposal, in which we provide our statement of the problem, the significance of the study and its objectives, in addition to the main question of the research and hypotheses, and then concluding this first chapter with a brief literature review and a proper chapter conclusion. The second chapter deals with important definitions of the related terminologies about the variables of the topic starting from language, culture and cultural awareness; this chapter highlights the importance of culture in learning and teaching foreign languages and deals with the different aspects which enhance the teaching and learning process. Chapter three is devoted to the methodological procedures we follow to accomplish our study. The fourth chapter is where we administer our field work, and the analysis of the research instruments. The last chapter, the fifth one, is dedicated to the discussion of the results concerning the teachers and pupils' questionnaires, and it provides a summary of the study and a set of pedagogical recommendations.

Conclusion:

This introductory chapter provides a brief insight to the following chapters of the study, where we expose our statement of the problem that provides focus and direction for the remainder of the study and defines the problem and helps to identify the variables that will be investigated in the study, it is also where we clarify the significance of our study to the field of teaching foreign or second languages, as well as presenting the main objectives or aims of the research; at this first chapter we attempt to ask the necessary research questions and try to answer by providing a hypothesis to fulfill the research questions; at last we design a proper

preliminary review of the literature that we will use throughout the study. This first chapter also exposes limitations and delimitations that we encounter through the study that may arise from the scope of the study or the methodological procedures concerning research tools and population and sampling.

CHAPTER TWO:

REVIEW OF RELATED

LITERATURE.

CULTURAL AWARENESS AND

EFL CLASSES

Introduction:

Chapter two provides an extensive review of the literature and research related to the study of improving the process of EFL teaching and learning in educational systems. The chapter is divided into two sections: Culture and language, that include essential notions of the most important terms in this study, including their characteristics and elements all within subsections that comprise definitions of : language, culture and cultural awareness, in addition to theories and approaches of cultural awareness . The chapter also contains the subsections bellow: the relation between language and culture, teaching culture, techniques to integrate culture into EFL classes. The second section discusses culture teaching and techniques for integrating cultural content in EFL classes; all is logically organized throughout the chapter.

EFL teaching at secondary school levels face some content understanding difficulties, where teachers' efforts to accurately deliver the intended content are not fully accomplished, since secondary school pupils already have an amount of four years experience with the English language, they are expected to move on smoothly towards a more detailed content and with a relatively enough familiarization of the language. But pupils at this level are still in need of something to boost their existing knowledge and add a more reliable foundation upon which they can build their knowledge. It is here where a culturally based content takes place to hopefully improve pupils' educational level at the subject matter (English language).

Section One: Language and Culture

2. 1. 1. What is language?

Language is defined throughout history multiple times ranging from complex to simple definitions; its definition in the Merriam Webster dictionary (2017) as a systematic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or

marks having understood meanings. From a linguistic perspective, Sapir (1968) defines language as an entirely human and non-intrinsic method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols, in other words, language is a human quality that characterizes human beings from other creatures. While Patrikis (1988) simply defines language as signs that convey meanings, this means that language comprises all the possible sings whose function is to communicate meanings. For Kramsch (1998) language is also "a system of signs that is seen as having itself a cultural value" (p. 3). Meaning that language is a set of organized items that forms the whole system of communication, and it is also culturally related.

When pupils at a certain educational level are expected to learn a language they must be exposed to that language's culture, since language and culture go in parallel, an introduction to the language's cultural aspects is necessary.

2. 1. 2. What is culture?

Hofstede (1994) asserts that 'Culture is the collective programming of the mind which distinguishes the members of one group or category of people from another.' (p.5). this means that culture has a mental characteristic which exists within peoples' minds and it determines or differentiates one's personality or identity from others. Spencer-Oatey (2008) adds from his perspective that culture is a complex set of fundamental values, beliefs, behaviors, traditions that are shared within a specific group of people (p.3).

In other words, culture is considered as the whole complex fundamental believes and values, way of life, traditions all that are shared within the same group of a society. Matsumoto (1996) clears that culture is '... the set of attitudes, values, beliefs, and behaviors shared by a group of people, but different for each individual, communicated from one generation to the

next.'(p.16). i.e. it is what comprises or gathers people within the same group, but still unique to each one of the individually, and it is inherited throughout generations. Culture may mean different things to different people. In the anthropological sense for Chastain (1988) culture is defined as the way people live. Trinovitch (1980) defines culture as:

> *...an all-inclusive system which incorporates the biological and technical behavior of human beings with their verbal and nonverbal systems of expressive behavior starting from birth, and this "all-inclusive system" is acquired as the native culture. This process, which can be referred to as "socialization", prepares the individual for the linguistically and nonlinguistically accepted patterns of the society in which he lives. (p.550)*

According to Brown(1994) culture is deeply ingrained part of the very fiber of our being, but language –the means for communication among members of a culture- is the most visible and available expression of that culture. This means that culture is a biological genetic part of humans and language is how we express that it. And so a person's world view, self-identity, and systems of thinking, acting, feeling, and communicating can be disrupted by a change from one culture to another. The shift from one culture to another may cause a sort of a disorder in a person's life. Similarly, Tang (1999) propounds the view that culture is language and language is culture; this demonstrates the interrelationship that exists between culture and language. He suggests that to speak a language well, one has to be able to think in that language, and thought is extremely powerful. Language is the soul of the country and people who speak it. Language and culture are inextricably linked, and as such we might think about moving away from questions about the inclusion or exclusion of culture in foreign language curriculum, to issues of deliberate immersion versus non-deliberate exposure to it.

In a word, culture is a way of life Brown (1994) asserts; it is the context within which we exist, think, feel and relate others. It is the "glue" that binds a group of people together .It can

be defined as a blueprint that guides the behavior of people in community and is incubated in family life. It governs our behavior in groups, makes us sensitive to matters of status, and helps us to know what others expect of us and what will happen if we do not live up to their expectations. Thus, culture helps us to know how far we can go as individuals and what our responsibility is to the group.

2. 1. 3. What is cultural awareness?

Generally speaking, cultural awareness is the foundation of communication and it involves the ability of standing back from ourselves and becoming aware of our cultural values, beliefs and perceptions. Why do we do things in that way? How do we see the world? Why do we react in that particular way? These are the kinds of questions we ask ourselves while trying to figure out the cultural background of our actions. To put it in other words being culturally aware involves the ability to understand one's own culture and grasp it deeply, and then moving toward accepting other cultures.

Palmer and Sharifian (2007) claim that it could be an obvious matter that an integral part of learning a foreign language is acquiring some familiarity with the culture associated with it. For teachers of English as a foreign language (EFL), the challenge lies in the method that would allow them to incorporate cultural knowledge and understanding within the context of our English language classes. Therefore, it is not just simply having an acquaintance with the grammar, syntax, and phonetics that are associated with English will not give learners real insights into the daily lives of the people whose language they hope to learn and eventually speak. In other words it is not enough to know and memorize the target language's grammar and syntax to be fully aware of the target language's community. Increasingly, language teachers are recognizing the need to incorporate sociocultural factors into their classrooms; however, there is not a single agreed upon agreement on how to introduce cultural elements into the lessons.

Byrnes (2008) points out the fact that one challenge a teacher faces is what approach to take. Many EFL teachers have had no formal training in incorporating cultural elements, which is where half of the problem lies in, and there is no universally accepted set of criteria that instructors can use as a guide. However; there is Michael Paige's approach, that we can adapt. Paige groups culture learning into categories:

a) The self as cultural

b) The elements of culture

c) Intercultural phenomena (culture-general learning)

d) Particular cultures (culture-specific learning)

e) Acquiring strategies for culture learning. (in Cohen et al. 2003, 53)

By exploring these dimensions, teachers can help students connect to the target culture, raise their awareness of cultural differences, and improve their "intercultural communicative competence" (Byram 1997).

2. 1. 3. 1. Paige's approach of cultural learning:

2. 1. 3. 1. 1. The self as cultural:

Everybody in the society is a member of at least one culture. Each person belongs to a culture that affects the way they think, interact communicate and transmit knowledge from one generation to the next. Making connection across cultures is due to the ability to ask and answer questions based on our own culture, which facilitates the process.

EFL teachers can help students activate their "cultural antennas" by raising their awareness of the important elements of their own culture and helping them understand how their culture has shaped them by determining who they are and where they come from (Byram 1997;

NSFLEP 1999, 9). Kramsch (1993) calls this learning process as establishing a "sphere of interculturality."

Artifacts such as food, clothing, music, art, or literature are what people think of culture. Others may associate culture with conventions such as social interaction patterns, values, ideas, and attitudes. Certainly many definitions of culture exist, as discussed in this chapter, and teachers need to determine the nature of culture before students engage in interactive cultural discussions. Anthropologist John H. Bodley (1994) describes culture simply as "what people think, make, and do." (p. 22) Bodley sees culture as a common set of beliefs, thoughts in addition to people's behavior. Teachers can guide students to think about what people "think, make, and do" in their own cultures by asking them to consider questions like these:

• What behaviors reflect our culture, and how are they learned and shared?

• What important factors (social, religious, and economic) influence our culture?

• What are some important traditions that are unique to our country?

• What ideals and values bind our culture together?

• How does culture in our country function as a way for humans to live with one another?

• What symbols are widespread in our culture?

At classroom discussions that based on these considerations the teacher can foster an atmosphere that encourages EFL pupils to think about their own culture first and make connections across cultures while studying English. In order to create a "sphere of interculturality" in our classrooms, teachers need to encourage pupils to build their own notions of culture instead of simply feeding them prearranged information about these topics.

2. 1. 3. 1. 2. The elements of culture:

Elements of culture refer to things like the beliefs, values, customs, products, and the communication styles of a given culture or society (Cohen et al. 2003). It provides a framework for students to integrate "the philosophical perspectives, the behavioral practices, and the products—both tangible and intangible—of a society" (47). This has become known as the 3P model of culture:

1) **Perspectives** (what members of a culture think, feel, and value)

2) **Practices** (how members communicate and interact with one another)

3) **Products** (technology, music, art, food, literature, etc.; the things members of a group create, share, and transmit to the next generation)

Products are easy to identify because we can often see, touch, taste, or hear them, while perspectives and practices are not as easily recognized because they tend to be fixed in a society. Brooks (1968, 1997) makes a distinction between "formal culture" (literature, fine arts, history, etc.) and "deep culture" (patterns of social interactions, values, attitudes, principles etc.). Like products in the 3P model, the elements of formal culture are easily observable across cultures. However, as the label suggests, elements of deep culture are often difficult to identify, as they tend to be value-based and deeply rooted in the psychology of individuals who compose a specific culture.

Edward T. Hall's (1976) "cultural iceberg" analogy is a tool that can help EFL students to interpret elements of culture. Hall developed the analogy to illustrate differences between what we easily see when we enter a new culture (the tip of the iceberg) and the imbedded aspects of the culture not easily visible (the submerged part of the iceberg or the sub-surface culture). The products of a culture would be examples of things we can obviously see (the

surface culture) while cultural practices and social perspectives (the deep culture) that underlie the behavior of a specific culture are difficult to observe.

Using the iceberg analogy can be a fun way for students to think about elements of culture and make distinctions between those that are visible and those that may be so ingrained that members of a culture are not aware of them.

2. 1. 3. 1. 2. 1. Elements of the iceberg analogy:

Surface culture includes food, national costumes, traditional music and dance, literature, and specific holidays. In the **sub-surface culture** section there are notions of courtesy, body language, gestures, touching, eye contact, personal space, facial expressions, conversational patterns, and the concept of time. These are the behavior-based, unspoken rules of social interaction present in all cultures but perhaps not often thought about. Such rules vary across cultures. Unconscious values and attitudes that are embedded in the **deep culture** may be the most difficult elements for students to identify. These can be deeply ingrained that people feel these are simply the "right" and "normal" way of doing things. Examples of unconscious values and attitudes relate to the nature of friendships, concepts of food, notions of modesty, concepts of cleanliness, gender roles, preferences for competition and cooperation, and so on. The idea is to raise awareness of cultural elements in order to uncover the unique values and beliefs that explain why people behave differently.

Cultural Iceberg - Edward T. Hall; 1976.
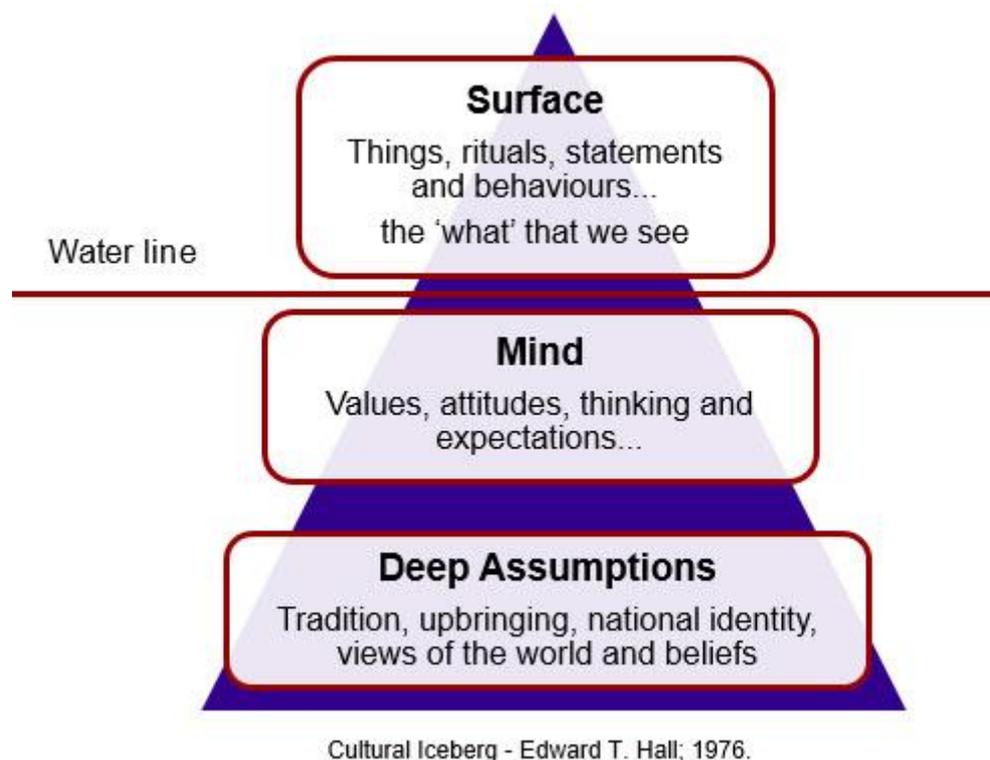
Figure n°01: Cultural iceberg Beyond Culture (1976) by Edward T. Hall.

It is increasingly important for EFL teachers to be cultural informants as well as language experts. Teachers' professional development plans should include active, ongoing familiarization with the cultures associated with English speaking societies through individual research and collaboration with peers.

2. 1. 3. 1. 3. Intercultural phenomena:

Intercultural phenomena include culture shock, cultural adaptation, cultural adjustment, and the fact that people from other cultures may interpret similar situations differently (Cohen et al. 2003). When we are teaching EFL, part of the job should be preparing students for challenges they may meet when they travel or move to a country where English is spoken. The process of adapting to a new culture is called "acculturation."

Acculturation, according to Brown (1994), has four stages: (1) excitement (about being in a new country), (2) culture shock (feelings of frustration and hostility), (3) recovery

(adjustment and emergent comfort in the new culture), and (4) adaption (bridging cultural barriers and accepting the new culture).

All cultures have good and bad aspects. However, during stage one in a new environment, we tend to overlook the negative and see only the new, fresh, and exciting aspects of the host culture. Once the novelty fades, individuals move into Stage Two, culture shock. People may start to make unfair comparisons and judgments between their host culture and the culture of their own country. The tension of being in an unfamiliar culture can make people may want to withdraw or pull themselves out of the culture.

As individuals become more familiar with their new environments, they gradually move into Stage Three. They make friends, feel more comfortable using the target language, and appreciate the differences between their own culture and the new one. Ultimately, in Stage Four, the newcomer will adapt and accept the new culture.

2. 1. 3. 1. 4. Particular cultures:

When we define specific cultural communities, we focus on the elements of a particular culture. These elements can include history, geography, and political systems, but more importantly, an understanding of the particular characteristics of a society (Cohen et al. 2003). We can look to Hall (1976) when we try to characterize ways that members of differing cultures perceive reality. The key factor is Hall's notion of "context." This refers to the cultural background in which communication takes place. When people from different backgrounds interact, communication can break down if they do not share similar cultural contexts. Hall's theory of high- and low-context cultures helps us understand how characteristics of a given culture affect communication. In high-context cultures, people tend to emphasize interpersonal relationships and prefer group harmony and consensus over individual achievement. People from high-context cultures generally share a high degree of commonality of knowledge and viewpoints. There is little need to spell things out, since they

know everything about each other or at least familiar with each other's context, and meanings tend to be implicit or can be communicated in indirect ways. High-context cultures are embodied by long-lasting social relationships, spoken agreements, and mutual trust (Guffey and Loewy 2009). On the other hand, low-context cultures tend to be individualistic and goal-oriented; people from low-context cultures tend to value directness with discussions resulting in actions. Interlocutors from low-context cultures are expected to be straightforward and concise, while those from high-context cultures depend less on language precision and may come across as ambiguous to people from low-context cultures. Because of these differences, interactions between members of high- and low-context cultures can cause problems. In certain situations, someone from a high-context culture may find someone from a low-context culture to be overly blunt or dull in understanding. At the same time, people from low-context cultures may feel that high-context people are secretive and distant or unforthcoming or even complex to understand. Communication breakdowns can occur because people from different types of cultures may have an assumption of shared knowledge that is not there.

2. 1. 3. 1. 5. Acquiring strategies for culture learning:

The final dimension in Paige's cultural learning model (in Cohen et al. 2003) deals with specific strategies for becoming more culturally competent. Strategies include having students learn about a culture from native informants, develop their cultural observation skills, and learn about the culture through authentic materials associated with that culture. Teachers need to provide students opportunities to explore and recognize cultural differences. That means raising their awareness not only of the target culture but of their own as well.

Byram (1997) suggests that people who are "interculturally competent" have a solid understanding of their own culture and how it has shaped them.

2. 1. 3. 2. Byram's features of intercultural 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 a culture in authentic situations.

• The ability to critically evaluate the cultural practices and products of one's own culture and that of other countries.

English teachers hoping to help their students become interculturally competent can build a "culturally friendly" classroom.

Cultural awareness has become an important focus of modern language education, a shift that reflects a greater awareness of the inseparability of language and culture, and the need to prepare students for intercultural communication. Strasheim (1981) argues there is no question that the successful integration of culture and language teaching can contribute significantly to general human knowledge, (Stratiem 1981, cited in Hadley, 1993). Hadley (1993) asserts that cultural understanding must be promoted in various ways so that students are sensitive to other cultures prepared to live more harmoniously in the target language community and be ready to accept other people's cultures. As Stern (1992) repeates, "One of the most important aims of culture teaching is to help the learner gain an understanding of the native speaker's perspective" (p. 216), that is to say that the main objective of culture teaching is aiding language learners to cope with the target language's natives' viewpoints. It is a matter of the L2 learner "becoming sensitive to the state of mind of individuals and groups within the target language community" (p. 217)

2. 1. 3. 3. Developing cultural awareness:

Tomlinson (2001) holds that cultural awareness involves a gradually developing inner sense of the equality of cultures, an increased understanding of your own and other people's cultures, and a positive interest in how cultures both connect and differ (cited in Tomlinson & Masuhara, 2004, p. 3). Tolinson and Masuhara, (2004) claim, an increased cultural awareness helps learners broaden the mind, increase tolerance and achieve cultural empathy and sensitivity. According to Tomalin and Stempleski (1993), cultural awareness encompasses 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)

Knutson (2006) points out that the development of students' cultural awareness starts by encouraging them to recognize their cultural identity in relation to other cultures, this means that it all starts from themselves. For this reason Knuston suggests teachers should analyze students' real world and academic needs in terms of cultural knowledge, awareness or ability to function in appropriate ways (Kuuston, 2006, cited in Beaudrie, et al (2009)).

Galloway (1984) has proposed a framework for building cultural understanding based primarily on process skills, but incorporating both factual and sociolinguistic content. She suggests organizing instruction around four primary categories of understanding:

2. 1. 3. 3. 1. Galloway's categories of cultural understanding:

2. 1. 3. 3. 1. 1. Convention:

The goal of this type is to help students recognize and understand how people in a given culture typically behave in common situations. Galloway identifies two types of conventions: (1) context determined conventions, which includes extralinguistic behaviors that are characteristics in a given situation and (2) function-determined conventions related to sociolinguistic formulae or conventional utterances that are used to perform tasks in context. For example if one were teaching about foods, the teacher might focus on such context-determined factors as mealtimes, types of food, conventions of etiquette as well as on appropriate expressions associated with accepting and declining invitations, making reservations at a restaurant…

2. 1. 3. 3. 1. 2. Connotation:

The category of connotation deals with the many culturally significant meanings, which are associated with words. As students examine their own networks of association they can begin to discover that the underlying meanings of words are determined by their cultural frame of reference. Galloway (1985) states certain words evoke a cluster of feeling and images. For example the word 'time' may make one nervous. At the symbolic level, it represents pressure, stress, deadlines, schedules, responsibility.

2. 1. 3. 3. 1. 3. Conditioning:

A third category of cultural understanding has to do with the fact that people act in a manner consistent with their cultural frame of reference, and all people respond in culturally conditioned ways to basic human needs to learn how to interpret behaviors that are different from their own without making judgments based on their own standards. Students need to

learn how to interpret behaviors. If the students begin to expect cultural differences as natural and inevitable and realize that there are indeed a variety of possible differences to the universal need for food, shelter, social contact, they may begin to view the other culture more emphatically.

2. 1. 3. 3. 1. 4. Comprehension:

This category of cultural understanding includes such skills as analysis, hypothesis formation, and tolerance of ambiguity. According to Galloway (1985), comprehension goals can best be achieved by paying attention to the source of one's information, examining one's stereotypes avoiding overgeneralization, and the ways to resolve conflicts.

Ho (2009) claims still, the development of the cultural awareness in English language classes may be influenced by a number of constraints, namely the teacher's cultural knowledge, the availability of native English speakers, time allowance for culture teaching in each lesson or even the system of education itself. The teacher has been considered the *expert knower of the language* (Kramsch & Sullivan, 1996) and his/her own cultural knowledge thus seems to be the main source for students to learn about. However, this role of the teacher has been diminished (ibid) With the booming of information technology and the effects of globalization that make many countries dependent on each other, students are now able to get access to many cultural resources and explore the target culture themselves. The availability of native English speakers as a rich cultural resource is also an important issue for consideration.

2. 1. 4. The relation between culture and language:

Hu Zhuanglin (1988) claims that every language is part of a culture. As such, it cannot but serve and reflect culture needs. . There is a closed relation between language and culture,

in other words, culture and language are inseparable. The world is now increasingly opening and various cultures blend with each other, and it could be explained by the technological breakthrough and demographical increasing; therefore, people with different cultures have more and more mutual exchange and cooperation. For this reason, In EFL teaching, it is the most important task for teachers to have a deep and profound grasp of language and culture in order to cultivate students' communicative competence and to develop teaching techniques.

The nature of the relationship between culture and language teaching has made people realize the necessity of teaching culture into language learning. As we know, the cultural factors become more and more important in English teaching. A lot of experts are for the opinion that teaching language means teaching culture. The purpose of language learning is to equip learners with as much knowledge as possible. Language learning is a process of developing the awareness of the world, and learning cultural knowledge is an important way for us to enrich learners' knowledge.

Stainer (1971) advocates the fact that studying culture gives students a reason to study the target language as well as rendering and giving the study of L2 a meaning and an objective, since after students are exposed to the culture they would become mesmerized by it and fond of the culture as a whole, they then develop an interest and willingness to learn the language.

2. 1. 5. Importance of culture in language learning:

Kramsch (1991) indicates that teaching of culture implicitly or explicitly allows the teaching of social interaction and the spoken and written language. He affirms the necessity for second and foreign learners to become learners of the second culture due to the fact that a language cannot be learned without an understanding of the cultural context in which it is used. In other words, learning a second or foreign language equals or goes in parallel with

learning a second culture, and culture stands as a reliable basis upon which learners can rely on.

Studying culture gives learners a liking for the native speakers of the target language, studying culture also plays a useful role in general education; we could also learn about the geography, history, etc. of the target culture (Cooke, 1970).

McKay (2003) debates that culture influences language teaching in two ways: linguistic and pedagogical. Linguistically, it affects the semantic, pragmatic, and discourse levels of the language. Pedagogically, it influences the choice of the language materials because cultural content of the language materials and the cultural basis of the teaching methodology are to be taken into consideration while deciding upon the language materials. For example, while some textbooks provide examples from the target culture, some others use source culture materials.

Section 2: Culture and EFL Classes

2. 2. 1. Culture teaching:

Culture teaching plays a tremendous role in most L2 education and it is mostly to become a part of the curriculum so as to create a sense of appreciation toward both the learners' culture and the culture of the target language.

According to Tomalin (2008), culture should be thought as a fifth language skill in addition to listening, speaking, reading and writing, because of the international role of the English language and globalization.

He further argues that teaching culture in EFL classes should include cultural knowledge (knowledge of culture's institution, the big C), cultural values (the 'psyche' of the

country, what people think is important), cultural behavior (knowledge of daily routines and behavior, the little c), and cultural skills (the development of intercultural sensitivity and awareness, using English language as the medium of interaction.)

2. 2. 2. Integrating Culture in EFL Classroom:

Certainly, it is not an easy task to teach culture. Teachers can show the way rather than regulate a specific way of seeing things. Wang (2008) claims that making students aware of the important traits in the target culture helps them to realize that there are no such things as superior and inferior, and there are differences among people of distinctive cultures, as well. Kramsch (1993) argues that a foreign culture and one's own culture should be placed together in order for learners to understand a foreign culture.

Learners' interaction with native speakers or text will require them to construct their own meanings rather than having educators simply transfer information about people and their culture, and therefore non-native speakers should have opportunities to make their own meanings and to reflect on both the target culture and their own. Kramsch (1993) refers to this as establishing a "sphere of interculturality". Moreover, what educators should always have in mind when teaching culture is the need to raise their students' awareness of their own culture (Straub, 1999) and the target to encourage a degree of intellectual objectivity that is essential in cross-cultural analyses (Straub, 1999, cited in Wang, 2008 p.4) . Learners' sociocultural background should be taken into consideration when choosing the materials and pedagogical approaches for particular contexts of teaching a foreign language , because ignoring the students' norms and expectations – that is, what students bring to the classroom- is denying the learners' experiences (Dogancay-Aktuna, 2005) and consequently a lack of consideration of variations in cultures of learning can lead to frustration and subsequent failure in language classrooms (Li, 1998; Holliday,

1994). Language learners need to understand what native speakers mean when they use the language, even if they do not choose to copy native speakers' behavior (Liddicoat, 2000, cited in Paul, 2004).

Socio-culturally informative themes selected from English speaking cultures should be integrated into the teaching of English, both in terms of classroom practices and the textbook selection. Culture teaching is a motivating and engaging component of language teaching and learning. Therefore, it is specifically proposed to language teachers, they should pay closer attention to integrating culture into their classrooms and supplementing the textbooks with the essentials of the target culture.

Controversies exist around what kinds of content should be incorporated into a foreign or second language curriculum, Byram, (1991) says it is important that "language was not to be studied but to be learned and spoken" (p. 13). After all the transitions from one approach to another, the strongest belief was that it was essential to teach the target language through meaningful and culture-based content. In order to be successful in real life situations, this, in turn, would help the learners to employ the social rules of that target culture in learning its language.

2. 2. 3. Techniques for Developing Cultural Awareness:

There are many opinions about what techniques should be used in the classroom in order to develop cultural awareness in learners. Literature and drama have been found to be very effective for making learners sensitive to alternative cultural perspectives (O'Dowd 2004) .Planet and Byram (1999) consider the importance of learner-centeredness in intercultural teaching. This principle should ensure that learner's own culture is not

dealt with as an abstract concept but the focus is put on learner's involvement in it. Learners are encouraged to reflect on their culture on the basis of their own experience. They warn not to provide learners with ready-made information which they might need in their analysis but instead, with information and sources where they might use themselves. Even though learners were born into the culture and are familiar with it, they need to require a more distant and general look on their culture together with some information in these analyses.

Byram urges teachers to start with reflecting on learner's own culture and only later introduce the target culture. The principle in which learners are supposed to discover their own knowledge applies even to dealing with the target culture. Technique for developing intercultural competence supported by Byram is comparative approach which, as he suggests, should "provide a double perspective but not to evaluate to see which is better" (Planet, Byram 1999) (p.189). This double perspective can be reached by fronting phenomena from target culture and putting focus on interpreting own ways of doing as not 'natural' but 'cultural' (learned and acquired in home culture (ibid) .

Teacher begins each discussion period with a presentation of one or more items in the target culture that are distinctly different from the students' culture. The discussion then centers on why these differences might cause problems.

Among other techniques are culture capsule which draw learner's attention to comparisons between the home and the target culture by presenting isolated items about the target culture. This technique uses visual aids which illustrate the difference, and a set of questions to stimulate class discussion (ibid). Cultural problem solving covers presentation of a problem for learners to solve and to evoke discussion about culture differences. Participants read or hear briefly about a real-life problem. The problem

should illustrate the topic or theme of the discussion and can be set out quite elaborately with a number of points to discuss

2. 2. 4. Guidelines for Teaching Culture:

Taking into consideration the dynamic nature of culture some guidelines are formulated by Lessard-Clouston (1997). He considers the importance of developing knowledge about target culture together with skills necessary for mastering communication and behavior in the target culture. He claims that cultural awareness is necessary for developing learner's understanding of the dynamic nature of the target and learner's own culture. From methodological point of view, teachers must adopt systematic and structured approach as the learners benefit most when the lessons and the cultural aspects of language teaching are well planned and developed (Lessard-Clouston 1997). Culture learning assessment is a part of the learning process and provides important feedback to learners as well as to the teacher. The teacher helps learners to express and respond to their cultural learning experiences. Learners move through the stages of learning cycle building skills, developing cultural behavior, discovering cultural explanation. Teacher's role in the learning cycle is crucial as it can influence learner's attitude toward culture learning. Ellis (2003) believes that any teacher needs to establish a good working relationship with learners, "creating an atmosphere of mutuality and respect" (p.17). Teacher needs to be versatile, meaning that he needs to be capable of performing multiple functions in the classroom. There are numerous roles he has to be able to perform:

Moran (2001) says that any teacher has "to present and elicit cultural information, coach and model cultural behaviors, guide and conduct cultural research and analysis" (p:138); he also has to listen to learners. Teacher should share his own

cultural experience with learners to help them enter another culture. It is obvious that the teacher has a central role in developing cultural awareness of his learners. He supplements learners with core materials to integrate cultural objectives into the learning process. Ellis(ibid) adds that a teacher needs to be aware of the fact that every child is individual and has his own cultural identity. Teacher also encourages active reflection and cultural comparison.

2. 2. 5. Implications for Language Teachers:

To Leveridge (2008), language teachers must instruct their students on the cultural background of language usage, choose culturally appropriate teaching styles and explore culturally based linguistic differences to promote understanding instead of misconceptions or prejudices. The students, when using the learnt language, may use the language inappropriately or within the wrong cultural context, thus defeating the purpose of learning a language.

Because language is closely entwined with culture, language teachers entering a different culture must respect their cultural values. As Englebert (2004) describes: "… to teach a foreign language is also to teach a foreign culture, and it is important to teach a foreign culture, and it is important to be sensitive to the fact that our students, our colleges, our administrators, and, if we live abroad, our neighbors do not share all of our cultural paradigms (cited in Leveridge, 2008, p. 100).

Language teachers must realize that their understanding of something is prone to interpretation. The meaning is bound in cultural context. One must explain the meaning of the language used, but the cultural context in which it is placed as well. Often meanings are lost because of cultural boundaries which do not allow such ideas to persist.

Porter (1987) argues that misunderstandings between language educators often evolve because of such differing cultural roots, ideologies, and cultural boundaries which limit expression. As Hui (2005) puts forth language teachers must remember that people from different cultures learn things in different ways.

Maley (1986) asserts that when a teacher introduces language teaching materials, such as books and handouts, they must understand that these will be viewed differently by students depending on their cultural views. In fact, one should not only compare but also contrast the cultural differences in language usage. Valdes (1987) argues that not only similarities and contrasts in the native and target languages have been useful in as teaching tools, but when the teacher understands cultural similarities and contrasts, and applies that knowledge to teaching practices, they too become advantageous learning tools.

2. 2. 6. Tools to Integrate Culture into EFL learning and Teaching:

FL teachers can take advantage of a variety of tools in order to integrate culture in EFL classrooms; the teacher can be creative in using those tools as he/she may add his/her personal touch on the lesson and motivate the students in the classroom in order to obtain the desired goals of learning a foreign language.

2. 2. 6. 1. Integrating Traditional tools for teaching Culture:

2. 2. 6. 1. 1. Folktales:

Samuel (2005) defines folktales as rich histories grounded in cultural tradition and life experiences, they are stories that parents passed on orally to their children over many years.

2. 2. 6. 1. 2. Picture Books:

They deal with personal, social, and political topics as other types of literature do. And the brevity of the texts allows for dealing with topics in a much shorter time in addition to the advantage that the texts that accompany the pictures are easier to understand for the simplicity of grammar and vocabulary.

2. 2. 6. 1. 3. Fairy-tales:

They are fictional stories that may feature folkloric characters (such as fairies, talking animals) and enchantments, often involving a far-fetched sequence of events. They can be found everywhere in various forms (Danandjaja, 1984 and Greenia, 2007). Every culture has various kinds of fairy tales which provide a vast area of source for teaching material. In addition, most familiar tales have been reproduced or adapted and are widely available; thus, these have added their popularity.

Fairy tales have universal values and plots which add familiarity to students (Danandjaja, 1984 and Hanlon, 1999). Although each culture has its particular fairy tales, it is fascinating to recognize that there are some resemblances among certain fairy tales in different societies.

Fairy tales are enjoyable and meaningful (Hanlon, 1999). They signify human experience, values, and history. They set as an excellent example of the multifaceted mixture of history and fantasy. Because of their universal values, similar plots and values, most people find it easy to remember fairy tales.

They are also short (Bagg, 1991). This advantage has added more opportunities to use fairy tales in language classroom since teachers do not have to worry about time restrictions, and they can assign their pupils to read them at home before further discussion in the next lesson.

2. 2. 6. 2. Integrating digital media into instruction tools:

2. 2. 6. 2. 1. Internet Technologies:

Online newspapers and online chat rooms create opportunities for students to read authentic materials that could provide them with cultural knowledge. In addition, pupils can enhance intercultural exchanges via online chat rooms and they receive immediate responses and feedbacks. Also, reading online newspaper improve the students' writing and speaking skills and promote collaborative learning, makes them aware of the current social phenomena. Through means of online communication, the FLL will be able to interact directly with native speakers.

2. 2. 6. 2. 2. Music:

Pupils will potentially benefit from the elements of culture presented in the songs due to the lyrics being combined with a melody that the pupils hopefully enjoy.

2. 2. 6. 2. 3. Films and Radio:

Historical films may be used in the classroom to give the pupils a glance of what was once the reality of the target language culture. History shapes the kind of people we are today. Exposure to authentic materials describing current events in the target language countries e.g. radio and broadcasts should be incorporated in the FL classroom. Furthermore, pupils must be aware of the current reality in the TL countries, with this knowledge they are better equipped to create a more accurate understanding for themselves of the culture of the target language.

Conclusion:

Second chapter includes a detailed review of the literature related to our study, where we classify the chapter into two sections, the first is about a set of definitions and principles concerning culture and language, and approaches of different scholars and educators about the topic, in addition to a description of the relation between culture and language and the importance of culture in language teaching and learning. The second section is about culture teaching, and its integration within language teaching in the EFL classrooms, we provide some guidelines and implications for teachers to use while integrating culture in the class, and we propose some tools that may be of great help for teachers and pupils, an effective aid for a better understanding of the target language. It's very clear from the discussion in this chapter that culture and language are interwoven so that one cannot separate the two without losing the significance of either language or culture. If any one of them is separated the other remains incomplete; the teachers should keep in mind the importance of culture and must have a prior knowledge of the cultural knowledge of the lesson he is going to teach the pupils.

CHAPTER THREE :

RESEARCH METHODOLOGY

Introduction:

This chapter is devoted to show in detail the method that was used to carry out the study. At the beginning of the chapter there are some essential definitions and characteristics of the most frequently used terminologies; after that this chapter determines the choice of the method besides the population and the exact used sample, as well as the data collecting instruments, which are the questionnaires that will be described from the layout point of view and the objectives behind each item of the questionnaires.

3. 1. What is a Research?

Research is an examination of the relationship between one or more independent variables, and one or more dependent variables. More precisely we can define research as an examination of the effects of one or more independent variables on one or more dependent variables (Markzyk, Dematteo and Festinger 2005).

The search for truth; people have always been concerned to control and cope with their environment so as to understand the nature of the phenomena it presents to their senses; in addition to the continuous endeavors to come to terms with the problems of day-to-day living, in order to achieve these ends, people use some means that can be classified into three broad categories: *experience*, *reasoning* and *research* (Mouly 1978 cited in Cohen, Manion and Morrison 2007). These categories must be seen as complementary and overlapping.

Research is often seen as the cornerstone of scientific progress, the purpose of research is to answer questions and acquire new knowledge. Research is the primary tool used in almost all areas of science to expand the frontiers of knowledge. For example, research is used in such diverse scientific fields as psychology, biology, medicine, physics, and botany, this is just a few of the areas in which research makes valuable contributions to what we know and how we think

about things. Moreover, by conducting research, researchers attempt to reduce the complexity of problems, discover the relationship and make connections between events, and ultimately improve the way we live which is the general goal of any research, despite of the many diverse fields of science (Markzyk, Dematteo and Festinger 2005).

3. 2. Types of Research:

According to Ranjit Kumar (2011) types of research can be deducted from three different angels:

1. Applications of the findings of the research study;

2. Objectives of the study;

3. Mode of enquiry used in conducting the study.

This classification of the types of a study on the basis of these perspectives is not mutually exclusive: that is, a research study classified from the viewpoint of 'application' can also be classified from the perspectives of 'objectives' and 'enquiry mode' employed. For example, a research project may be classified as pure or applied research (from the perspective of application), as descriptive, correlational, explanatory or exploratory (from the perspective of objectives) and as qualitative or quantitative (from the perspective of the enquiry mode employed).

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                              Types of Research


                              From the viewpoint of


        Application                Objective                Enquiry Mode


      Pure              Exploratory        Descriptive      Qualitative
      Research          research           research         research


      Applied Research    Correlatioal     Eplanatory       Quantitative
                          Research         research         research
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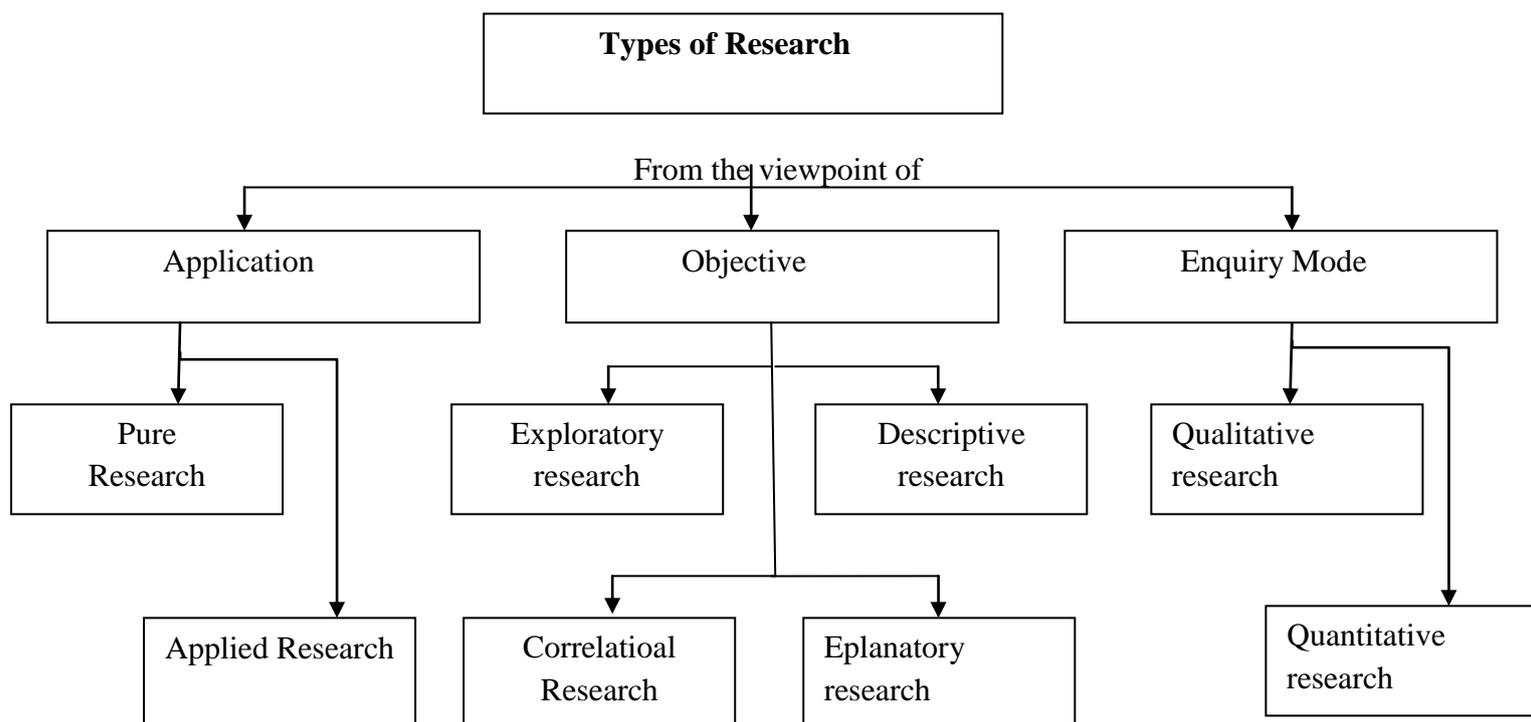
Figure2. Types of research. Ranjit Kumar (2011) .p29

3. 2. 1. Types of Research According to Mode of Enquiry Perspective:

The third perspective in our typology of research according to Kumar (2011) is concerned with the process we adopt to find answers to the research questions. Broadly, there are two approaches to enquiry:

1. The structured approach.

2. The unstructured approach.

In the structured approach everything that forms the research process – objectives, design, sample, and the questions that one plans to ask of respondents – is predetermined. The unstructured approach, by contrast, allows flexibility in all these aspects of the process. The

structured approach is more appropriate to determine the *extent* of a problem, issue or phenomenon, whereas the unstructured approach is predominantly used to explore its *nature*. Both approaches have their place in research. Both have their strengths and weaknesses. Therefore, the researcher should not 'lock' himself/herself solely into a structured or unstructured approach.

The structured approach is usually classified as quantitative research and unstructured as qualitative research. The choice between quantitative and qualitative approaches should depend upon:

- Aim of the enquiry: exploration, confirmation or quantification.

- Use of the findings: policy formulation or process understanding.

Kumar (2011) adds that a study is classified as **qualitative** if the purpose of the study is primarily to describe a situation, phenomenon, problem or event; if the information is gathered through the use of variables measured on nominal or ordinal scales (qualitative measurement scales); and if the analysis is done to establish the variation in the situation, phenomenon or problem without quantifying it. The description of an observed situation, the historical enumeration of events, an account of the different opinions people have about an issue, and a description of the living conditions of a community are examples of qualitative research.

On the other hand, still according to Kumar (2011), the study is classified as **quantitative** if you want to quantify the variation in a phenomenon, situation, problem or issue; if information is gathered using predominantly quantitative variables. Examples of quantitative aspects of a research study are: How many people have a particular problem? How many people hold a particular attitude?

The use of statistics is not an integral part of a quantitative study. The main function of statistics is to act as a test to confirm or contradict the conclusions that one has drawn on the basis of his/her understanding of analyzed data.

As both qualitative and quantitative approaches have their strengths and weaknesses, and advantages and disadvantages, 'neither one is markedly superior to the other in all respects' (Ackroyd & Hughes 1992) (p.30).

3. 2. 1. 1. Qualitative Research:

Kumar (2011) defines it as an approach for exploring and understanding the meaning individuals or groups attribute to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, and a focus on individual meaning.

3. 2. 1. 2. Quantitative Research:

It is an approach for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures. The final written report has a set structure consisting of introduction, literature and theory, methods, results, and discussion. Like qualitative researchers, those who engage in this form of inquiry have assumptions about testing theories deductively, building in protections against bias, controlling for alternative explanations, and being able to generalize and replicate the findings (ibid).

3. 2. 1.   3. Mixed Methods Research:

It is an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks. The core assumption of this form of inquiry is that the combination of qualitative and quantitative approaches provides a more complete understanding of a research problem than either approach alone (ibid).

3. 3. Reasons of Choosing the Quantitative Research Methodology:

3. 3. 1. Choice of the Method:

In order to demonstrate the importance of integrating the cultural aspect of the target language and the development of the secondary school pupils' level, this research has been conducted through the quantitative research method as an appropriate way for exploring our hypotheses since this method is used to measure and analyze the phenomenon by using necessary instruments and information to collect data about the issue studied. We have chosen this method to understand the problem we are going to study; we need to examine the impact of cultural awareness of the target language to improve EFL learners' level; that is why we have chosen the questionnaire as a research tool or instrument to fulfill this task given to the fact that a questionnaire is a suitable tool at this particular study, in addition to some issues related to time restrictions and participants' cooperation.

3. 3. 2. Population and Sampling:

Ranjit Kumar (2011) defines sampling as the process of selecting a few (a sample) from a bigger group to become the foundation for estimating or predicting the prevalence or the widespreadness of an unknown piece of information, situation or outcome regarding the bigger group. A sample is a subgroup of the population you are interested in.

He addes that the basic thing in sampling is that a relatively small number of units, if selected in a manner that they genuinely represent the study population, can provide a fairly true reflection of the sampling population that is being studied. When selecting a sample one should attempt to achieve two key aims of sampling the avoidance of bias in the selection of a sample; and the attainment of maximum precision for a given outlay of resources. In

quantitative research we attempt to select a sample in such a way that it is unbiased and represents the population from where it is selected.

The purpose of sampling in quantitative research is to draw inferences about the group from which the researcher have selected the sample.

This research is conducted on two populations; a collection of seven (N= 7) first year of secondary school English teachers, who were randomly selected from two different secondary schools at Biskra, and a randomly selected first year secondary school pupils from both scientific and literary streams; who were divided between the two streams as the following: n1= 27 literary stream pupils, and n2= 33 scientific stream pupils. Consequently; the total population was: N= 60 pupils. All samples (n1, n2 and N) were concerned with questionnaires.

3. 3. 3. Data Gathering Tools:

To collect data, we have prepared questionnaires which are administered to pupils and to their teachers, after having collected our respondent's answers, we started analyzing them quantitatively to shed light on the importance of cultural awareness of the English language at the secondary school level, we also wanted to investigate the various cultural aspects that teachers can use to attract and enhance pupils' interest towards the target language.

3. 4. Definition of Instrument of the Research: the Questionnaire

As an attempt to prove the importance and usefulness of cultural awareness of the English language speaking countries on EFL learning and teaching process, a questionnaire with a closed-ended type of questions have been distributed to a class of 30 pupils from literary and scientific streams, of first year at Ahmed Ben Brahim secondary school; as well as to a couple of their teachers, in addition to three other teachers of same secondary level from Essaid Abid high school at Biskra.

Brown (2001) defines this instrument as: "Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers." (p. 6). Zoltan Dorney (2003) emphasized that questionnaire's main function as a research instrument is to measure, collect reliable and valid data.

Generally speaking, questionnaires can yield three types of data when answered by respondents:

- Factual questions: used to find out about who the respondents are. They typically cover demographic characteristics (e. g., age, gender, and race), residential location, marital and socioeconomic status, level of education, religion, occupation, as well as any other background information that may be relevant to interpreting the findings of the survey

- Behavioral question: used to find out what the respondents are doing or have done in the past (actions, life-styles, habits, and personal history) .

- Attitudinal questions: used to find out what people think. It concerns attitudes, opinions, beliefs, interests, and values.

3.   4. 1. Types of Questionnaires:

Dorney (2003) argues that a questionnaire with closed-ended questions (structured) : where the respondents are provided with ready-made response options to choose from, normally by encircling or ticking one of them or by putting an 'X' in the appropriate slot/box. That is, these items do not require the respondents to produce any free writing; instead, they are to choose one of the alternatives, regardless of whether their preferred answer is among them. The major advantage of closed-ended questions is that their coding and tabulation is straightforward and leaves no room for rater subjectivity. Accordingly, these questions are

sometimes referred to as 'objective' items. They are particularly suited for quantitative, statistical analyses because the response options can easily be numerically coded.

Secondly; there is a questionnaire with open-ended questions (unstructured): which include items where the actual question is not followed by response options for the respondent to choose from, but rather by some blank space (e. g., dotted lines) for the respondent to fill.

And finally there is the mixed type of questionnaires: from its label, we can figure out that it is a Combination of closed-ended and open-ended questionnaires (semi-structured); where many questionnaires begin with closed questions, with boxes to tick or scales to rank, and end with open questions for more detail response (ibid).

3. 5. 1. Description of Teachers' Questionnaire:

The questionnaire for this study concerning first year secondary school teachers consisted of two sections, in which the questions are mostly closed- ended ones, where the respondents were asked a yes or no type of questions, and in other places were asked to tick the right box, except for a question demanded the length of the English teaching career, and another one asking about justifications. Teachers' questionnaire sections layout was like:

Section one: Factual information (questions from 1 to 3):

This first section contained simple but important questions concerning EFL secondary school teachers, where they were asked about their gender as a start, and their age range as second; these two questions determine the difference that may exist between female and male teachers, and their ages. The third question within this first category of questions was the length of their teaching careers, which can tell a lot about the teachers and its reflection on pupils' educational level.

Section two: Culture teaching (questions from 4 to 14):

In this section teachers were asked closed-ended questions, where they only tick the most appropriate answer or choice according to them, this section aimed at clarifying teachers' attitudes and opinions towards cultural teaching.

3. 5. 2. Description of Pupils' Questionnaire:

Pupils' questionnaire for this study was designed for first year secondary school pupils; it consisted of three sections, in which the questions were closed-ended type, and multiple choice questions, where they were only asked to tick in the right box according to their own perspectives, and there were no restricted answers to choose since they could choose more than one answer to tick. The sections were like:

Section one: About you (questions from 1 to 3):

At this introductory section, pupils were asked about their gender, age and their educational stream, where they were asked to choose between the two options: scientific or literary. In this section we aimed at calculating the number of pupils and classify them according to the previous categories in order to know the probable difference that may exist between the pupils and analyze it accordingly.

Section two: Attitudes about learning the English language and its culture (questions from 4 to 12):

In this section our objective was to know about pupils' attitudes toward the English language and the amount of cultural knowledge that they possess, and whether they have the willingness and eager to know more about it; in addition to that, we aimed at investigating the main sources from which they get the cultural knowledge of the language, and their preferable culture to learn besides the cultural elements or items that they were curious to learn about.

Section three: Your opinion (question number 13):

This last section contained one final question, which was a closed-ended question about giving pupils' opinion to agree or disagree with the whole idea of implementing culturally

based elements of the language in the classroom; by asking this question we aimed at approving the theme of the study from the viewpoint of the pupils.

3.   6. Piloting the Research Instrument:

Sudman and Bradburn (1983) in their book "Asking questions" stated the following "if you do not have the resources to pilot-test your questionnaire, don't do the study."(p.283). this shows the tremendous role of piloting the questionnaire in any study, because it is something that all researchers in most studies can't pass or abandon, and his/her study would be meaningless without administering a pilot for the instrument of research.

Ranjit Kumar (2011) claimed that pre-testing a research instrument provides a critical examination of the understanding of each question and its meaning as understood by the respondents. Piloting should be carried out under actual or real field conditions on a small group of people similar to the study population. The main purpose of piloting is not to collect data but to spot the light on potential problems that respondents might have in either understanding or interpreting a question, or other issues concerning the administration of the questionnaire; in addition to the scoring and processing of the answers. Zoltan Dornyei (2003) added that since in questionnaires so much depends on the actual wording of the items an integral part of questionnaire construction is 'field testing', that is, piloting the questionnaire on a sample of people who are similar to the target sample the instrument has been designed for. This allows the researcher to collect feedback about how the instrument works and whether it performs the job it has been designed for. Based on this information, one can make modifications and fine-tune the final version of the questionnaire.

3. 6. 1. Piloting Teachers' Questionnaire:

Piloting teachers' questionnaire was of a great significance; the questionnaire was sent to a couple of secondary school female teachers whose teaching experience was different from each other, but the answers were approximately the same regarding the attitude towards teaching culturally based content. Piloting teachers' questionnaire resulted in an addition of one final question, and a better way of administrating the questionnaire which was handed face to face rather than sending it.

3. 6. 2. Piloting Pupils' Questionnaire:

When piloting pupils' questionnaire, we have modified some parts of its items and we eliminated of them, giving to the fact that the piloting respondents did not answer the types of questions that required a justification or a personal opinion on the study. This is on one hand; on the other, the manner of administrating the questionnaires was at first by sending the copies to a multiple sample of pupils who were different in terms of gender, age and level, the questionnaire took one week for pupils to give back. After the piloting process, we have changed the way of administrating the questionnaire to a direct handing to the pupils at their secondary school class, where the respondents asked for clarifications about some answering techniques, and the duration of answering the questionnaires when administrating them in the class was immediate, except for some pupils who did not manage to finish the questionnaire.

Conclusion:

This third chapter of the study was concerned with the set of the methodological procedures we went through to accomplish our study, it started with a series of theoretical background and definitions that may set the flour to know the basic things about any research, starting from defining the research itself and the types that were comprised within it; we have also provided the reasons behind our choice of the method, the population and the particular

sample, as well as the research instrument used to gather the necessary data to conduct the study. In addition, at this chapter we have conducted a description to the tools of inquiry for both teachers and pupils' samples, which was after we have administered a proper pilot to the questionnaires, which in turn provided us the validity needed to complete the research and continue our study by analyzing and translating the gathered data into tables with numbers and percentages all organized accordingly with the questionnaires' items which will be discussed through the next chapter four of the work.

CHAPTER FOUR :

FINDINGS

Introduction:

This fourth chapter handles the analytical part of the research, that seeks to investigate both teachers and pupils' attitudes toward the cultural implications of the target language into the EFL learning and teaching process, in which we analyzed the instruments of the study _which were questionnaires for both teachers and pupils of first year secondary school_ in a quantitative scientific manner as delineated in the previous methodology chapter. Thus, this chapter is divided into two parts; first one is devoted for the analyzing of teachers' questionnaire, while the second is for pupils' questionnaire. All the sections and items that constitute or form our questionnaires are handled with a careful regard to objectivity toward the analytical process of the research instruments, through statistical tables with percentages and numerical data, followed by a brief descriptions and interpretations of the findings.

Part one: 4. 1. Analysis of Teachers' Questionnaire:

Data yielded from this questionnaire will be treated in tables, and the flow of information provided will take place as the ordered items in the questionnaire. All of the seven (7) participants have answered the questionnaire; consequently all of the copies will be analyzed carefully.

Section one: Factual information (1⟶ 3):

Item 1: Gender:

	Number	**Percentage**
Female	06	85.71%
Male	01	14.28%
Total	07	100%

Table n° 01: Teachers' gender.

From the above table, we can clearly notice that the majority of teachers' sample were six (06) females with (85%) of the chosen population, which largely exceeded the male population of one participant that was only (14.28%.)

Item 2: Age

Age range	Number	Percentage
Under 35	03	42.85%
Between 35 - 50	04	57.14%
Above 50	00	00%
Total	07	100%

Table n° 02: Teachers' age.

Three (42.85%) teachers were under the age of 35; four others were between 35 and 50 years old (57.14%) and none of the teachers' sample was above 50 years.

Item 3: How long have you been teaching English?

Possibilities	Number	Percentage
Less than 5 years	01	14.28%
From 5 to 10 years	01	14.28%
More than 10 years	05	71.42%
Total	07	100%

Table n° 03: Teachers' period of teaching.

The length of the English teaching experience for the teachers was ranging from five (5) to ten (10) years, where one English teacher taught for less than 5 years (14.28%), another teacher taught from 5 to 10 years (14.28%), whereas five others taught for more than 10 years (71.42%).

Section two: Culture teaching (4 → 14):

Item 4: As far as first year secondary school pupils are concerned, how can you evaluate their level at the EFL class?

Options	Number	Percentage
Very good	01	14.28%
Good	00	00%
Average	06	85.71%
poor	00	00%
Very poor	00	00%
Total	07	100%

Table n° 04: Teachers' evaluation of their pupils' level at EFL class.

From table n° 04 it is very clear that the majority of teachers (85.71%) claim that their pupils were within the "average" level at their EFL class, whereas only (14.28%) of them said that they believe that their pupils were "very good". And none of them chose to judge their pupils to be "good", "very good" or "poor".

Item 5: According to your experience, to what extent do you think that teaching culture along with the language is important?

Options	Number	Percentage
Not important	00	00%
Important	04	57.14%
Very important	03	42.85%
Total	07	100%

Table n° 05: teachers' opinion about the importance of teaching culture.

According to table n° 05, four teachers think that teaching language along with its

culture is important (57.14%), and three of them thought that it was very important (42.85%).

Item 6: Do you think that the textbook "getting through" provides your pupils with the enough knowledge about the English culture?

	Number	percentage
Yes	04	57.14%
No	03	42.85%
Total	07	100%

Table n° 06: Teachers' evaluation to the textbook "getting through".

Teachers were divided in two teams, one where four of them (57.14%) agreed that the secondary school textbook provided their pupils with the enough English cultural knowledge, and the other team of three teachers (42.85%) disagreed.

Item 7: Are your pupils aware of the cultural elements that exist in the textbook?

	Number	**percentage**
Yes	03	42.85%
No	04	57.14%
Total	07	100%

Table n° 07: Teachers' opinion about their pupils' awareness of the textbook's cultural elements.

Three teachers (42.85%) admit that pupils are aware of the cultural elements of the textbook, while four others (57.14%) denied that pupils have a clue of the cultural elements of the textbook.

Item 8: How often do you emphasize the importance of culture learning to your pupils?

	Number	**Percentage**
Every time	03	42.85%
Occasionally	04	57.14%
Never	00	00%
Total	07	100%

Table n°08: Teachers' frequency of emphasizing culture learning to their pupils.

The table above shows that three teachers (42.85%) emphasized the importance of culture learning to their pupils every time, while the rest four of them (57.14%) emphasized the cultural learning occasionally.

Item 9: Do you adapt some EFL cultural realities in your class such as authentic materials or use vernacular language to support the textbook?

	Number	percentage
Yes	07	100%
No	00	00%
Total	07	100%

Table n°09: Teachers' adaptation for authentic materials to support the textbook.

The table above clearly demonstrates that all the seven teachers (100%) were using authentic materials and vernacular language to support the textbook.

If yes; how often do you use them at the class?

	Number	Percentage
At every class	01	14.28%
Only during activities	06	85.71%
Never	00	00%
Total	07	100%

Table n°10: Teachers' use of authentic materials.

Only one teacher (14.28%) used the authentic materials and vernacular language at every class, and six of the teachers (85.71%) used them only during activities.

Teachers' justification:

Some teachers stated that their use of the authentic materials and vernacular language was only during activities, because certain activities require a specific authentic material for the pupils to understand; and they also believe that this made them more attracted to the activity, for example a listening activity, where they are exposed to an audio track of a musical piece in order to fill in the gaps. Others argued that it depends on the availability of the material or the tools through which the lesson or activity would be broadcasted, as well as the importance of the matter that is being taught or the readiness of the pupils to accept or

embrace such support. In other words, teachers sometimes use these supports when the activity or lesson needs so. Other teachers who used these supports at every lesson stated that it is an essential thing to provide pupils with the best way to understand and be aware of the English cultural elements.

Item10: If you had the chance to teach about culture, which culture would you choose?

	Number	**percentage**
USA	03	42.85%
UK	04	57.14%
Total	07	100%

Table n°11: Teachers' choice of the preferable culture to teach about.

From the above table, it is clear that some teachers (three of them) preferred the American culture while others (four) preferred the British one.

-Other English speaking countries:

Some teachers mentioned other English cultures such as the Canadian, Australian, and some others have chosen to teach about a variety of culture since English is a universal language.

Item 11: What cultural elements or items do you think would attract your pupils' interest to learn?

Options	**Number**	**Percentage**
Art and music	03	42.85%
Holidays and festivals	01	14.28%
Food and drinks	02	28.57%
Traditions.	01	14.28%
Total	07	100%

Table n° 12: Teachers' opinion of the most attractive cultural element for pupils to learn.

The table above shows that three teachers (42.85%) thought that English art and music were likely to attract pupils' attention and motivate them to learn, while one saw that holidays and festivals were more appropriate (14.28%); two other teachers thought that food and drinks would attract pupils eager to learn (28.57%), and one more teacher saw that traditions were always the most beneficial cultural element to teach about any country.

Item 12: How much background knowledge about the above cultural elements of the English language do you have?

	Number	**Percentage**
A lot	01	14.28%
Enough	03	42.85%
Little	03	42.85%
No clue	00	00%
Total	07	100%

Table n° 13: Teachers' amount of background knowledge of the English cultural elements.

More than half of the teachers (42.85%) believe that their cultural knowledge is limited within the enough and little amount, while one teacher (14.28%) claimed that they know quite a lot of the English cultural elements, whereas none of them have said that they have no clue about the subject matter.

Item 13: Do you think that some teachers' low or high level of cultural background determines their use of the cultural elements in their lessons?

	Number	**percentage**
Yes	06	85.71%
No	01	14.28%
Total	07	100%

Table n° 14: Teachers' reasons behind their use of cultural elements in the class depending

on high and low cultural background.

Six teachers (85.71%) answered yes, that it is teachers' high or low cultural background determines their use of the cultural elements while one teacher (14.28%) said no.

Item 14: Which skill should be emphasized to teach EFL culture?

Skills	Number	Percentage
Reading	04	57.14%
Listening	01	14.28%
Speaking	01	14.28%
writing	01	14.28%
Total	07	100%

Table n° 15: Teachers' preferable skill to teach EFL culture.

According to table n°15 skills that teachers think that they should be emphasized to teach EFL culture varied within all of the four learning skills, four of the teachers have chosen the reading skill (57.14%), while one said listening (14.28%), another one preferred speaking (14.28%) and the last one said writing (14.28%).

Part two: **4. 2. Analysis of pupils' questionnaire:**

Data provided from this questionnaire will be handled in tables with percentages that will represent the information yielded from first year secondary school pupils, the total number of the respondents was N= 60 pupils, divided in two streams, n1= 33 (Scientific stream), n2= 27 (literary stream). Only 15 pupils of the scientific stream have answered their questionnaires, and 12 from the literary stream, the rest of the copies were not given back.

Section One: About You: (1⟶ 3)

Item 1: Gender

	Number	**Percentage**
Female	17	62.96%
Male	10	37.03%
Total	27	100%

Table n° 16: Pupils' gender.

This table shows that the majority of the respondents were dominated by females which were 17 (62.96%) comparing to the male participants that was only 10 (37.03%).

Item 2: Age

	Number	**Percentage**
15	03	11.11%
16	15	55.55%
17	07	25.92%
18	02	7.40%
Total	27	100%

Table n° 17: Pupils' age.

The table above demonstrates the varied ages of pupils between 15 and 18 years old, where the majority of them were 16 (55.55%) which is according to the classic Algerian educational school system the right age of first year secondary pupils in normal conditions; the (11.11%) of the 15 years old pupils were those who have studied the new primary educational system, where pupils have studied only 5 years at the primary school. The rest of the 17 and 18 years old pupils (25.92% and 7.40%) have repeated one or two years at a particular period on their lives, due to multiple reasons that we did not asked or investigated about.

Item 3: Your stream

Streams	Number	Percentage
Scientific	15	55.55%
Literary	12	44.44%
Total	27	100%

Table n°18: Pupils' streams.

According to table n°18, more than half of the participants were scientific (55.55%) and the remaining (44.44%) were literary.

Section two: Attitudes about learning the English language and its culture (4⟶ 12).

Item 4: Do you like English?

	Number	Percentage
Yes	19	70.37%
No	08	29.62%
Total	27	100%

Table n° 19: Pupils' view about the English language.

The table is clearly showing that English language is preferred and liked by most of the first year secondary pupils (70.37%), whereas (29.62%) of them expressed the opposite.

If yes: why?

Options	Number	Percentage
English is a universal language	09	47.36%
You enjoy learning it	06	31.57%
English is much easier than other languages	04	21.05%
Total	19	100%

Table n° 20: Pupils' reasons of liking English.

Almost half of the pupils (47.36%) answered that they like English thanks to its universality, and (31.57%) of them said it was because they enjoy learning it, while the rest of (21.05%) of them liked it because it is much easier than learning other languages.

If no: why?

Options	Number	Percentage
You are not interested about the language	03	37.5%
You lack background of the language	02	25%
You think it is difficult to learn	03	37.5%
Total	08	100%

Table n°21: Pupils' reasons of disliking English.

The table shows that participants who replied negatively to the question of whether they liked English language or not, have chosen different arguments, (37.5%) of them said that they were not interested in the language, another (37.5%) of them said that they lack the necessary language background, and the other (25%) argued that it is due to the language's difficulty to learn.

Item5: As a secondary school pupil, how much of the English culture do you know?

	Number	Percentage
A lot	07	25.92%
A little	14	51.85%
Not at all	06	22.22%
Total	27	100%

Table n°22: pupils' English cultural knowledge.

Seven pupils (25.92%) claimed that they know a lot of English culture, 14 (51.85%) of them said that they have a little knowledge about it, unlike 6 (22.22%) out of 27 answered not at all.

Item 6: Would you like to know more about the English culture?

	Number	Percentage
Yes	22	81.48%
No	05	18.51%
Total	27	100%

Table n°23: Pupils' eager to know more about the English culture.

The table clearly shows the amount of interest that pupils have, where 22 out of 27 pupils (81.48%) want to know and learn about the English culture, unlike few of them (18.51%) rejected the idea.

Item 7: Does the textbook provide you with the enough cultural information of the English language?

	Number	Percentage
Yes	16	59.25%
No	11	40.74%
Total	27	100%

Table n°24: Pupils' personal evaluation of the textbook's cultural content.

A total of 16 pupils (59.25%) confirmed that the school textbook does provide them with the enough cultural information, whereas a considerable percentage of (40.74%) (11 pupils) denied.

Item 8: Does your teacher provide you additional cultural activities within the lesson?

	Number	**Percentage**
Yes	15	55.55%
No	12	44.44%
Total	27	100%

Table n°25: Pupils' opinion about the teacher's cultural contribution

From the table we can draw that according to the participants, most of English language teachers (55.55%) do provide their pupils with extra cultural activities in the class, but still (44.44%) of the pupils said that their teacher does not provide them with any additional cultural activities.

Item 9: Are you trying to acquire cultural knowledge by yourself?

	Number	**Percentage**
Yes	20	74.07%
No	07	25.92%
Total	27	100%

Table n°26: Pupils' efforts to acquire cultural knowledge.

A number of 20 pupils (74.07%) out of 27 were trying to acquire English cultural knowledge from external sources, while 07 (25.92%) of them made no effort to get additional cultural knowledge.

If yes; are you getting it from?

Options	Number	Percentage
TV shows (movies, cartoons, series…)	14	51.85%
The Internet (videos, social media…)	08	29.62%
Reading books and works of arts of English language)	05	18.51%
Total	27	100%

Table n°27: pupils' sources of cultural knowledge.

The previous table shows that pupils have multiple sources from which they get the cultural knowledge for themselves; where (51.85%) of the pupils get it from TV shows, (29.62%) of them from the Internet, while (18.51%) read books and English works of art.

Item 10: Would you like to know more about the English culture in your class?

	Number	Percentage
Yes	21	77.77%
No	06	22.22%
Total	27	100%

Table n°28: Pupils' willingness to learn about culture in their class.

More than half of the pupils (77.77%) agreed on the suggestion to be exposed against the English culture in their class, unlike 06 (22.22%) of them disagreed the idea.

Item 11: What culture would you like to learn about?

	Number	Percentage
USA	18	66.66%
UK	09	33.33%
Total	27	100%

Table n°29: Pupils' preferable culture to learn.

More than half of the participants voted for American (USA) culture with a percentage of (66.66%), while (33.33%) of them have chosen British (UK) culture.

Item 12: What cultural elements or items are you interested in learning?

Options	Number	Percentage
Art and music	14	51.85%
Holidays and festivals	05	18.51%
Food and drinks	02	07.40%
Traditions	06	22.22%
Total	27	100%

Table n°30: Pupils' cultural elements interests.

From the table above, we noticed that 14 (51.85%) of the respondents wanted to learn about art and music, whereas 05 (18.51%) of them were interested in holidays and festivals; food and drinks were less preferred by the participants by only 2 (07.40%) of them, while 6 (22.22%) have answered traditions.

Section Three: Your opinion (question n° 13):

Item 13: Do you think that the interest towards English can be raised by implementing cultural elements of the English culture at the class?

	Number	Percentage
Yes	23	85.18%
No	04	14.81%
Total	27	100%

Table n°31: Pupils opinion about raising EFL interest trough implementing culture.

It is clearly shown that the majority of pupils have answered yes (85.18%) to the idea of implementing cultural elements of the English language in order to raise their interest towards the language, despite 4 (14.81%) of them disagreed with the suggestion.

Conclusion:

All in all, chapter four was about analyzing the gathered data from the research instruments (questionnaires), which were distributed to our targeted sample of the intended population, that was constituted of seven randomly selected secondary school teachers and a total number of 27 secondary school pupils from two different educational streams, all of them were selected from Biskra region. The analysis was undertook by administrating tables with corresponding numbers and percentages of the participants' answers, the process of data gathering and analyzing was handled item by item, in a logical and organized manner according to the flow of the questionnaires' sections and items, first by analyzing teachers' questionnaire in detail, starting with the first section of factual information that contains essential points as gender, age, and teaching experience; the second section was concerned with teachers' attitudes and their opinions about culture teaching. Second analysis was concerned with pupils' questionnaire, where just as teachers' questionnaire it is classified into sections from demographic data to attitudinal data. In both questionnaires the tables were followed by logical objective interpretations of the answers that finally serve our research questions.

CHAPTER FIVE:

GENERAL CONCLUSION.

SUMMARY, CONCLUSIONS, DISSCUSSION, AND RECOMMENDATIONS

Introduction:

The fifth chapter provides a summary and a brief recapitulation of the entire study , in which we present a general overview of the whole work, its purpose, research questions and hypothesis, and then we propose a brief related literature besides the methodology used throughout the research; in addition to that, we have drawn general conclusions concerning our research from the findings and data analysis of the work, we have also dealt with the discussion of the results of our analytical study of the previous field work chapter, in which we provide explanations and interpretations of the findings as an attempt to answer our research questions and prove our hypothesis; after that we suggest a set of recommendations within this chapter that would offer further potential solutions to the research, and finally concluding with a proper related conclusion drawn from the findings of this chapter.

5. 1. Summary:

Language teaching is constantly changing and evolving so as to meet nowadays peoples' needs, and to prompt the process of language teaching, it is for this task many scholars and researchers developed multiple theories to enhance language learning. The present study aims at proposing a helpful and useful technique that can be used for teachers and syllabus designers to improve pupils' educational progress concerning English language; our study concerns the secondary school pupils who encounter many language understanding difficulties, and consequently they may dislike the language itself.

This study is significant for the potential aid that it may offer to syllabus designers and language teachers as an attempt to improve pupils' cultural awareness and to use culture as a motivating means for the language.

The study aims at highlighting the great importance of language's cultural awareness, proposing useful solutions to the challenges that may face EFL learning,

examining teachers' awareness of culture's role and investigating pupils' attitudes toward culture learning.

Questions concerning this work are whether both teachers and their pupils are aware of the importance of culture and the fact that they use it as an educational aid, and if cultural awareness of the target language is well known in the EFL classes, and what are the possible benefits that can be drawn from it?

In the first section from chapter two of the related literature, we have introduced theoretical assumptions supported by a selection of previous works concerning our topic's variables, starting by providing basic definitions and notions that are about language, culture and cultural awareness. Culture as an isolated term has multiple definitions according to many scholars, but all agree to the fact of its nature and importance, its relation with people's different life activities, their norms and values; it is strongly related to language which is why when teaching a foreign language we should reflect its members culturally, and an emphases on cultural awareness of the target language is required, and this is due to the fact that culture in recent years has become an essential element in teaching and learning foreign languages, because it encompasses a great deal of solving communication problems.

The second section of the related literature chapter concerns culture teaching in a broader sense, and then moving toward the actual integration of the cultural content in the EFL class; moreover, we offer a set of techniques for developing cultural awareness, and guidelines for teaching culture.

Finally, concluding the second chapter of this work by a convincing correlated conclusion to sum up our literature review of the related variables.

The methodological procedure through which we perceive our search is represented in the third chapter, and it is done through the quantitative approach, where we have

administered questionnaires as research tools or instruments to gather our data; the sample was randomly selected to carry out the study.

In the fourth chapter we have introduced our field work after the objective analysis of the collected data, and we came out with the work's findings. Where our hypothesis was confirmed, which is culturally based content are a vital solution and the key to a better second language learning for secondary school pupils.

The fifth chapter is in a form of a general conclusion, where we have summarized the entire study in a sort of brief and informative paragraphs, in order to give the reader a glance or a general overview of the research.

Within the same final chapter we present a section that provides conclusions drawn from the findings and results of the data analysis. In addition, conclusions provide answers to the research questions posed in chapter one.

5. 2. Conclusions:

The first chapter plays the role of introducing our research topic, starting by stating the problem in which we pose our research questions and propose a potential answer that may help to find the appropriate solution to the problem which the study is all about.

While the second chapter provides a detailed literature, related to our topics' variables, from which we can derive that cultural awareness of the target language is vital and important for the language learning and teaching process, in addition to that many scholars support the fact that language and culture are inseparable, and that is why they proposed many approaches that enables language teachers to integrate culturally based content of the target language and learners' own culture into classroom teaching.

In the third chapter, we introduced our methodological procedure through which we carried out the research study, where we have chosen the most suitable research method that fits our topic and goes along with the nature of the population and sample needed for this work.

Whereas in the fourth chapter we have dealt with the field work analysis of the gathered data, where we derived demographical and attitudinal information statistically and organized them in tables, and then commenting each table according to the data it provides.

Finally our fifth chapter is designed as a general conclusion to the entire study, where we summarize the main points of the work into brief and informative paragraphs, and then we continue with a set of general conclusions. Then we move to the discussion of our results that enable us to decipher the results of the data analysis, after which we concluded with some recommendations and useful future suggestions.

5. 3. Discussion of the Results:

The present study investigates the importance of implementing the target language's culture and its role to enhance pupils' educational levels at secondary schools; that is teachers' willingness to teach it, and pupils' attitudes toward learning the English culture along with its language. The analysis of the teachers' questionnaires revealed the following notes:

Teachers believed that the majority of their pupils are within the "average" levels at the EFL class, where they denied the possibility that pupils might be "poor" or "very poor", so they have chosen the middle option which explains pupils' levels according to their teachers.

An approximate equivalent percentage of teachers agreed that teaching culture along with the language is "important", or "very important", which proves that the English culture is valued by teachers and thought to be necessary in the teaching and learning process.

Teachers were divided in two teams when they were asked about their evaluation of the textbook "getting through", where the first team claimed that the textbook is not an enough source of knowledge needed to familiarize their pupils with the English language speaking countries, while the other team was in harmony with the content of the textbook and believed that it is quite resourceful and dependent on to deliver the necessary language relevant content; these two different judgments resulted from teachers' different and personal experiences with the textbook along their teaching careers in which they had the chance to decode the textbook's strengths and weaknesses.

According to teachers' opinion and observations about their pupils' awareness of the cultural elements of the textbook, most of them clarified that their pupils have completely no clue about the cultural elements which was concluded from their teaching experience in the class when presenting the lesson; while the rest of them asserted that their pupils do know and are aware of the cultural elements of the textbook because they have received positive feedback when introducing the lesson in the class, which is due to multiple reasons that may vary from pupils' personal motivation or to teachers' instructions that guided them to prepare and do extra efforts to familiarize themselves with the cultural content of the textbook.

A reasonable number of teachers agreed that culture learning is occasionally emphasized to their pupils, and this frequency is due to the time allowance of the lesson as well as the nature of the topic itself; whereas a less number of the teachers emphasize the huge importance of reminding pupils and keep in their minds how much culture learning is essential to the extent of everyday, which is explained from their point of view that pupils

need an everyday reminder of the importance of culture learning so as to enhance and improve their educational level and rise their interest toward the language.

All teachers were strongly supportive to the idea of adapting EFL cultural realities in the class, believing that it is the most helpful and useful way to support the textbook and to better deliver and reach the objective of the lesson, which is a very positive solution for pupils from all degrees (weak, average and even excellent) in order to easily grasp the cultural content. This use of vernacular language and authentic material was only during activities, because of time restrictions, and the actual availability of the materials to be used.

Some teachers have chosen to teach UK's culture if they were given the chance to teach, this choice was because they think that the British culture is richer and they think that it is more proper to teach, this is on one hand; some other teachers chose to teach about the USA's culture, arguing that it is the closest culture to the pupils and the most popular around the world.

Art and music were teachers' choice to use in order to attract their pupils' attention and interest to learn, that was because they believed that this cultural element is worldwide and well known by the majority of pupils and it sure attracts their attention, next comes the food and drinks element which is thought to be interesting for some to teach about, since it constitutes a great deal of people's lives, holidays and festivals, traditions were less chosen by teachers to teach because according to their interpretation they are the least preferable cultural elements due to their lack of modernity and novelty.

Teachers' amount of background knowledge of the English cultural elements varied between "enough" and "little" and that was because of teachers' existing knowledge and their willingness to learn or research about the cultural elements needed for teaching, and it is due to time requirements or personal reasons.

Teachers think that the reason behind the use of cultural elements depends greatly on their own high or low level of cultural backgrounds, in this way they did not deny the fact that they held such a great responsibility toward culture teaching for their pupils.

Reading was the most chosen learning skill by teachers that should be emphasized to teach culture, since reading is an important receptive skill it was teachers' most popular technique to motivate pupils to learn EFL culture.

The objective of pupils' questionnaire was to know about their attitude toward learning the English culture, and to investigate the reasons behind their lack of English cultural background, and eventually attempting to improve their interest toward the language. The analysis of pupils' questionnaire provided the following results:

Concerning the question whether pupils like English language or not, the majority have answered that they do like it, which indicates their high interest and readiness to learn the language's culture as well. They justified their interest toward the language given to the fact that "English is a universal language" where they realized that almost everywhere in the world any one can communicate using English whether it was the official language or not; however, there were a considerable number of pupils who dislike the English language pertaining its difficulty of learning and their lack of interest toward the language.

Pupils' amount of cultural knowledge was only "a little", which demonstrated the reasons behind their weakness in the language so this confession expressed their eager to know more about the language. More than half of the pupils said that the school's textbook is a resourceful provider of cultural information, this may be explained by the fact that the responsibility here lies on the teacher, since the textbook according to pupils, provides them with the needed cultural knowledge, while the rest of the pupils said that the secondary school textbook was not a good cultural content provider, and that is because they did not see any

cultural elements during the lessons. This also may be interpreted by the fact that the teacher here is the one whom to blame if the pupils did not see or realize the cultural knowledge that exist in the textbook. And it is here where half of the pupils claimed that their teacher did not provide them with any other additional cultural activities, whereas the others have said that they do receive some extra cultural activities from their teacher.

Pupils who answered that they did not have any additional cultural activities were trying to get the needed cultural knowledge from other sources mainly TV shows and the Internet; this is due to the novelty and availability of the previously mentioned sources and the fact that pupils like self learning from a more fun and easy sources of knowledge.

The analysis of the questions have shown that the majority of pupils were more interested in learning about the USA's culture rather than the UK's one; this is because they think that American culture is the most dominant culture all around the world and it is the most popular culture that deserves to be learned about, where they were more attracted to learn about art, music and traditions, since art is a very widespread industry and it is what units most of people together.

The majority if not all of the pupils supported the idea that in order to increase the interest and tendency toward the English language is by implementing cultural elements of the English culture in the classroom.

To sum up, English language teaching at the first year of secondary school levels in one way or another depends greatly on the amount of cultural elements of the target language that the school's textbook contains, and also depends on teachers' knowledge of the cultural elements as well as pupils' attitudes toward the idea of accepting and grasping the culture of the language. Finally, from the data gathering and analyzing of the discussed results we can conclude that English language teaching is positively affected by learning the culture

of the English language speaking countries in general; in other words, culture of the language plays a tremendous role in language teaching, consequently, this answers our research questions concerning teachers' implementation of the cultural elements of the target language, and pupils' attitudes toward this matter; this is in turn confirms our hypothesis that integrating cultural content in the EFL classrooms of secondary school learning is crucially vital; and the fact that the school's textbook doesn't contain enough cultural elements, and there is only little emphasis on culture when teaching a foreign or second language, this is where we should pay more attention and enhance English language teaching process in our educational systems.

5. 4. Recommendations:

Foreign language teachers are the main sources of language's cultural knowledge, not the only source but the most available and obvious one.

- Any language teacher should have a rich and vivid cultural knowledge that can serve his/her teaching mission and be adequate enough to provide his/her pupils with the necessary cultural content, that eventually enrich pupils' curiosity and give them a push that motivates them to have the eager and willingness to know more about the English language; it is also recommended for educational ministries to encourage and organize study visits for teachers so as to provide pupils with an authentic and new sources of knowledge.

- The school's textbook is the corner stone of the teaching and learning process; therefore it needs to be rich and evolutionary source for both teachers and their pupils, and it should contain more interesting cultural content in order to attract and motivate learners.

- Workshops are one of the most influential and beneficial techniques to motivate learners in learning new information about English speaking countries, and it is best to choose a variety of cultures so as to enlarge pupils' area of knowledge; in this way pupils' cultural awareness will be raised and broadened throughout many cultures.

- Designing a culturally based lesson is strongly advised for teachers and syllabus designers; a lesson which is built on a particular English speaking country's culture is best taught by teachers and grasped by learners, where pupils have a glance about a particular culture in which they learn new things regarding the language's culture, and this would familiarize pupils with the cultural content of the English language speaking country.

- While presenting the lesson, the teacher should use some supplementary aids or authentic materials, to help pupils understand the target language's culture in a much easier and in a leisurely amusing manner; where the pupils are exposed to authentic and tangible cultural items.

- This study is humbly proposed as an attempt to show the vital role of culture in language teaching and learning. We hope that more attention to culturally dependent content would be given by whomever responsible of designing educational systems; starting from syllabus designers of the textbook, and all the way to teachers. This is a very delicate issue that needs researchers to make further future research.

Conclusion:

In this final chapter we have dealt with the results of our field work, which we discussed through as a first step in the fifth chapter, we concluded out of the discussions some explanations and interpretations of the answers that we analyzed from the questionnaires, these interpretations resulted from the participants' cooperation. After discussing the results,

we conducted a brief summary of the entire study where we pointed out most of the important steps we took through the research, first by providing a general background knowledge about the topic under investigation, and then specifying the problem being studied, next we highlighted the main aims and objectives of the research. The chapter also contained a set of pedagogical recommendations and suggestions in which we pointed out the main suggestions that can be pursued for further research, showing that our humble work is not completely enough to prove the study's importance and that culture teaching is essential and it cannot be divorced from language teaching.

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