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*The Effectiveness of the Inter-Cultural Approach in
Culture Teaching to EFL Students:
Case of Master's One Students at University of Tlemcen*

*A Dissertation Submitted to the Department of English as Partial
Fulfillment for the Degree of "Master" in Language Sciences*

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Dedications

I offer this humble work to all the members of my family, especially to my dear husband who encourages me strongly and to my grandmother “May God bless her”. Without forgetting my family-in-law to be always present with me, and of course my friends Asma, Yasmine and Imane.

Farah

Dedications

*First and before all, I thank *Allah* for helping me to achieve
this work which i dedicate to :*

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Abstract

The current study has been carried out in the field of Cross-cultural studies. It is obvious that language and culture are two concepts that cannot be set apart since they are linked to each other, so this is why we attempted in this research to describe these concepts and demonstrate the relationship between them. Additionally, we believed that culture teaching is not completely achieved if the intercultural competence is not implemented in EFL classrooms. However, both teachers and learners at the Department of English at the University of Tlemcen seem to play down this approach. The main results showed that culture teaching might sometimes ignore some aspects and it did not include the intercultural language teaching which the main interest of our research was and which is of capital importance. So, since the intercultural language teaching is effective, it should be seen from another perspective, and it must be included in teaching/learning foreign language process.

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List of Acronyms

EFL: English as a Foreign Language.

FL: Foreign Language.

CLT: Communicative Language Teaching.

CC: Communicative Competence.

GVC: Global Virtual Classrooms.

UK: United Kingdom.

USA: United States of America.

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General Introduction

General Introduction

The English language nowadays is gaining more ground on the world and it is the medium that people use in all domains in all over the world. So, Algeria is not an exception since it implements it as a FL and English is taught from the middle school. However, when teaching any language, here English, it is important to deal with its grammar, vocabulary and phonetics, but another important aspect that it must be seriously taken into consideration is culture, since culture and language complete each other and no language proficiency is reached without including its culture.

However, to make sure that the teaching of culture in foreign language classrooms effective, it is necessary to deal with distinction between foreign culture and the target one which is known as the intercultural language teaching and is important for learners since it makes them mediators between their native culture and the target one.

In our research we aim at viewing how teaching of culture is taking place and how it is taught, we focused particularly also to view to which extent culture helps in developing the intercultural competence in the teaching and the learning of EFL to see if the intercultural language teaching is taken into consideration in the teaching of culture which is viewed to be a very effective method in the teaching of culture.

In relation to our research, we reformulate two basic research questions:

- 1- Do teachers at university level give importance to the developing of intercultural language teaching of culture in the EFL class?
- 2- Are EFL students at the university level interested in developing the intercultural language learning?

By considering those research question and problem we hypothesized that:

- 1- Teachers do not seem to adopt the intercultural approach in culture teaching to develop the intercultural competence of the learners.
- 2- Students are far from to take this approach into consideration

In order to see if our hypothesis is validate or not we used two questionnaires which were designed for eight teachers and to students of Master's 1 level both of them from the University of Tlemcen see to which example in relation to EFL teaching/learning and whether they deal with the intercultural approach to develop intercultural competence. The data were analyzed qualitatively and quantitatively

This research work was divided into two chapters, the first chapter is a literature review which includes the theoretical part of the work in which we dealt with concepts related to culture and language as we presented a review about intercultural approach. The second chapter is the practical part of the work in which we collected the needed data and we analyzed then to consider of the hypo is confirmed or disconfirmed.

Chapter One

Theoretical Background

1.1. Introduction

This chapter is concerned with a theoretical background and it dedicated to the description of the concepts of language and culture and what have been said on these concepts by different scholars, dealing with the relationship between them. Then, focusing on the intercultural language teaching and its importance.

1.2. Language Defined

Language has been given many definitions, but it is agreed on that language is the shared system in a given speech community and a system of systems people use to communicate with each other to express thoughts, feelings, ideas...etc. It includes both the spoken and the written forms consisting of use of words in structured and conventional ways.

Sapir's most known definition about language: *“Language is a purely human and system of non-instinctive method of communicating ideas, emotions and desires means of a voluntarily produced symbols.”* What we can derive from this quotation is that language is specific to human beings because only humans have the capacity to produce words and utterances to communicate as well as to refer to different things and times. In other words, human speech is open-ended. Another attractive aspect is worth mentioning that language is acquired by children at their only age especially the spoken form and they are able to encode and decode the different utterances produced by the surrounding environment. To sum up, language is the shared linguistic system in a given speech community, which is said to be not only a code but also involves social practices interpreting and making meaning, i.e. we use language but we conduct to some social rules such as formality and politeness.

Another definition sets by Wardhaugh (2002:2): *“knowledge of rules and principles and of the ways of saying and doing things with sounds, words, and sentences.”* However, these definitions seem to neglect a crucial aspect which is linked tightly to language which is culture because speech is in direct relation with the environment they are found in, according to Sapir (1979:207): *“Language does not exist apart from culture, that is, from the socially inherited assemblage of practices and beliefs*

that determines the texture of our lives.” So, language and culture cannot stand apart because it is impossible to understand the aspects of language without referring to culture and vice versa.

To be able to talk about the relationship between language and culture mainly in language teaching context it would be preferable to define what culture is.

1.3. Culture Defined

It is well known that culture is an ambiguous and vague concept as that has been defined by different scholars. Hinkle (1991:1) believes that cultures may be given many definitions since it comprises many fields such as: anthropology, ethnography, literature, cultural studies...etc. Nieto (2002) also argues that culture may be understood and viewed from different perspectives according to the context so it cannot be given a precise definition. However, attempts were done to give a standard definition of culture such as Seelye (1988:26) does: *“A broad concept that embraces all aspects of the life of man.”* So, culture belonging to a given group and which is transmitted from one generation to another by the means of action and of course by language Duranti (1997:24). Also, culture is the means through which people execute biological and psychological need Brown (2007:188-189). **In the same line of thoughts**, though culture may seem to some that it is concerned just with food, lifestyle, traditions, art and only those visible aspects, specialists in the field agree that this is just a small part of the whole meaning of culture. Because first culture was introduced in Taylor’s book *“Primitive Culture”*(1971) as: *“that complex whole which includes knowledge, belief, art moral, law, customs, and any capacities and habits acquired by man as a member of a society.”* It is crystal clear that Taylor’s definition of culture deals only with one side and which it is called small ‘c’ culture. It was after that Chastain (1976) dealt with both small ‘c’ culture and big ‘C’ culture, the first includes surface aspects like in Taylor’s definition of culture. However, the second refers to those aspects which go beyond the visible one, as for instance civilization and the role of a given society in the world by different realizations.

1.4. Relationship between Language and Culture

Language and culture, a field of study, that attracted several debates among scholars, as Risager (2006) assumes that language and culture can in no way be set apart since language is the verbal expression of culture. Likewise, Kramsch (1998) considers that it is through language that one can detect to which speech community the speaker belongs. In the same line of thought, Byram (1998) believes that language is the tool speakers use to express their knowledge, values and their way of thinking as well as the common experiences the social group shares. Thus, language learning is undeniably not accomplished without culture. Moreover, the speakers belonging to the same social group create an experience for them, be it verbal or non-verbal, for instance : two speakers outside their speech community with foreigners they create a kind of intimacy and solidarity as they share aspects that other cultures do not possess. Then, to share the assumptions and the beliefs of a given culture this could be solely done by the use of language.

When it comes to the context of language teaching, culture is important according to scholars in order to have a sufficient knowledge and to be familiar with customs, assumptions and beliefs of the target country, since culture is present in each discourse since the first contact that language teaching takes place in the classroom (Harrison 1990) talks about the different ways of greeting that are language specific of each social group that cannot be found elsewhere. Thus, culture should, in no way, be ignored because of the huge role it plays in helping students to improve their learning process. On the other hand, cultural awareness plays a crucial role in language teaching because it helps learners in such a way that they reach a high level of language proficiency and they will gain the capacity to communicate effectively in different situations, as well as to have a complete vision about the natives' values and intentions (Byram,1989).

Littlewood (1981) argues that each learner needs to be conscious about the norms as well as the geographical and historical aspects of the target country because the knowledge of the mentioned aspects would be in some cases more useful than a correct grammar or language proficiency. All in on, culture, as mentioned before, is an

integral part of language teaching about which learners need to develop an awareness and an understanding about its aspects, such as the mastery of what is acceptable and what is not, without necessarily taking it as a modal and behaving as its speakers.

In the same vein, Kramersch (1993) believes that to make it possible for learners to understand the original texts of the foreign language, culture must be integrated otherwise learners of the foreign language, culture must be integrated otherwise learners will face problems in understanding the cultural patterns included. Additionally, for the right interpretation of the intended meaning by the reader whose culture is different from the writers would not have the same vision. The, cultural assumptions are of serious necessity to be introduced to the learners (Harrison, 1990). Kramersch (1998) agrees with Harrison when saying that the texts belonging to the EFL reveal distinct cultural patterns that it would be problematic for the learners to get a complete meaning if no features are provided within the lecture.

1.5. Language Teaching and Culture Teaching

Culture as an inseparable element of language plays an important role in the teaching process of the latter. According to some scholars culture is, in addition to listening, speaking, reading and writing, considered as the fifth skill.

The Council of Europe was the first to develop the concept of culture in language teaching. Historically speaking, the focus was on the knowledge of the target culture by learners at the levels of history, geography and literature. Actually, culture teaching started to gain ground in language teaching by the nineteenth century mainly in Germany, Britain and France due to the Reform Movement that is based on the idea that linguistic aspects should not be the only aspects language teaching would base on but to be efficient it should deal with the knowledge of the target culture to be confronted to the people's way of living. The shift was done under the influence of the German philosopher Van Humboldt who influenced the field of language teaching which witnessed many developments.

The 19th century was a starting point to culture teaching due to the Reform Movement which was agreed on that linguistic aspects are not the only aspects that should be

dealt with but also the knowledge of the country and its people should be implemented in the curriculum in order to make language teaching more efficient.

Germany was the first to implement the concept of culture teaching (Lundesekunde) during the post-war period under the aim of demonstrating the supremacy of the German power. Van Humboldt established the idea that language and thoughts were related and this latter is to be introduced in the language pedagogy.

Language teaching went through several stages in which different methods were taking place which influenced the teaching of culture as well, as Kramsch (2006:11) mentions: *“culture has always been an integral component of language teaching.”*

Starting with Grammar Translation Method which started to gain ground in the 20th century, in this era teaching the FL was thought of as referring to the art and literature of Greek and Latin, followed by the Direct Method in which culture was not its priority in the beginning and was not given much focus. However, culture was introduced after that the learners were trained to develop communicative skills towards the target language. After that, the emergence of the Audio-lingual Method permitted the spread of language to a large number of learners and it focuses mainly on culture of the people rather than rather than giving interest to superior society, the focus was basically on dialogues that link directly the target language with the everyday-life aspects such as how to use it in restaurants, hotels...etc. However, by the end of the 60's culture was taken seriously after the emergence of the Communicative Language Teaching (CLT) approach it was implemented and the importance was given to communication. Therefore, social aspects of the language were taught. In other words, CLT was based on the learners' Communicative Competence a concept provided by Hymes (1972) as a reaction to the Chomskyan concept of “Linguistic Competence” because this latter was not sufficient for the learners to fulfil communicative purposes.

According to Canale and Swain (1980) CC constitutes of four aspects:

- Grammatical Competence: includes the knowledge of the correct grammatical rules, the lexical, syntax and semantics; knowledge of the language code

- Sociolinguistic Competence: it combines both sociolinguistic competence and rules of discourse, that is to say the appropriateness of communication taking into account the participants and the rules of interaction. The learners need to master the appropriate use of the target language and to have a sufficient knowledge of socio-cultural rules that it includes according to the situation.
- Discourse Competence: to obtain a unified discourse at the level of grammar and meaning, this is referred to as cohesion and coherence. The first refers to how well are the utterances structured to give a proper meaning whereas coherence refers to the meanings in a text and the relationship between them.
- Strategic Competence: to master the verbal and non-verbal communication as well as know how to communicate and to provide the right meaning of an idea when the learner faces communication breakdowns.

Subsequently, the teaching of culture was taken from CC to the intercultural competence because according to Byram *et.al*, the FL teachers were relying much on comparing the competences including grammatical, linguistic and communicative ones of their own learners to those of the native speakers. However, this seems problematic because each language functions on its own and has its own system and norms which are not compatible when compared to another language.

1.6. Goals of Culture Teaching

The teaching of culture has been the interest and the subject matter of several scholars mainly on the role it plays as it is viewed complementary to language teaching, thus many goals were proposed by different scholars such as: Tomalin and Stempleski (1994) Kramcsh (1996) Byram& Fleming (1998) to name but a few, write on the field and they all set goals of culture in language teaching among which three major goals are agreed on:

- *Cognitive goals*, .i.e. the knowledge of the target culture and awareness of its similarities and being able to cope with differences.

- *Behavioural goals*, .i.e. it refers to the ability to interpret the cultural behaviour of the interlocutors and to be able to behave appropriately in accordance with the target culture.
- *Affective goals*, .i.e. are interpreted as the interests and empathy learners show towards the target culture.

Culture teaching started under the belief that when interacting with the others it is not only communication which is important but also the but also the knowledge about the social life and this allows the learner to be more reflective about his own culture and thus put him/herself in the shoes of the foreigner in order to be able to recognize the values and the assumptions of the interlocutors. In addition, culture teaching aims at allowing learners to communicate in an appropriate manner by using the FL as well as to be able to cope with different situations. In the other hand, culture teaching aims at help learners to become and behave as intercultural speaker.

Seeley (1993) notes that: “*there should be a sound reason behind each and every cultural activity.*” After he sets six instructional goals that should be fulfilled by learners which are mentioned as follows:

- **Goal 1** (interest): the teacher should provide help to his learners to manifest their interest towards the target culture and its speakers.
- **Goal 2** (who) : refers to the awareness of the learners that social variables such as age, sex, gender, religion and ethnicity influence the way they use language as well as their behaviour.
- **Goal 3** (what) : the learners need to understand clearly that the minds of their interlocutors are kind of programmed and shaped according to their environment a fact that lead them to behave at a certain manner.
- **Goal 4** (where when) :it is necessary for the learners to be mindful that the situational variab&les mainly physical and social surroundings as well as time are responsible for the behaviour of the speaker.

- **Goal 5** (why) : Each society includes distinct aspect mainly physical and psychological to which the native speakers are conducted with and which are inevitably related to culture.
- **Goal 6** (exploration) :the learners draw in their minds a general image about the TC and its speakers which refer to as stereotypes, that maybe modified by a direct contact by means of observation of its speakers or indirect by having information through book or media for instance.

Seelye's (1993:31)

In the same year, Tomalin and Stempleski (1993:7-8) revised the goals set by Seeley and adjusted them under the belief that the teaching of culture should comprise the following components:

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

In addition to these goals, it is up to the teacher to set his/her own goals within the classroom that should be in a culturally sensitive way, and according to his/her learners' interest, age and language skills, for example, the topics proposed taken from the everyday-life situations such as greetings, patterns of politeness, verbal taboos, festivals, folklores, music, medicine, learning in school, meals, sports and careers (Brooks, 1986: 124-128). Besides this, the teacher should select and introduce aspects that are momentous for the native speakers.

1.7. Characteristics of Culture

Culture is known to have a set of characteristics which can be useful in understanding and investigating this concept. Samovar, Porter and McDaniel (: 26) talk about the traits of culture, they (2009: 26-40) list the characteristics of cultures as the following: *Culture is learned, culture is shared, culture is transmitted from generation to generation, culture is based on symbols, culture is dynamic, culture is an integrated system* .

- Culture first is human specific; it is restricted only to mankind.
- Culture also is not innate or acquirable but it is rather learned from the environment one lives in.
- Culture is shared; which makes it the aspect that a group of people identifies to as it is what distinguishes it from the others it is not restricted to an individual but belongs to the whole community.
- Another aspect that characterizes culture is that it is a set of symbols. In other words we said before that language and culture are interrelated and language is a set of symbols either spoken or written, so they are reflected in culture.
- Culture is also said to be an integrated aspect and this involves all the shared behaviour specific to a given speech community such as: greeting, the way people eat, different beliefs...etc. in order to be identified as being one member of this community one should integrate those typical behaviours in his/her actions.

- Finally, culture is known to be dynamic which means that culture is changeable by the addition or the omission of some aspects, if we compare between ancient times and nowadays we will probably find that a lot of things have changed and this is applicable to most of cultures of the world.

- *Culture is learned and taught.* Cultural knowledge is transmitted from one generation to another. A person is not born with cultural concepts but instead learns them through socialization.
- *Culture is shared.* The sharing of common practices provides a group with part of its cultural identity.
- *Culture is social in nature.* Culture develops in and is communicated by groups of people.
- *Culture is dynamic, adaptive, and ever-changing.* Adaptation allows cultural groups to adjust to meet environmental changes. Cultural change occurs slowly and in response to the needs of the group. This dynamic and adaptable nature allows a culture to survive.

Table one: Characteristics of Culture (from Daniels,2004:92)

1.8. Intercultural Competence

It is important to know levels of language of any foreign language and learning such as grammar , vocabulary , phonetics and syntax. However, cultural knowledge is widely important as the modals of communicative competence demonstrate because no language is achieved if culture is not introduced and it opens doors to misunderstanding and communication breakdowns.

The intercultural competence development has attracted the attention of the researchers as it gives focus on inter-cultural competence .Comparison between the country and its people with own one with giving reference to the history and civilization and to use culture learning skills.

Among the studies on the role of culture in their language teaching, teachers in some countries like Flemish, English, French, German teachers support the idea to introduce the intercultural competence (Sercu 2002). Moreover, Castro (2004) investigated also if Spanish teachers adopt intercultural competence this investigation reveals that they are willing to develop it because according to researchers. It is so important because the focus when teaching the intercultural competence is on the target culture as it includes. It has for aim developing intercultural speakers so that the learners play the role of mediator between his own culture and the target one in order to avoid following in complex situations. *“Someone who crosses frontiers, and who is to some extent a specialist in the transit of cultural property and symbolic values.”* Castro (1992,92)

Also, to respect the differences of the target culture that helps in developing intercultural competence which is important to help them to understand the people of the target culture as well as to be understood since they don't share the same perception of things and well as prepare them for any interaction is an enriching experience (Byram,1997). Intercultural competence is also important in improving the sensitivity and in being self-conscious and presenting his values in an appropriate way.

1.8.1. Implementation of the intercultural approach

Here are some suggestions about developing this approach in culture teaching which is beneficial for both teachers and learners:

1.8.1.1. Motivating students

This would be done by creating a relaxed atmosphere in which learners can perform. Also, the teacher needs to test and analyse his learners' need and to present the intercultural course according to these need, additionally, the teachers must take into consideration their level of interest on the topic he/she is going to deal with since not all the classroom will be interested and integrated to the topic. However, it is up to the teacher to prepare them and to attract them to be convinced that intercultural approach is crucial for their learning process; he/she may introduce real examples in which this intercultural situation would put people from different culture in an embarrassing or funny situations. Therefore, the learners' will probably find it interesting and will be

engaged and motivated. Age also is an important factor that the teacher needs to take into consideration because the more they are mature, the more they will find it easy to understand the difference between cultures.

1.8.1.2. Encouraging positive attitudes

The learners may encounter a cultural situation to which they are not familiar because simply people from different cultures do not share the same values. So, they show that they are not interested and may even take it as ridiculous and weird, this is why the teacher needs to be aware of this and tries to make them understand this culture with its different values and beliefs in order to reach knowledge about this culture which is necessary for cross-cultural communication, that's why they must respect this difference and not consider it as a stereotype because obviously, stereotypes are the main obstacle for developing intercultural competence.

1.8.2. Importance of Intercultural Competence in Language Teaching

Initially, it is important to know that when speakers who do not share the same linguistic system it is not only the language which is taken into consideration but the cultural aspects as well, because it is more going than informing one another, the social group they belong to are part of the assemblage.

In language teaching it is necessary to make the learner an intercultural speaker this would largely help to handle the behaviour the different speakers with different cultures execute, and thus being able to avoid stereotypes. Intercultural language teaching , as it is known , is different from other approaches of teaching o foreign language that focus only on the language without reference to the target culture , and it is also different from approaches that teach the target language and the target culture independently from each other and which primarily relay information about a culture and it is impossible to teach a language without its culture since language is a part of culture In this respect (Duranti , 1997:28-29) summarizes briefly how these two interpenetrate:

to be part of a culture means to share the propositional knowledge and the rules of inference necessary to understand whether certain propositions are true (given certain premises). To the propositional knowledge, one might add the procedural knowledge to carry out tasks such as cooking, weaving, farming, fishing, giving a formal speech, answering the phone, asking for a favour, writing a letter for a job application.

Then, intercultural language teaching has a great importance since it applies several processes so as to make distinctions between languages and cultures in order to ameliorate learners' competencies that allow them to communicate effectively across cultural limitations. Therefore, the intercultural approach in language teaching not only helps the learners to communicate and write meritoriously and in appropriate manner, but also to understand the interlocutors as well as to be understood and to interact in culturally appropriate way. In other words, the intercultural approach permits to the learners to possess both linguistic and intercultural competence. An intercultural speaker needs to take into account the different identities the speaker from the social identity has because if this person is for example English for sure he/she would be modelled as way other English person and the share the same values, assumptions, and beliefs, but he/she has certainly an identity on his/her own that the learner needs to explore. In the other, the learner needs to be aware that there are skills, attitudes and values that help him/her better understanding the interaction between the different speakers. The first factor is "attitudes" (*savoir être*) which refers to the curiosity the speakers show and the acceptance of the otherness and also to show his own values which are far distinct from the others and to check to which extent are these values of the interlocutor are accepted too, the second factor is "knowledge" (*savoir*) that implies how much it is important for learners how different social groups behave in any situation in order to be ready to behave appropriately if he/she encounters one of the situation learned, knowledge here underlines two main elements the understanding of the social patterns and how these patterns function. "Skill" (*savoir comprendre*) is

another factor that denotes the capacity the learners have to understand the intended meaning as well as to be able to draw a clear image in his/her mind about the patterns belonging to the target culture and his/her own.

1.9. Techniques for introducing intercultural approach in culture teaching

Scholars have long tried to introduce the inter-cultural approach by adopting several techniques and tools for the sake of teaching culture to the classroom. Seelye (1993: 162-186) suggests three main techniques for culture teaching. These techniques are culture assimilators, culture capsules and culture clusters.

1.9.1 Culture Assimilators

In this technique the learners are put in intercultural that is they are asked to solve a situation where the activity proposed for them belongs fully to the target culture in which a misunderstanding is found in the activity and the learner needs to find it by choosing one appropriate answer from those propositions that the teacher provides, and after the teacher explains the situation. This would largely help them to understand the cultural values.

1.9.2. Cultural Capsules

They consist of a small oral presentation done by the learners about a given aspect about the target culture in a short time, it can be illustrated by pictures or videos also by asking questions to integrate the other learners in the debate. After that, a comparison is made between the target culture and the native one. The aim behind this is to make the learners aware of the culture they are dealing with and memorizing some of its aspects since it is the learner who does the work.

1.9.3. Culture Clusters

Proposed by Morain and Meade (1973), it consists of a combination of a set of capsules (mainly three or four) that are linked to the cultural topic dealt with in which the teacher plays the role of narrator and the guide for learners.

1.9.4. Genuine Materials

According to Moore (2003) genuine materials are the best techniques to inculcate the cultural aspects to the learners as it helps them to be in a real situation, because when using audio-visual aids, proverbs, music makes the learners to feel that they are in a direct contact with the target cultural. Kramsch (1993) believes that adding to those materials, multimedia materials would equally be helpful to engage the learners in the learning of culture. Corbett (2003) also suggests that comparing between home-made magazines with those of the native culture helps the learners to develop their cultural awareness.

1.9.5. Role Playing

It is one of the most used techniques, it is called so because it is up to the learner to play the role of different participants in the classroom in which the teacher gives the learner the opportunity to be reflective about the cultural situation to be performed. It allows the participants to know how to behave in similar situations.

1.10. Approaches to Culture Teaching

Culture teaching went through a process that witnessed developments of many theories and principles under which many approaches have been settled and which are classified by those approaches that receive a particular acceptance in the field and which involve the followings:

1.10.1. Mono-Cultural Approach

It deals only on the native culture which is viewed as a concept on its own, as by the 1970's the teaching of culture was integrated as an essential part of language pedagogy referred to as *Landeskunde* in Germany, *Civilisation* in France and *Background Studies* in UK and USA. This approach was followed by a similar one known as "The foreign-culture approach" which views culture teaching as an entity, in other words it deals with the different aspects of only one culture without giving a path to comparison between the target culture and the native culture. And the aim behind approach was to make learners behave as native-like speakers.

1.10.2. Comparative Approach

An approach put forward by Durant (1988:303-304) as its name implies, in this approach the comparison between the target culture and native culture takes the biggest part. Thus, the learners' own culture is compared to the target culture which allows them to make the distinction as well as to keep the line between the two cultures and not to deny their own, as Byram and Fleming (1998:8) mention: *“it is no more desirable for learners to identify with the other nor to deny their own identity and culture.* «Moreover, the learners will gain more knowledge since he/she will be confronted to have a large understanding and interpreting the similarities and differences. According to Risager (1998: 246) this approach is linked to two sub-approaches: The intercultural and the multicultural approaches, the first is like the comparative approach it implies the use of comparison, as it assumes that cultures are linked to each other, for the sake of making learners more aware about the similarities and the differences of the two cultures, the second approach considers the target culture as a culture which includes many cultures within and the ethnic, linguistic and cultural differences that are part of it are the main aspects given emphasis which are taken and put to learners' own culture in order to be compared. However, these are not the only approaches implemented; the teaching of culture witnessed the development of other approaches.

1.10.3. Multi-Cultural Approach

It is characterized by the existence of many cultures within the same society the case of Europe and USA which encourage the communication among peoples sharing different cultural aspects, and to adapt the culture in schools that involve comparison between different that involves comparison between different cultures with the local one in order to avoid racism and stereotypes (Byram and Fleming 1998).

1.10.4 Other Approaches

1.10.4.1 Problem-Oriented Approach

Which is learner centred ,i.e., it is up to the learner to make researches in relation to the culture teaching topic in order to get motivated to learn the target culture, the teacher is only an assistant to guide them about suitable topics and their references.

1.10.4.2 Task-Oriented Approach

The same as the previous approach but the difference is only in the fact that the learner makes his own research about relevant topics about the target culture but in pair/group work and each of the groups tackles one aspect and the presentation of the work would be under an assemblage of all the aspects by the group members.

1.11. Teaching Culture in the Algerian Context:

The English language taught in the Algerian schools (middle and secondary) schools a fact which was due to globalization which was the principle factor in order to allow learners to behave as a world citizens and to raise effective cultural and cross-cultural intelligibility and since language and culture cannot be set apart, methodologies have been put into practice to make the learners communicate effectively. However, one fundamental question is to be asked: does Algeria really make reference to cultural aspects in the teaching of the target language?

First of all, the first aim puts forward by the ministry was to develop the linguistic and communicative competence to facilitate for the task of interacting with the interlocutors as it is crystal clear in the following quotation : “as a means to facilitate a constant communication with the world”. Algeria produced textbooks such as “Andy in Algeria” but the focus was still done on the linguistic aspects this was probably due to the fact that the target culture represents a threat to our local one, also it was thought that Algerian learners would better learn the EFL by introducing their native culture in order not to be confronted to ambiguous situations that the target culture handles (Hayam 1989:286-287). Algeria was among the first to adopt the CLT approach that has introduced the cultural patterns to be taught in FL, that were mainly found in textbooks, it was not that evident for to teachers to make a perfect balance between the

transmission of the cultural patterns and linguistic one. In nowadays textbooks “*Spotlight*” for middle school and “*New Prospect*” culture is dealt with but it remains inferior when compared to linguistic purposes, and they are done in a separate section which maybe neglected sometimes, in other words, even though the English language is of big importance the cultural aspects related to it are rarely evoked in schools where the teachers rely much on the text books that do not take culture as a major element but they refer to slightly.

Therefore, culture is considered as a hard task that learners are not trained to overcome. In the other hand, teachers as well encounter several problems in teaching the target culture because first, the teacher training do not provide them a full understanding of the target culture since linguistic competence is the most tackled, and second, it is difficult for the teachers to make the learners aware about when learning the EFL they learn its culture as well, because as mentioned before textbooks that represent a guidance for them do not include big understanding of the culture and if the learners would be asked to perform an activity which includes cultural patterns, they would be then facing a newly situation that would appear problematic for them, as they may encounter difficulty in facing new items related to the target culture as Byram and Fleming argue : ***“In learning about target cultures, students need a set of terms: a language to talk about culture...it may include folk linguistic terms used with varying degrees of understanding.”***

Teaching the target culture would be problematic when the teacher in some cases when the teachers do not respect the right time to introduce the culture as well as to speak about items that may have a negative impact on the learners. Therefore, the teacher needs to be aware of the psychological effects the culture has on the learners, as he/she should choose carefully the content and of course according to the requirement and the interest of the learners.

1.12. Conclusion:

As conclusion to this chapter, one can deduce that it is necessary to integrate culture in teaching English as a foreign language for students and teachers, for this; they need to make distinction between the foreign culture and the target one by adopting an effective approach which is the intercultural language teaching and giving it much importance. The second chapter will be devoted to the research tool (Questionnaire) in order to elicit the main problematic of the research.

Chapter Two

Practical Part

2.1. Introduction

This chapter represents the practical part of the study, and illustrates the steps of the methodology which we followed. It shows how the data was collected and analysed. A detailed description of the means of data collection (qualitative and quantitative), the results and their analysis and discussion are given.

2.2. Restatement of the Aim:

The research work is about the teaching of culture in Algerian EFL classrooms to see if culture is most of the time dealt with or not, also to see the techniques implemented especially the intercultural approach to know if the teachers rely on it in their teaching of culture or not.

2.3. Means of Data Collection:

This research work involves two questionnaires; the first was given to the teachers of university of Tlemcen to see their point of view about language and culture teaching and the second to the learners also of the University of Tlemcen.

2.3.1. Questionnaire Defined:

A questionnaire is a set of written questions devoted for a case study to respond to those questions to have their opinion about the research work, and which will contribute to do the research by having the data needed.

2.3.2. Questionnaire for Teachers:

The questionnaire was given to 8 specialized teachers in teaching culture at the University of Tlemcen who teach at the Department of English. The aim was to get their perception of culture teaching and to have more information about their experience for teaching culture to learners, as well as to have a zoomed image about what

2.3.3. Description of the Questionnaire

The questionnaire given to the teachers include 9 questions in which we asked about the importance of culture teaching and their perception also the necessity of teaching it to learners and whether it is effective for language proficiency or not. In addition, we asked as well about the methods they use either by comparing our home culture to the target one by giving their opinion whether they consider the teaching of culture as a threat to own native culture, followed by the question about the evaluation of their learners' cross-cultural awareness. Finally, we wanted to know the techniques used in teaching culture and whether the intercultural approach is one of these techniques.

2.4. Data Analysis

Question 1:

What do you think about teaching culture in EFL in Algeria?

Most of teachers consider that English is an important in EFL to know more about the target culture in order to develop the language, as well as to keep the learners aware of the different cultural aspects. However, some of them agree that culture is far from being considered in EFL classrooms as it is insubstantial and sporadic in most EFL classrooms in Algeria.

Question 2:

Does the teaching of EFL include some cultural aspects?

Most of the teachers agreed about this question by saying “yes, definitely” any and that any EFL classroom includes cultural aspects that most classrooms are dealing with topics such as : food, lifestyle, beliefs, holidays and plenty of other topics that demonstrate the British culture and which are helpful also to understand the target language and learn it easily. Even though, few of them mention that culture is not really introduces for the learners or with really little amount.

Question 3:

As a teacher, do you think that teaching culture to your learners is a threat to ours?

- Yes
- No

In this question 75% of the teachers respond by 'yes' and confirm that it is not a threat to our local culture as far as the learners would not be influenced much by the target culture and they are mature enough to distinguish between the two and to keep in mind that culture helps them to improve their language competence. However, 25% of the teachers view that it may be a threat in case of not making a clear cut between the target culture and our own.

Table 2: Opinion about teaching culture to learners.

Teachers	Numbers	Percentage
No	6	75%
Yes	2	25%

Question 4:

Do you compare between the target culture and our own culture?

- Never
- Often
- Rarely
- Always

This question reveals that 62.5% of the teachers rarely use comparison between the target culture and the native culture to keep the learners aware,

and 25% always use intercultural language teaching as a major approach to teach culture, but only 12.5% often rely on this approach and use comparison between the two cultures.

Table 3: Comparing target culture to native one.

Options	Number	Percentage
Rarely	5	62.5%
Always	2	25%
Often	1	12.5%

Question 5:

In the teaching training, do you give equal importance to the linguistic aspects and the cultural ones?

Though the majority of the teachers reply that equal importance is given to the two cultures in this question because as they justify language and culture cannot set apart since they are two sides of the same coin and they influence each other, a minority view that linguistic aspects are more taken into consideration than cultural ones.

Question 6:

Do you think that the teaching of EFL would be more effective with the integration of some Anglo-Saxon aspects of culture?

All the teachers agree that EFL teaching would be more effective with the integration of culture since reinforces referring to elements such as: proverbs, idioms, and the typical culture related expressions would surely help the learners to reinforce their language and consequently they reach a high level of language proficiency. Adding to that even literature and poetry as well as history play an important role.

Question 7:

How do you evaluate your learners' cross-cultural awareness?

- Weak
- Average
- Strong

In this question 5 of the teachers (75%) qualify their learners' cross cultural awareness to be average and 3 (25%) of them view that it is weak, but no one of them consider it to be strong.

Table 4: Learners' Cross Cultural Awareness.

Options	Number	Percentage
Weak	6	75%
Average	2	25%
Strong	0	0%

Question 8:

Do you think it is necessary to make the learners aware about the target culture?

- Yes
- No

In this question all the teachers asked opted for “yes” as a response because according to them it is necessary to make their learners aware about the target culture in such a way that they will build a solid identity and they develop skills in the target language because language does not exist from the vacuum. In addition, the learners will be able to make the difference

between the two cultures which makes them develop their awareness.

Question 9:

What are the techniques of culture teaching you implement in the classroom to make the learners aware about the target culture?

In the last question the responses differ according to each teacher and the way he/she teaches. The majority answers by using proverbs, music, poster, as well as history and characters, some reply by using authentic materials such as audio-visual aids including some records of native speakers. Concerning a small part of them refer to the use of comparison between the target culture and our native one by using illustrations.

2.5. Students' questionnaire

In order to have more information about the research we are carrying out we need the help of the students to who are in touch with the target culture, more details about the students are in the title below.

2.5.1. Sample

This current questionnaire was given to Master's I students (language studies) at the University of Tlemcen at the Department of English. They were 30 students to respond the questionnaire.

2.5.2 Description of the Questionnaire

This questionnaire contains 8 questions, in which learners were asked to answer according to their knowledge and their perception about learning culture. In the first question, the students were asked to give opinion about whether they have enough knowledge about the target culture or not. Then, to provide their answers about if they learn more when the target culture is associated with the target language in their learning process, then what are the cultural topics they dealt with. Another important question was to look if they think the target culture is considered as a threat to our home culture and to justify their answers, followed by a question that has for aim to check whether the students how often they use the intercultural approach in their

learning process, and also whether the teachers focus more on the linguistic aspects or cultural ones or they are taught in parallel. Finally, they were asked to give their point of view about if culture teaching in ELT in Algeria is marginalized or not.

2.6. Data Analysis

Question1:

Do you believe that you have a sufficient knowledge about the target culture?

Table 5: Knowledge about the target culture

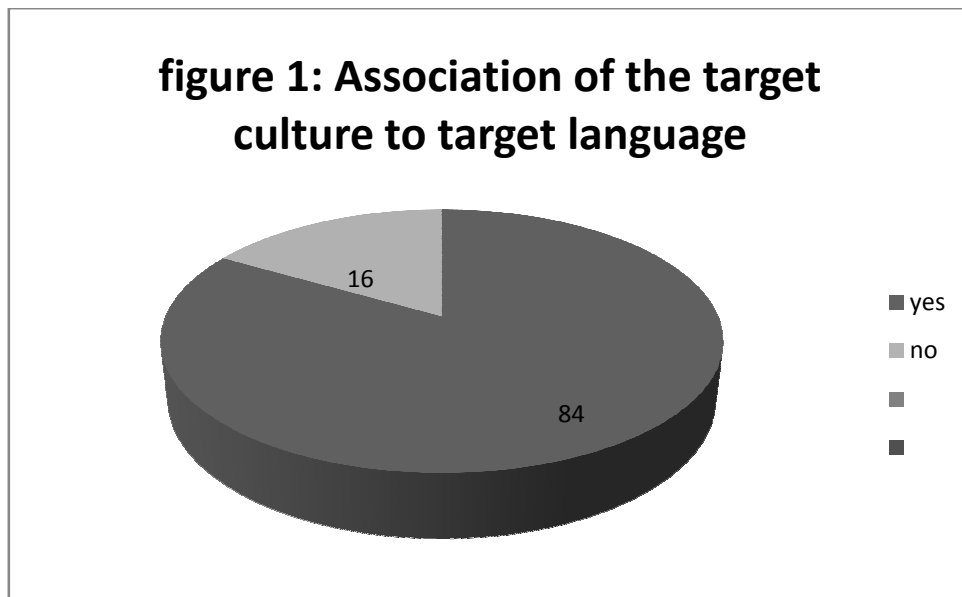
Options	Numbers	Percentage
Yes	6	20%
No	24	80%

As it is shown above, the majority of students 24 (80%) believe that they do not have anadequate knowledge about the target culture while the rest of them 6 (20%)think that they have a sufficient knowledge about the target culture.

Question 2:

Do you think you learn more about the target language when associated to the target culture in the learning process?

- Yes
- No



As the figure indicates the majority of students 84% reply that they learn more about the target language when associated to the target culture in the learning process , the rest of them 16% answer that they do not .

Question 3:

As a learner; have you been taught about the approaches to time or distance that are of a big importance in the British culture?

- Yes
- No

Table 6: Learning about the British culture.

Options	Numbers	Percentage
yes	19	63.33%
no	11	36.66%

As it is shown in the table the majority of students 19 say that they have been taught about the approaches to time/distance that are very important in the British culture, the rest of students 11 answer that they have not ever been taught about these approaches.

Question 4:

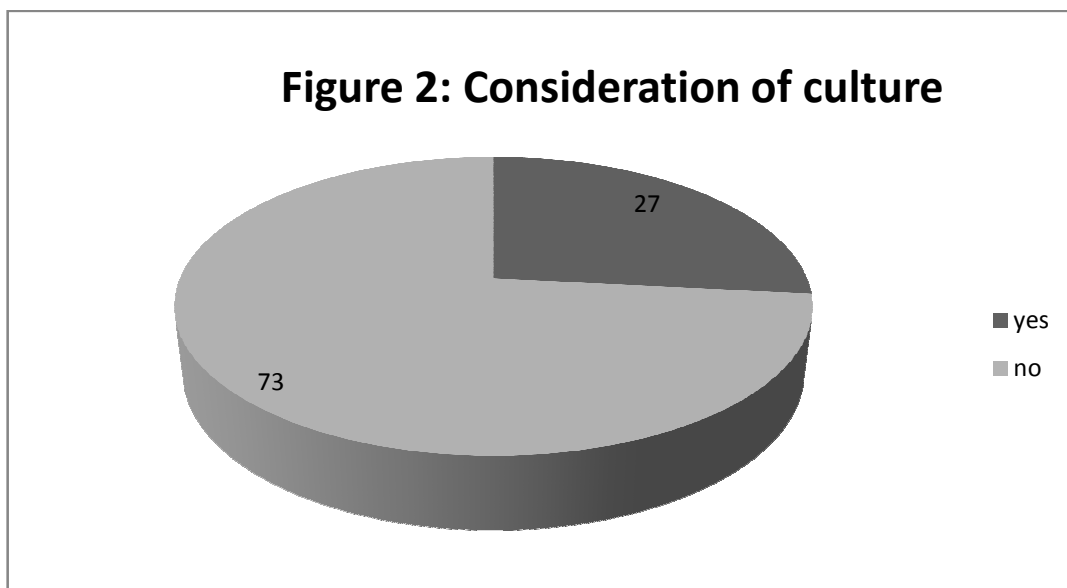
What are the cultural topics you dealt with?

Most learners responded similarly that the topics which have been dealt with are : Festivals, traditions, literature , civilization , lifestyle, music , arts ,morals, human values and behaviours, stereotypes, superstitions , geographic areas and royal family.

Question 5:

Do you consider the teaching of culture is a threat to one’s culture?

- Yes
- No



As it is illustrated above , a big part of students 73% do not consider culture teaching as a threat to one ‘culture while the rest part 27% regard culture as a threat to one’s culture. Because the majority believe that when learning another culture they get closer to its people and their way of living, and permit to create an understanding between cultures and thus, accepting the differences. However, those who see it as a

threat believe that the target may influence young people especially in a negative way and get them far from our own identity.

Question 6:

Do you use the inter-cultural approach to focus on the differences and similarities between the target culture and you own culture?

- Never
- Rarely
- Often
- Always

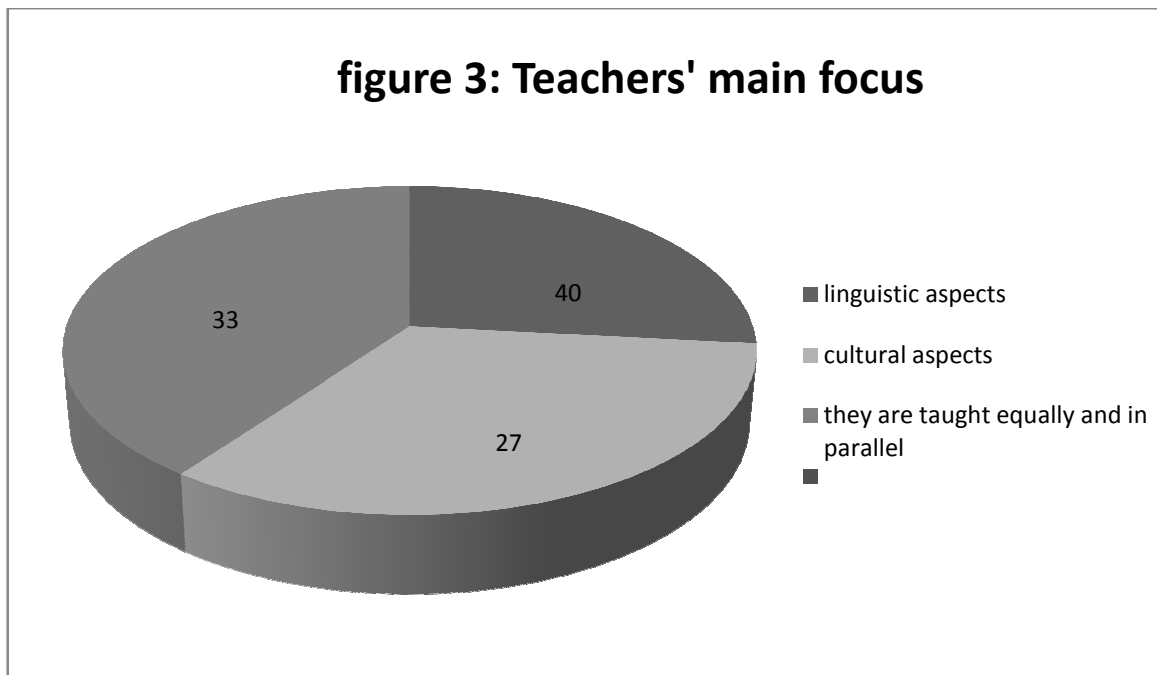
Table 7: Use of intercultural approach by learners.

Options	Numbers	Percentage
Never	5	16.66%
Rarely	18	60%
Often	4	13.33%
Always	3	10%

Most of students 18 confirm that they rarely use the inter-cultural differences and similarities between the target culture and their own culture, while 5 of them say that they never use it in their learning process, 4 of students reclaim that they often use this approach and 3 others believe that they are always dealing with.

Question 7: Does your teacher focus on:

- Linguistic aspects
- Cultural aspects
- They are taught equally and in parallel



In the figure below, it is mentioned that the majority of students 40% say that the teacher deals most of the time with linguistic aspects more than the cultural ones. However, 33% of them agreed that they are taught in parallel. 27% of them opt for cultural aspects.

Question 8:

Do you think the teaching/learning of Anglo-Saxon in ELT in Algeria is:

- Marginalized
- Always dealt with
- Others

Table 8: Status of the target culture in Algeria

Options	Numbers	Percentage
Marginalized	17	56.66%
Always dealt with	13	43.33%
Others	0	0%

It is well shown in the table that 17 estimated as 56.66% of students answer that the learning/teaching of the Anglo-Saxon in ELT in Algeria is marginalized and 13 (43.33%) of them say that it is always dealt with.

2.7. Data Interpretation

The second chapter which deals with the practical part of the work consists of two questionnaire, the first one is answered by the teachers at the university level to know more about teaching culture in association with foreign language and if the inter-cultural language teaching is given importance .Then, the second questionnaire is given to learners to reveal their background about T.C and if they are interested in.

Teachers respond to questions 1, 4 and 5 showing that they don't give a great importance to inter-cultural language teaching since they regard it necessary for learners to rich high level of language proficiency. Those questions help us to check the answers to the first research questions which are: Do teachers at university level give importance to the developing of intercultural language teaching in the EFL class? .This question is answered as follows:

1st question majority of teachers consider culture as an important element in English language teaching to develop students language level. But most of them agree that EFL learners receive theoretical studies more than practical ones.

The 4th one implies that the most of them rarely use the intercultural approach in teaching culture.

The 5th question indicates that both are taught and language includes cultural aspects. However, linguistic aspects and topics such as morphology, and phonology are more focused on than cultural aspects.

The 2nd research question is about Are EFL students at the university level interested in developing the intercultural language teaching and learning? Learners answer questions: 1, 6, 7 and 9 reveal their point of view which contributed to the realization of this work and which was as follows:

In the 1st question learners' answers show that 80% consider their knowledge about the target culture to be insufficient, and in question 6, the majority of them confirm that the use of inter-cultural approach is rarely used in the classroom when dealing about the target culture and this latter is not given importance when compared to linguistic aspects in their view, this is shown in question 7 where 60% believe that linguistic aspects are focused on more than cultural ones. In question 9 the responses demonstrate that most of the teachers use other techniques than intercultural approach.

To sum up, teachers and learners responses confirm the validity of our hypothesis which is: intercultural language teaching and learning is not really taken into consideration in the teaching of culture though is important for both EFL teachers and student's sine it's impossible to teach or to learn a foreign language without its culture

2.8. Suggestions

Both teachers and learners helped in the contribution of this research work by responding to the questionnaires and to provide some suggestions:

2.8.1. Teachers' Suggestions

- To be open to the others' culture, but with the unique condition to fully assume our own culture.
- To make it clear for learners that learning a FL is equated with learning a target culture. However, this teaching should not lead to acculturation.
- Allow communication between different cultures more often to open an open minded spirit in learners and to break stereotypes and also to learn the language easily.
- The classroom needs to have positive interaction, and activities for personalization, students' autonomy to group work and cultural interaction by literature.
- Integrating the inter-cultural approach to explore more the target culture and home culture and to know the common aspects and the different ones.

2.8.2. Students' Suggestions

Among the suggestions provided by the students, were to read more about the field and to get in touch with the native speakers by using the social media.

- Searching for more information and ideas about the specific work and having the capacity to discover new things.
- Shading light more about cultural differences.
- To deal about cultural aspects in the module in charge more than talking about the theoretical part and the research on the field.
- Collaboration between our University with those of England and America by inviting some of their students or teachers who will tell us more about their culture.

2.8.3. Suggestions for further research

To start with, it is preferable to introduce cultural topics for the teachers in the training to deal more about cultural topics especially to focus on intercultural competence this would probably help a lot in developing the learners' intercultural awareness as well, and to find alternative ways of culture teaching. Furthermore, it is necessary to take culture seriously and to know the role it plays. Culture exchange can be done inside and outside the University by encouraging programs like GVC which is beneficial for learners to know more about the target culture by using social media,

To conclude and to open the door for further research, more investigations need to be done in how developing intercultural approach, and how to implement it to learners.

2.9. Conclusion

This chapter tried to describe the research design. It represented the use of culture in FL classrooms for teachers and learners and whether the teaching of culture helps to develop intercultural competence in English Department of Tlemcen University and the questionnaires were directed to English teachers and to first year Master students to find out more information and results about the importance of the intercultural

language teaching among them. The results confirmed our hypothesis which states that teachers do not seem to adopt the intercultural approach in culture teaching to develop the intercultural competence of the learners and students are far from taken this approach into consideration.

General Conclusion

General conclusion

Our research work was concerned with the integration of culture in EFL teaching especially with how it is thought and more specifically if the intercultural approach is regarded as one of the major techniques or not. However, we assume that this approach is not taken into consideration. We proposed two research questions in relation

- 1- Do teachers at university level give importance to the developing of intercultural language teaching of culture in the EFL class?
- 2- Are EFL students at the university level interested in developing the intercultural language learning?

The hypotheses of these questions as follows:

- 1- Teachers do not seem to adopt the intercultural approach in culture teaching to develop the intercultural competence of the learners.
- 2- Students are far from to take this approach into consideration

The research was divided into two chapters in which the first was devoted to a theoretical background of the research in which we highlight the relationship between language and culture then we talked about the importance of the intercultural approach. Moreover, the second part is the most one of the work in which questionnaires were administered to both teachers and Master's one English students at Tlemcen University.

After our investigation we found that culture teaching did not adopt the approach inter-cultural language teaching by both teachers and learners, thus our hypothesis was confirmed .

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Appendices

Questionnaire for teachers

Dear teachers, this is a questionnaire; it is a part of a research work that deals with the teaching of culture. The following questions aim at giving answers to measure the importance of the cultural component in EFL. We would be grateful to you if you help us by giving answers the following questions:

1) What do you think about teaching culture in relation to EFL in Algeria?

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

2) Does the teaching of the EFL include some cultural aspects?

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

3) As a teacher, do you think that teaching culture to your learners is a threat to ours?

- Yes
- No

Why?.....
.....
.....

4) Do you compare between the TC and our own culture?

- Never
- Often
- Sometimes
- Always

5) In the teaching training, do you give equal importance to the linguistic aspects and the cultural aspects?

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

6) Do you think that the teaching EFL would be more effective with the integration of some Anglo-Saxon aspects of culture?

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

7) How do you evaluate your learners' cross-cultural awareness?

- Weak
- Average
- Strong

8) Do you think it is necessary to make the learners aware about the target culture?

- Yes
- No

Why?.....
.....
.....

9) What are the techniques of culture teaching you implement in the classroom to make the learners aware about the target culture?

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

10) Any other suggestions would be very helpful to the realization of the research work

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

Questionnaire for Learners

Dear students, this is a questionnaire intended for you about culture integration in the EFL teaching/learning process, would you please give answers to the following questions:

- 1) Do you believe that you have a sufficient knowledge about the target culture?
 - Yes
 - No
- 2) Do you think you learn more about the target language when associated to the target culture in the learning process?
 - Yes
 - No
- 3) As a learner, have you been taught about the approaches to time or distance that are of a big importance in the British culture?
 - Yes
 - No

4) What are the cultural topics you dealt with?

.....
.....

5) Do you consider the teaching of culture is a threat to one's culture?

- Yes
- No

Why?.....
.....
.....

6) Do you use the inter-cultural approach to focus on the differences and similarities between the target culture and you own culture?

- Never
- Sometimes
- Often
- Always

7) Do your teacher focus on:

- Linguistic aspects
- Cultural aspects
- They are taught equally and in parallel

8) Do you think the teaching/learning of the Anglo-Saxon in ELT in Algeria is:

- Marginalized
- Always dealt with
- Others

9) Any suggestions would be very helpful to the realization of the research work:.....

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