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**THE CHALLENGES OF TEACHING
CULTURE IN SECONDARY SCHOOLS (case of 1.A.S)**

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Dedication

I thank god for giving me life and health to pursue and achieve
this work.

I dedicate this dissertation to my parents to whom I owe all
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To my brothers Smail, Nabil, Ahemad, karim, Mohamed and
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List of Abbreviations

AF: Absolute Frequency

RF: relative Frequency

PP: Pupils

EFL: English as Foreign Language

Abstract

This study aimed at investigating teaching EFL culture taught to first year Algerian secondary school, more precisely to find out obstacles faced by them when learning culture as well as the effective ways that should be used by their teachers to facilitate learning and how to integrate this process during their learning. In order to conduct this research we administered a questionnaire for both teachers and students for the sake of obtaining the information needed. And a classroom observation to observe if culture was included in the curriculum it was also about the teacher role as well as to the atmosphere about the classroom. This work is composed of three main chapters: the first one provided definition of key concept related to culture teaching and how teachers integrate it during the course. The second chapter concerned the research methodology in which data collection and data analysis take place and the third chapter presented some suggestions for integrating culture in foreign language teaching in addition to the cultural projects to be practiced in the classrooms and ways of integrating culture also the use of authentic materials.

General Introduction

General Introduction

It is commonly accepted that understanding a language involves not only knowledge of grammar, phonology and lexis but also certain features and characteristics of culture. Worse still, in the official ministry Guidelines a very sketchy and naïve reference is made about the target culture to understand linguistic and cultural differences between L1 and English. Consequently that problem leads pupils to face difficulties when studying the English language. Hence teachers rely on textbook for both language and culture which based on linguistics aspect and neglected cultural ones. Thus the time has come for language teachers to solve this problem by focusing on the conceptual schemes as well as investigating the different ways in which cultural competence can take place.

Language educators commonly express interest in culture as part of the language experience, they often treat culture as supplemented or incidental to the real task ; interculturalists, conversely, interested in general intercultural communication, often fail to address how communication is mediated through a specific language. Moreover, language educators who demonstrate interest in “culture” often ignore “intercultural” concerns- that are the contrasts between target and native languages and cultures and the dynamic between them. The general result is separate bodies of knowledge, separate fields.

Through the present work which deals with the teaching of culture at the secondary school that has three main questions which correspond to this issue are raised:

1. What are the obstacles faced by Algerian EFL teachers when including culture in teaching?
2. What are the difficulties Algerian secondary schools EFL learners face in studying English language?
3. What are the effective ways that are used by language teachers?

The researchers have hypothesized that:

1. Algerian EFL teachers face lack of effective techniques in teaching culture.
2. The difficulties of EFL learners are mainly related to ignorance of communicative competence.
3. Algerian EFL teachers should provide innovation, make observation and consider every pupils engagement.

The teaching of English as a foreign language in the Algerian educational system witnesses lack of the authentic materials which unable teachers to focus more on their teaching and to participate effectively outside the classrooms. EFL learners also suffer from this problem that affects their learning in addition to their communicative competence. In order to solve this problem, Algerian EFL teachers must recognize the need for radical changes to offer their pupils an opportunity to interact with different culture informants while studying the English language.

This study is an exploratory case study which deals with teaching EFL culture to the first year Algerian secondary school pupils throughout their studies .This research contains three chapters: The first carries a literature review on the key concepts, it accumulates definitions of culture teaching and it characteristics, aims as well as the integration of culture in EFL teaching. The second chapter presents teachers and students profiles and different methods for data collection such as classroom observation and questionnaire for both teachers and students, and the third chapter elicits ways of integrating cultural contents in the English course, cultural projects to be practiced into classroom and the use of authentic materials.

Chapter One

Review of Literature

1.1 Introduction

Throughout this chapter we will draw a clear picture concerning the definition of culture mainly relationship between language and culture the first part is about potential aims of teaching culture especially for the EFL Learners. In addition to the difficulties of integrating culture into classrooms and the second part concerns the ways of including culture in EFL teaching.

1.2 Definition of culture

The term culture includes several aspects that are specific to each individual. In this sense, Thompson states that:

“The pattern of meanings embodied in symbolic forms, including actions, utterances and meaningful objects of various kinds by virtue of which individuals communicate with one another and share their experiences, conception and beliefs.”

(1990:131)

By culture we mean the knowledge that is what people “must know in order to act as they do make the things they make and interpret their experience in the distinctive way they do.” (Quinn and Holland, 1987:4)

The term culture has been used in many different ways as the most complex phenomenon and socially inherited as Taylor and Reads say: “that complex hole which includes knowledge, beliefs, art, morals, law, customs and any other capacities and habits acquired by man as a member of society”. Anthropologists view culture as the integrated learned of human behavior. In this sense, Durante (1992:24) defines culture as “Something learned, transmitted from one generation to the next through human actions, often in the form of face to face interaction ,and of course, through linguistic communication.”

1.3 Characteristics of Culture

There are some basic characteristics that apply to any culture, which are worth keeping in mind.

Culture is shared:

By definition, culture is something that group has in common that is not normally available to people outside the group. It is mental programming held in common that enables insiders to interact with each other with a special intimacy denied outsiders.

Culture is learned and enduring:

Culture does not arise by accident, but builds up systematically over time that is learned by its members over long periods as they interact with their environment. Some aspects of culture are built into institutions, such as religious beliefs, systems of land ownership, forms of marriage, and the like. Others are passed on through the generations in the form of parental role-modeling and advice to the young.

Culture is a powerful influence on behavior:

It is hard for us to escape our culture, even when we want to. For example, the experience of migrants, who deliberately and often successfully move from one cultural setting to another, suggests that it is quite possible for individuals to lose aspects of their old cultures and to learn new ones particular to their new environment.

Culture is systematic and organized:

Culture is not random. It is an organized system of values, attitudes, beliefs, and meanings that are related to each other and to the environmental context. To understand, the culture of other people often seems strange and illogical. Deeper scrutiny can reveal that each culture has its own, often exquisite, logic and coherence.

Culture is largely invisible:

Understanding cultures involves a lot more than just understanding immediate surface behavior such as bows, handshakes, invitations, ceremonies, and body language. It is the invisible elements of culture- for example, the underlying values, social structures, and ways of thinking – that are most important.

Culture may be “tight” or “loose”:

Cultures differ from each other not just in their details, but also in their pervasiveness. “Tight” cultures have uniformity and agreement and are often based on homogeneous populations or the dominance of particular religious beliefs. Japan is a good example. Countries such as the United States with diverse populations have relatively “Loose” cultures, which are made even looser in some cases by the encouragement of freedom of thought and action.

1.4 Culture and communication

Culture and communication are interrelated like pair of systems in terms of their functions, through the use of communication people can share their internal states and exchange experiences. Thus the emergence of communication pushes learners to understand and leverage different cultures all over the world by affording them the ability to convey new concepts in new ways that would be otherwise not be possible, efficient or effective. Other words it can help teachers also to teach new things. By communication we can say that culture is a continuous process that is developed by the members of society.

1.5 Language and Culture

Culture and language are inseparable and constitute “a single universe or domain of experience” (Kramsch, 1991:217) consequently, people express facts, ideas or events through their use of language as well as they create experience. In a word language expresses cultural reality. Language is considered as a sign that reflected

cultural value in which speakers symbolize their social identity that is to say cultural reality is symbolized by language.

Hymes and Gumperz first made explicit connection between culture and language and defined speaking as culturally practices; they emphasized the need for studying the social contexts of speech acts. Some social scientists state that language is part of culture through which people can comprise their historical and cultural backgrounds .Brown(1994:165) describes the two as “A language is part of culture and a culture is part of language ;the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture.”

1.5.1 Teaching the Target Language and its Culture

It is commonly accepted that a high level of language proficiency includes knowledge of cultural aspects existing in the target community i.e. knowing a language is no more longer assessed with it vocabulary ,grammar, lexisetc. but also it includes teaching the target culture .

Teachers in EFL classrooms should be competent in their teaching they must take into consideration teaching the target culture, so that pupils will be able to acquire communicative competence needed to participate correctly when facing various situations in spontaneous way. In this respect (Hymes.1980:12) says:

“The communicative competence approach to teaching that emerged in the 1980 emphasized identifying and employing learning strategies that could facilitate genuine communication in the target language.”

1.5.2 Integration of Culture in the Class of English for Students

The time has come for language teachers to shift from traditional methods to the most effective one by helping their students develop and improve the quality of their intercultural competence “Get their feet wet in the waters of another culture.”

(See Iyengar's, 1993, preface)

In order to integrate culture, pupils should demonstrate curiosity about the target culture and empathy towards its people by focusing on their way of speaking, utterances they use, their way of behaving and their historical and cultural backgrounds.

1.5.3 How to Include Culture in EFL Teaching

There are many ways of including culture for example, produce a guidebook, posters or WebPages for visitors in addition, read articles or extracts from books, newspapers and magazines. As well as familiarize students with information needed about the target culture as: films or music and recording from native speakers also by planning activities concerning the target culture.

1.6 Aims of Teaching Culture

Teaching the foreign languages assigns specific aims that are oriented towards various dimensions:

- Become aware of the connection between language, culture, and world view.
- Develop a culture exploration framework for future use.
- Use language in real contexts and in the context of culture learning.
- Deepen understanding about the nature of language and culture and their interconnection.
- Experience the process of learning a new language and develop empathy for persons speaking in a second language.
- Develop skills in speaking more clearly and precisely when communicating with someone speaking a second / foreign language.

- Challenge students to experience decision making with insufficient data and develop an image of prehistoric or nonliterate people.
- Learn different styles of language experience appropriate for varying contexts.
- Realize the connection between language use and cultural values.

1.6.1 Aims of Teaching Culture in EFL

This process gives priority to the awareness of other cultural groups in terms of their beliefs. We cannot be competent in the target language if we don't comprehend the others culture and how it assimilates to our own culture. Hence learning a foreign language is making learners to be communicative and understanding the real world outside the classrooms. (Ladson-billing, 1992:314) advocates the aim of teaching culture as:

“the kind of teaching that is designed not only to fit the school culture to the students' culture but also to use student culture as the basis for helping students understand themselves and others structures social interaction and conceptualize knowledge.”

1.6.2 Importance of Culture in EFL Teaching

Teaching a foreign language presents a rational pedagogy, that is to say learning a language is not only assessed with native speakers' construct but also the ability to be intercultural speakers by including its ideas, beliefs, customs attitudes...etc.

Culture teaching plays an important role in language learning in which it avoids cultural misunderstanding and by which pupils can given the real image of their own culture and the target culture. Peck (1998:125) states that “culture should be our message to students and language our medium.”

1.7 Difficulty of Incorporating Culture in the EFL Classroom

pupils and teachers have troubles in incorporating culture, the most effective issue is differences in cultures because of different ethnic groups have different cultures, the second major difficult is lack of time that most teachers language suffer from to include teaching culture in the EFL classroom.

Another difficult is weakness in teaching materials were not readily available especially in Algerian schools that problem unable pupils to interact with the world outside the classroom. Widdowson (1990:233) states the importance of materials as “Authentic would be materials designed for native speakers of English used in the classroom in a way similar to the one it was designed for.”

1.7.1 Common Cultural and Language Barriers for students

Students of different cultures are often admitted with language barriers in which effective communication can be handed. Neuman (2002:75) suggests that “common barriers can occur for cultural, attitudinal, language and logistical reasons.” Students’ ignorance of other culture and the lack of common language becomes an effective barrier for EFL students.

1.8 Conclusion

Culture teaching refers to the way teachers can focus the teaching of the foreign language in such a way, that pupils can communicate in a conscious way , by taking into account their real experience. Many researchers regard it as the ability of knowing language .Thus learners define communication in the target culture as the ability to converse with others; more precisely as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in intercultural communication This part gave the definition of the teaching culture .It also mentioned it aims as well as it important and how language teachers should integrate it in EFL Classroom.

Chapter Two

Data Analysis

2.1 Introduction

The second chapter involves the practical study of teaching culture to first year EFL learners and the difficulties facing teachers when dealing with it. The present study is based on gathering information concerning the teaching /Learning situation of teaching culture at the secondary school .This part deals with the description of the research instruments and the analyses of the data gathered about the teaching culture.

2.2 Description of the EFL pupils at Secondary School

In Algerian schools, English is studied from the first year of the middle school till the third year of secondary school which makes seven years of English tuition .At the secondary school , English is part of the curriculum .During learners studies , the focus of the four skills (Listening , speaking , reading comprehension and written expression) in addition to grammar, vocabulary and other language functions which learners have to show their proficiency and mastery of the target language through different units .This research work has taken a sample population .Some pupils and teachers of Abed Allah Aissa Secondary School at Hennaya. There are 700 pupils at different levels studying in different streams. It includes 40 teachers, four among them are teachers of English, as far as English is concerned, it is taught at all levels but differs from one level / stream to another.

2.3 Teachers profile

To achieve this work, data was collected from secondary school teachers. The description of their profile attempts to give an idea about the sample population concerned by this study.

- Teacher (A): he is full time teacher who has taught English for 28 years. He thinks that pupil's level at this secondary school is average .He relies on the new text book in his teaching and he relies on the use of exercises that involve individual work.

- Teacher (B): she is full time teacher who has taught English for 09 years. Her experience permits her to identify the pupil's weaknesses and satisfies needs. She likes using games in addition to other text and activities.
- Teacher (C): whose teaching experience is of 07 years .She thinks that pupils of secondary school have not a good background .Her method is focusing on making her pupils more active with the use of exercises including dialogues, interviews scripts and others.

2.4Learners profile

As far as the pupils of first year are concerned, their number is 360, among them 159 boys and 201 girls. These pupils ranging in age between 16 and 20 years .All of them are from Hennaya, they have nearly similar cultural, social and educational background to a given extent.

2.5Research instruments

The research instruments involve the use of the questionnaire and classroom observation .The questionnaire was designed for both teachers and students in order to collect data and have different points of view information concerning teaching culture. The questionnaire is composed of eight questions and it is administered to three teachers.

2.6 Data analysis

The major concern in data analysis is about whether the pupils are enjoying in studying English and if they are facing difficulties in addition to their motivation to search for other cultures. The second concern is about whether the teachers teach the culture .It also inquires about techniques and activities the teachers use to teach it .In addition to this, it analyses the difficulties they find when teaching culture .They were asked if culture teaching is given much importance in classroom.

2.6.1 Analysis of the Pupils' Questionnaire

Item one: Do you enjoy studying English?

Suggestions	A F	R F
Yes	28	70%
No	12	30%
Total	40	100%

Table 1: the pupils' dependence to studying English

This reveals the great majority of pupil's motivation on studying English in which A F stands for the absolute frequency while R F is the relative frequency.

Item two: Are you satisfied with the techniques used by your teacher?

Suggestions	A F	R F
Yes	24	60%
No	16	40%
Total	40	100%

Table 2: the pupils' satisfaction to the techniques used by their teacher

This direct Question shows that pupils are satisfied by the way of teaching. Whereas few of them show their refusal because the teacher speaks only in English without any translation and writes a lot without any explanation or giving examples.

Item three: Do you like searching about other cultures?

Suggestions	A F	R F
Yes	28	70 %
No	12	30%
Total	40	100%

Table 3: pupils' awareness of searching about other cultures

Great numbers of pupils are motivated to have an idea about another culture this is because of their awareness of knowing more about other cultures.

Item four: Do you face problems when learning about other culture?

Suggestions	A F	R F
Yes	18	45%
No	24	55%
Total	40	100%

Table 4: pupils' problem when learning about other cultures

The absolute frequency shows that great numbers of pupils haven't problems when searching about other cultures

Item five: what types of activities do you prefer when learning about other cultures?

Suggestions	A F	R F
Dialogues	13	32.5%
Fill in the gaps	10	25%
Other	17	42.5%
Total	40	100%

Table 5: pupils' activities preferred

A lot of pupils prefer to learn about other culture by their special way like chatting or by having friends from the net.

Item six: which materials do you use outside the classroom in learning English?

Suggestions	A F	R F
Internet	18	45%
Listening to English on TV or radio	22	55%
None	00	00%
Total	40	100%

Table 6: pupils' materials that using outside the classroom

This question shows that most of pupils learn English from the TV and few of them from the net.

Item seven: According to you what are the most effective way to learn about other cultures?

Most of pupils answer as follows:

- Watching movies at home and listening to music.
- Watching cultural movies and use the internet or searching in the books.
- Listening to English music and watching cultural videos.
- Chatting with friends from different countries.
- Travelling and visiting new places to learn more.
- Get informed about other cultures from the net.

This question reveals that each pupil has his own way to learn about other cultures.

2.6.2 Analysis of the Teachers' Questionnaire

The main objective of the questionnaire was the collection of a set of information about teaching culture in secondary school .The questionnaire result provided important information about the teaching culture.

The secondary school teachers of English stated their experience difficulties, techniques and suggestions when answering the questionnaire .As far as their experience is concerned , it varies from from 7 to 28 years , these long experiences had a great effect on teaching a foreign language to the secondary school pupils.

This questionnaire involves the teaching of culture since the three teachers teach many sessions of culture. When asked about the important elements of culture they provided different answers that are summarized as follows:

Item one: what steps do you follow when teaching culture?

The three teachers answer that they first warming up then introduce gradually the four skills in each session and using different techniques to acquire the culture of a language.

Item two: How do you assess your learners' progress in this process?

Teachers	Good	Average	Weak
Teacher (A)		/	
Teacher (B)		/	
Teacher (C)			/

In the following table, we can see that teacher (A) and teacher (B) agreed that learner's progress in learning culture is average, but teacher (C) stated that their progress is weak because his learners don't give much importance to English language.

Item three: Do you make use of information and communication technologies to include culture in your teaching?

Teachers	Yes	No
Teacher (A)	/	
Teacher (B)		/
Teacher (C)		/

Most of Algerian secondary schools are not accessed to the world wide communication they are just relying on the textbooks .it is the school regulation to use textbooks in class .However, there exists the freedom to choose a suitable one for the target group. The resources that are used in class mainly focus on the text book with some extra in house materials selected as supplements.

Item four: Does the textbook used sufficient items involved in discussions about other culture?

Teachers	Yes	No
Teacher (A)		/
Teacher (B)		/
Teacher (c)		/

The three teachers agreed that the textbook doesn't contained cultural aspects it puts focus just on the linguistic one.

Item five: It is well presented in terms of variety, graduation and interest?

Teachers	Yes	No
Teacher (A)		/
Teacher (B)		/
Teacher (C)		/

All the teachers have answered negatively that is to say they argued that the text books especially in Algeria secondary school have a negative influence on pupils because it put focus on the linguistics aspect as a result communicative competence of the students will be hinder.

Item six: what are the difficulties you face when teaching culture?

Teachers	Difficulties
Teacher (A)	1. Lack of ICT's and materials 2. Absence of sociocultural milieu
Teacher (B)	3. Most of the learners are demotivated 4. Weakness in textbooks
Teacher (C)	5. Lack of awareness 6. Crowded in classrooms

When questioned about the difficulties related to teaching culture, teacher (A) said that the perception of other culture is weak because of the lack of the authentic materials as well as to the hardness concerning interference of cultural milieu .However teacher (B) answered that she has difficulty in poor textbooks, and teacher (C) said that the pupils of secondary school haven't Goodling background and classrooms are so crowded.

Item seven: according to you what is the best way to help your learners to develop their intercultural ability?

The teachers' answers were as follow:

1. Review of syllabus, textbooks.
2. Having more training for teachers and getting them informed about the world outside the classroom.
3. Teachers should have efficient use of ICT's
4. Decreasing the number of pupils in each classroom about 20 pupils.
5. Raising the cultural awareness among pupils.

6. Making eye contact between other cultures
7. Negotiating across cultures.

It is viewed that all the teachers recognize the need for the challenges posed by intercultural contact with textbooks. There is a need, then, to reconceptualize both fields: language education and intercultural communication to grasp better the whole, the components, and their interconnectedness, and to create training and education designs that include language and intercultural communication activities. Learners may have always been more concerned with practical aspects of communicating, interest is clearly picking up among those in the foreign language profession as well .pupils need to be able to understand and appreciate people who are different and communicate effectively with them.

2.7 classroom observation

A related strand of research concerned with the language and culture of the classroom has looked more closely at how the classrooms are constructed through language .General interest here is in uncovering links between student's participation in particular patterns of interaction and their subsequent communicative and academic development. as well as to the role of teacher to develop this interaction The classroom is a collaborative community in which participants come together not as a collection of individuals, but as a community that works towards shared goals, the achievement of which depends upon collaboration. classroom observation is a common method of investigation which deals with how teaching or learning takes place in the classroom to collect data about the learning needs .The researcher attend one sections of English discipline as participants in order to observe the hole class and obtaining data about their motivation, classroom atmosphere, the teacher methodology and the common techniques that are used by the teacher.

The research accordance tries in this work to take the first-year secondary students as a sample population, by observing one section of the English discipline;

this was in order to obtain the maximum information about teaching culture in their field .At this level the research collects the following data:

2.7.1 Learners' motivation

Most of the learners in the Algerian secondary schools are demotivated since classrooms are made up of 40 to 45 pupils that make teaching difficult or even impossible in which pupils' motivation can be hindered in other words the fact of having a great number of pupils in small classrooms will hinder the possibility of motivation as harmer states: "classrooms that are badly lit and overcrowded can be excessively de-motivating. But unfortunately many of them exist in schools. "

2.7.2 Classroom atmosphere

Classrooms were viewed as a little significant sociocultural community in their own right, coupled with an understanding of the intrinsic relationship between teaching and learning, has led to the weaknesses of two pedagogical approaches concerned with creating effectual learning conditions in the classroom. One approach is broad-based in that it does not focus on reconceptualising classrooms as communities of learners. the second is more restricted in that it focuses on incorporating learning practices into the traditional classroom because of the problem of large and crowded classes is recurrent in third world countries widening the possibility of individual differences among learners ,creating problems and demanding more efforts from the teacher.

2.7.3 Teacher methodology

The teachers play an important role. Teacher actions as coach, mentor instructor and supporter in the classroom they undertake with the learners serve to assist learners in appropriating the knowledge, skills and meanings. Teachers' actions also function to help learners to stand back from and become fully aware of the knowledge and skills they are developing so that they may act responsibly and creatively. Teachers try to provide ample opportunities for learners to appropriate the particular

communicative and cultural knowledge and skills that have been deemed important to participation in their larger social communities.

2.8 Conclusion

This chapter has exposed the empirical phase. It draws the methodology of research followed throughout this research work. Focus was on the main factors (human and pedagogical) that helped depict the weaknesses at the level of teaching culture in class. Both teachers and pupils constituted the actors of such interaction. The questionnaire was really of great utility providing us with almost appropriate bases of the source problem rising from the low verbal proficiency. In addition to classroom observation that helped us to capture something important related to teaching culture of first year pupils at “Abed Allah Ben Aissa “Secondary school in Hennaya.

Chapter Three

Suggestions

3.1 Introduction

The third chapter of this research offers a real-life practical guide to teachers that will enable them to serve students from many linguistic and cultural backgrounds effectively .it includes numerous exemplary strategies and resources as well as practical references to the latest uses of embedded technology . All of these are designed to reflect contemporary practice in integrating cultural content in the English course.

The goal of this chapter is on promoting an understanding of the relationship between language and intercultural communication that can lead to personal development and international understanding. It seeks publication that explores new ways of understanding intercultural aspects of intercultural communication and the pedagogical implications of these stands of research.

3.2 Ways of Integrating Cultural Content in the English Course

Language teachers can be more deliberate in helping students learn to experience reality in a new way. Using a “culture-contrast” approach may be useful in this regard, including the following steps:

- 1- Inform students about how their native language is related to basic values, beliefs, thoughts patterns, and social action in their own cultures.
- 2- Compare native language-culture patterns to those of the new language-culture. look especially for concepts and structures in the new language that do not exist in the native language because they provide key to shifting experience along lines provided by the acquired language.
- 3- Assess achievement not just in terms of vocabulary and grammar but also in the pragmatic dimensions of culturally appropriate social judgment and decision making. Case studies or critical incidents accompanied by various possible actions can be useful in assessing a student’s ability to shift his or her frame of reference toward that of new language.

3.3 Cultural Projects to be practiced into Classroom

The process of teaching culture as a whole relies on specific projects to be practiced into classroom .Thus my research has proposed the following projects:

Getting to know you posters: i-e the teacher should tell his students they will be creating posters about themselves and that this will include a photo and brief text; as soon as the posters are ready, he has to post them round the classroom. And he should encourage students to walk around by comparing and contrasting experiences.

Exploring cross-cultural communication: this project asks students to write a description of a situation they have experienced with a native of the host culture .in order to familiarize students with what is expected, it is a good idea to present examples of such situations beforehand.

Comparing cultural events: teacher select a short film clip that shows a cultural event and give students the chart and ask them to complete the column while watching the clip. After viewing ask the students in groups to discuss what takes place in their culture.

Name that country: this activity gets students to test their knowledge of other cultures by working with another student to figure out which country in order to know and learn about world cultures by using previous knowledge and in-class resources.

Design your own dream house: by telling each group to design a dream house students must discuss what their house will look like and then draw a picture of it on the flip chart paper with the markers or crayons by determine their house exterior, how many people live in the house and who they are and where in the world the house is located. In the end all of the students solicit and discuss similarities and differences between their own homes.

3.4 The Use of Authentic Material

English teachers must be capable of mastering the knowledge contained in the teaching material completely and deeply. Mastering the knowledge contained in the teaching material and the supplementary knowledge is the minimum requirement of a good teacher.

Authentic material keep students informed about what is happening in the world, so they have an intrinsic educational value. By the way Peacock (1997:23) defines authentic materials as “materials that have been produced to fulfill some social purpose in the language community.” In addition to that students can expose to real discourse, as in videos of interviews with famous people where intermediate students listen for gist. Widdowson (1990:98) says in this respect that “ authentic material would be material designed for native speakers of English used in classroom in a way similar to the one it was design for.” for example , a radio news report brought into the class so students discuss the report on pollution in the city where learners live.

3.5 Creating Cultural Textures

In cross-cultural interaction, cultural a texture has to be applied simultaneously by focusing on some proposes:

- Being aware of our own assumptions, ideas, and emotions, as well as the selective perception, attribution, and categorization that we and others adopt.
- Noticing what is apparent about the other person and turning into their assumptions, words, and behavior.
- Using all of the senses in perceiving situations, rather than just relying on, for example, hearing the words that the other person speaks.
- Viewing the situation from several perspectives, that is, with an open mind.
- Attending to the context to help interpret what is happening.
- Creating new mental maps of other people’s personalities and cultural backgrounds to assist us in responding appropriately to them.

- Creating new categories and recategorizing others into a more sophisticated category system.
- Seeking out fresh information to confirm or disconfirm the mental maps.
- Using empathy the ability to mentally put ourselves in the other person's shoes as a means of understanding the situation and their feelings toward it, from the perspective of their cultural background rather than ours.

3.6 Pedagogical Recommendations:

Change must happen in individuals first, and it is only then that this change can be extended to large groups and institutions. That's why we recommend a change in teachers first of all, because they are the ones to implement those new directions in the teaching of culture.

Seminars for Teachers:

Teachers need to know what language theory is, learning theory, design and procedures. Seminars, on regular intervals will be of great help for teachers, presence of all teachers can help in improving the teaching quality and in fostering collaboration among them. Such seminars can direct some teachers to teach the way they are required to teach.

Aural Material:

The use of the taped materials or cassettes, involving native speakers, will provide learners with authentic materials. how much possible in a setting where English is taught as a foreign language, where instructional materials may be the only learners have with the English and to practice new items of culture.

Using Stimulations:

The purpose of using simulation is to make the pupils interact in meaningful and realistic contexts as they provide backgrounds for the integration of the four skills plus teaching culture. In this way the learners become character of stories resembling

real life. Therefore, the learners will not only improve their pronunciation, grammar, vocabulary, etc but they can also practice the language forms and speak about their own culture.

Motivating the Learners:

Learning requires from the learners to go through a process of personal appropriate endeavor, but the learners should be helped by the teachers to become motivated and use the language aurally according to Rivers' motivation techniques succeed better if the atmosphere of the English class is relaxed and if the teacher provides continuous support and encouragement." (1964:42).

3.7 Conclusion

This chapter has focused on the most important ways of integrating cultural content in the English course. In addition to many organizations regard social skills or interpersonal skills as key qualifications for new employees. Some of these social skills we develop in this chapter may contain elements such as willingness to initiate a conversation, interest in other people, which may assist us in other cultural setting. However, operating in new culture also creates a new frontier for our social interactions, probably requiring the development of quite new social performance.

General Conclusion

General Conclusion

For more effective teaching / learning of English as a foreign language, EFL teachers are to consider equally the four skills, I-e listening, speaking, reading, writing plus the fifth one teaching culture and none of them can function and operate independently of the remaining ones. The abilities to express one clearly and effectively contribute to a student success in school and later in life. Teachers concerned with developing the intercultural communication skill of their students need methods for assessing their student's progress. These techniques range from observation and questioning to standardize testing .However, even the most informal methods should embrace the measurement principles of reliability, validity and fairness.

Throughout the different steps of this research, the reader can get a general idea about culture and how to be considered as to be taught efficiently as a cognitive process and not to be a neglected skill. As well as to the problems faced by the teacher's .the second step focused on the data analysis which proved that teachers used several ways to teach culture. They try to improve the level of their pupils in learning English language .On the other hand; they find difficulties in teaching this skill such as the lack of authentic materials. Concerning the third chapter emphasized the need for changing by proposing some suggestions in order to improve this process.

This work results have shown that the Algerian EFL teachers face such difficulties like the pupils' perception of other culture is weak because of the lack of an effective techniques in teaching culture in addition to the large number of pupils in each class which make their teaching difficult task. As well as to the hardness concerning interference of cultural milieu Algerian secondary schools EFL pupils also face difficulties in studying the English language that are mainly related to their ignorance of communicative competence since they rely only on the textbooks which hinder that skill. In order to improve teaching culture the Algerian EFL teachers should provide innovation, make observation and consider every student engagement. To do so, teachers should create training and education designs that include language and intercultural communication activities learners may have always been more

concerned with practical aspects of communicating, pupils need to be able to understand and appreciate people who are different and communicate effectively with them.

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Appendices

Appendix A

Teachers' Questionnaire

The following questionnaire aims at knowing your own opinion concerning the teaching culture to EFL learners. You are kindly requested to answer these questions making comments when necessary. Thank you for your collaboration.

1-How many years have you been teaching at this secondary schools?
.....

2-Teaching a culture is a process, what steps do you follow when teaching?
.....

3-How do you assess your learners' progress in this process?

a-Good

b -average

c- weak

4-Do you make use of information and communication technologies to include culture in your teaching?

Yes

No

5-What are the difficulties you face when teaching culture?
.....

6-Does the textbook used sufficient items involved in discussions about other culture?

YES

NO

7- It is well presented in terms of variety, graduation and interest?

Yes

NO

8-According to your experience what is the best way to help your pupils develop their intercultural ability?
.....
.....

Appendix B

Pupil's Questionnaire

I'm university student .presently; I'm conducting my research on teaching English as a foreign language in secondary school.

1-Do you enjoy studying English?

A)-YES

B)-NO

2-Are you satisfied with the techniques used by your teacher?

A) - YES

B) -NO

3-Do you face problems when learning about other cultures?

A) - YES

B)-NO

4-Do you like searching about other cultures?

A) -YES

B)-NO

5-What types of activities do you prefer when learning about other cultures?

-Dialogues.

- Fill in the gaps.

- others.

6-Which materials do you use outside the classroom in learning English?

-Internet.

-listening to English on Radio or TV.

-None.

7-According to you what is the most effective way to learn about other cultures?

.....

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