The Importance of Teaching Culture in EFL Classrooms
The Case of Third Year LMD Students of English at Oum El Bouaghi University

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DEDICATION

This work is dedicated to Dad and Mom for their support throughout my studies, I am forever grateful.

To my lovely sisters Mimou and Soussou and my brothers Noro and Didou,

To Adil Siddiq, thank you for your constant support and care.

To my dearest friends, Missisa, Meriem and Nardjess, thank you for being there for me whenever I needed you
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ABSTRACT

Language and culture are two inseparable entities. One’s mastery of the linguistic elements alone does not guarantee he will be able to communicate through a language. Therefore, the need for teaching the target culture for successful language learning is vital. This dissertation is concerned with the importance of culture teaching in the foreign language classroom. The main interest here is to see to what extent culture is important in the English Department of Oum El Bouaghi University. So, both teachers and students’ awareness of the significance of culture teaching is part of the work. The tools in this research are a questionnaire for the teachers and a discourse completion test for the students. The results showed that even though teachers are aware of the importance of integrating culture in the teaching of English as a foreign language most of their teaching methods exclude cultural elements. The results also show that the majority of students of English in the University of Oum El Boughi are not aware of the close relationship between language teaching and culture teaching which leads in many cases to a misuse of the language.
LIST OF ABBREVIATIONS

CLT: Communicative Language Teaching
FL: Foreign Language
MA: Master Degree
TEFL: Teaching English as a Foreign Language
TC: Target Culture
SLT: Second Language Teaching
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GENERAL INTRODUCTION

The last five decades have witnessed a vast change in our understanding of how languages are learnt, and subsequently taught. Empirical results from linguistics, psycholinguistics, cognitive psychology and sociolinguistics have better established the complex nature of language learning. It became evident that linguistic, psychological and communicative factors play a key role in this process. Furthermore, these results have also shown that culture plays an important role in language learning and that the degree of success achieved in this process depends much on how learners perceive the target culture. In the course of time, opinions swung for and against the teaching of culture along with the teaching of language. Recent studies focused on the relationship between second language teaching (SLT) and target culture teaching (TCT), especially in the last decade with the writings of scholars such as Byram and Kramsch. Although the discussion of language and culture has been established early in time, it is not until the 80’s that the need for teaching culture in language classes was seen. This need reached its climax in the 90’s thanks to the work of Byram and Kramsch as mentioned before. By the mid 80’s, the teaching of culture was universally accepted, and culture was widely taught in foreign language classes. But still there were problems about the teaching of the target culture in the foreign language classes.

Statement of the Problem

The researcher believes that the teaching of culture should become an integral part of foreign language (FL) instruction. In any language classroom, learners appear to have multiple problems with learning a FL. One of the major problems facing learners is to understand the target culture. Peck (1998) states that ‘Culture
should be our message to students and language our medium’. It is believed that learners do acquire some information but little knowledge about the foreign culture in language learning classes. As a result, learners fall into a misconception about the target culture and teachers should ‘present students with true picture or representation of another culture and language’ (Singhal, 1998). In addition, conducting a research in the department of English at the University at Oum El Bouaghi will help the researcher to see to what extent learners are aware of the existence of target culture in the teaching of the language and to what extent teachers believe the teaching of culture is crucial for successful language learning.

**Aim of the Study**

We are trying to examine the importance of teaching the target culture in the classroom. The aim of this research is to draw attention to the ‘…recent surge of interest in the cultural learning dimension in language learning…’ (Byram, 1994, p. 01). Besides, it aims to analyze data collected from questionnaires distributed to both teachers and learners at the department of English at Oum El Bouaghi University to see to what extent the concept of culture is important in foreign language teaching (FLT) and learning.

**Hypothesis**

The present research will discuss the need for teaching the target culture for successful language learning. In other words, if, in a foreign language classroom, culture is taught side by side with the teaching of language, learners will have a better understanding of the language. So, we hypothesize that if learners are not made aware of the target culture, they will not be competent enough in using English as a foreign language in real life situations.
Research Methodology

The data which will be collected for this research is going to be based on two different questionnaires. One distributed to the teachers and another to the learners. This data collection will take place in the second semester of the 2012-2013 academic year. As mentioned before, the sample is comprised of teachers at the department of English in the University at Oum El Bouaghi and the recommended students from the same department. The participants are 40 teachers and 60 students. Teachers’ questionnaires will identify to what extent instructors believe teaching culture is important in FL classrooms. However, the learners’ questionnaire will determine how much they are aware of the target culture.

Structure of the Study

Our research is going to be divided into two sections. The first section is a theoretical one while the second section is practical. In the first section the researcher is going to highlight a historical background of teaching culture in foreign language classrooms. Also, a relationship between language learning and culture learning is going to be drawn. And we will end it by mentioning the importance of teaching the TC. The second section which is the practical part will deal with the collected data from the questionnaires. After collecting the data, an analysis and discussion about the results will be included in this section. Then, some pedagogical implications for the teaching of the TC will be provided.
CHAPTER ONE:

THE IMPORTANCE OF CULTURE TEACHING IN FOREIGN LANGUAGE CLASSROOM

Introduction

In the present chapter, theoretical issues about the importance of incorporating culture teaching in foreign language classrooms are stressed. An attempt to define the concept of culture is made through highlighting a set of definitions from different disciplines and the relationship between language and culture is stressed. A brief historical account of culture teaching and the importance of teaching culture in foreign language classrooms are also included. Since students’ awareness of the differences of the use of speech acts between the two cultures allow them to communicate successfully and appropriately introducing the speech act theory seemed to be important. We end up the chapter with a discussion of some goals that teachers take into consideration when teaching the foreign culture (FC).

1.1 What is Culture?

The concept of culture is broad in its scope that there is no single definition for it. Till now linguists gave many definitions to culture; each has its own focus in one particular aspect. To begin with, in the mid nineteenth century, culture was seen as the refined ways of the elite and powerful. The culture which focuses on “the major products and contributions of a society in general or of outstanding individuals in that society” (Chastain, 1976, p.388) is referred to as big ‘C’ culture, known also as ‘formal’ or ‘high’ culture. It comprises history, geography, arts, literature as well as
achievements that as valued by people. Another definition of culture is culture with small ‘c’ or ‘deep’ culture based on a sociological point of view. It “the very general aspects of culture that reflects the society’s organization, family life, institutions, interpersonal relations, customs, beliefs, work and leisure activities, etc.”(Taibi, 2002, p. 23). In other terms, small ‘c’ culture is about the way people behave throughout their everyday life.

The definition of culture cannot be restricted in just a small ‘c’ and a big ‘C’; it is in fact much more complex than that. The first attempt to define culture was made by anthropologists. It is believed that the English anthropologist Sir Edward B. Tylor gave the first definition of culture in which he states that “Culture is…the complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society.”(Cited in Atamna, 2008, p.16). the development of anthropological science led to a deeper study of the concept of culture. One of these anthropological studies is Kroeber and Kluckhohn study in which they tried to examine three hundred definitions of culture (cited in Seelye, 1993, p. 15). From their study, culture was seen as a very large concept that includes all the aspects of human life. Other definitions of culture were given by different scholars. Samovar, Porter, and Stefani (2000, p.36) define culture as “the deposit of knowledge, experience, beliefs, values, actions, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of the universe, and artifacts acquired by a group of people in the course of generations through individual and group striving”. In fact this definition tries to cover everything about culture. Robertson says that “culture consists of all the shared products of human society.” (Deng, 1989). According to Spencer-Oatey (2000:4), ‘culture is a fuzzy set of attitudes, beliefs, behavioral conventions, and basic assumptions and values that is
shared by a group of people, and that influences each member's behavior and each member's interpretations of the meanings of other people's behavior'.

Some anthropologists believe that culture is a set of observable, shared behavioral patterns. This view is the behaviorist approach to culture. For behaviorists culture is considered to be a set of observable behavioral patterns that includes habits, events, customs and rituals. Since the behavioral definition of culture was merely interested in observing and describing behaviors without any attempt to interpret them a functional definition was introduced. In a functionalist view, culture is defined as the rules that govern the human behavior. Functionalists are interested in interpreting the observable behaviors and try to understand the rules that govern these observable behaviors. It is believed that “Knowing these rules would lead to develop an ability to predict others' actions resulting in a better understanding of and a successful participation in the culture in question.” (Merouch, 2006, p. 41). Both behavioral and functional approaches seem to have shortcomings in the sense that observing and interpreting cultural behaviors cannot be done. These approaches didn’t take into consideration the unobservable cultural behaviors which was the focus of the cognitive approach to culture. The cognitive approach sees culture as “a set of mental processes ranging from memorisation to interpretation of incoming data much similar to data processing by computer programs.”(Atamna, 2008, p.19). In other words, for cognitivists, culture in knowledge rather than behavior. Another approach to culture is the symbolic approach in which culture is seen as a set of symbols and meanings. In other words, for behaviourists culture is the observable behaviours. The interpretation of these observable behaviours is the job of the functional approach to culture. Came the cognitive anthropologists and consider culture as a system for thinking.
interpreting and behaving. The symbolic approach to culture dealt with the shared codes and symbolic system of cultures.

Because of its complex nature it is difficult to define the concept of culture. According to Hinkel (1999) there are “as many definitions of culture as there are fields of inquiry into human societies, groups, systems, behaviors and activities” (p.1). For the majority of people culture may mean art, literature, music and customs. All these are observable aspects of culture. For others culture includes non-observable aspects like beliefs, values, norms and attitudes. From the definitions provided earlier one can say that culture is the combination of all these aspects. In this matter the new encyclopedia Britannica (1991) says that culture is:

…behavior peculiar to Homo sapiens, together with material objects used as an integral part of this behavior; specifically culture consists of language, ideas, beliefs, customs, codes, institutions, tools, techniques, works of art, rituals, ceremonies, and so on (p.874).

Michael Lessard-Clouston (1997) attempts to define culture for language teaching; His definition is based on four meanings of culture which are: the aesthetic aspect, the sociological aspect, the semantic aspect, and the pragmatic aspect. The aesthetic sense includes the arts i.e. it includes the cinema, literature, music, and media. The sociological aspect refers to the organization and nature of family, interpersonal relation, customs, material conditions, and so on. The semantic sense includes the whole conceptualization system which conditions perceptions and thought processes. The pragmatic or sociolinguistic sense (aspect) refers to the background knowledge, social and paralinguistic skills and language code which are necessary for successful communication. These four aspects of culture reflect the
different dimensions of culture the point that Lessard-Clouston also highlighted. As stated by Robinson, culture is a dynamic "system of symbols and meanings" where "past experience influences meaning, which in turn affects future experience, which in turn affects subsequent meaning, and so on" (cited in Lessard-Clouston, 1997). Culture learning is the process of acquiring the culture-specific and culture-general knowledge, skills, and attitudes required for effective communication and interaction with individuals from other cultures. It is a dynamic, developmental, and ongoing process which engages the learner cognitively, behaviorally, and affectively.

Giving all the definitions above, culture can be seen for the present research as the way humans behave, think, feel and relates to each other in a particular context. Culture is a system of patterns that can only be understood by members of the same society; it is shared by people in the same society which leads us to the idea that culture is learned. People are not genetically programmed on a particular culture. In fact, in the very early stages of life people develop their own system and the rules of society by interacting with others, specifically with their family. The last point to mention concerning our definition of culture is that Culture is communicated through language. Language and culture go hand in hand, we cannot know about one without knowing about the other.

1.2 Culture and Language

It is commonly believed that language is a part of culture and that it plays a very important role in it. Some social scientists compare language and culture to an iceberg: the visible part represents language, with a small part of culture; the greater part is the invisible aspect of culture which is hidden under the surface. Others believe that culture would not be possible without language. The close relationship between the two has been described by Brown (1994) as: “A language is a part of a culture,
and a culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture” (p: 164). According to Byram (1989), “the language holds the culture through the denotations and connotations of its semantics” (p. 94).

Just like Sapir (1970, p. 207) who believes that “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” we as well believe that language and culture are two entities that cannot be separated. Before going into the details of this close relationship a definition of language seems to be necessary.

By definition, language is a system of arbitrary, vocal symbols which permit all people in a given culture, or other people who have learned the system of that culture, to communicate or to interact. Brown (1994, p.4) defines language as “a system of arbitrary vocal symbols used for human communication”. For Thanasoulas (2001), language is “a social institution, both shaping and shaped by society at large”. For foreign language learners (FLL), language can be seen as a system of symbols that can be learned and used to communicate successfully.

What FLL do not know is that they are expected to use a language that belongs to another cultural environment which is totally different from their own culture. This is, in fact, is more difficult than it seems. Learning a foreign language (FL) successfully is not only about mastering a system of symbols. Learning a FL implies that learners will be able to use this language to communicate effectively with other people from a different social groups. Communication does not mean only knowing about the grammatical aspects of the language; it also means knowing how to say the right thing in the right context. For the foreign language learner, and because of the original cultural background, adopting the new language can be
difficult. In such cases foreign learners are supposed to know what to say and to whom, how to express it correctly within a cultural context. Saying all this, the relationship between language and culture is without any doubt an important issue to be mentioned in here.

For Kramsch (1998, p. 3) when trying to understand the relationship between language and culture, three essential notions should be taken into consideration. First, “language expresses cultural reality” which means that with words people express facts and ideas but also reflect their attitudes. Second, “language embodies cultural reality”; people give meaning to their experience through the means of communication. Third, “language symbolizes cultural reality” (people view their language as a symbol of their social identity).

Jiang (2000) gave three metaphors to explain the relationship between language and culture from three different angles which are philosophical, communicative and pragmatic. In a philosophical sense, Jiang believes that the sum of language and culture makes a living organism in which language is the flesh and culture is the blood neither one can survive without the other. From a communicative view, language is the swimming skill whereas culture is the water and communication would be swimming. Without culture communication would not be possible and without language communication will remain limited. The third metaphor which is from a pragmatic point of view says that language is a vehicle and culture is traffic light. The relationship between the two is transportation in which Language makes communication easier and faster; culture regulates, sometimes promotes and sometimes hinders communication depending on our understanding.

After saying all the above the link between language and culture is clear; without culture communicating effectively will be a hard task to do. Learning a
language without its culture, as Bennett describes it, is the way to become a fluent fool. By fluent fool we mean “someone who speaks a foreign language well, but does not understand the social or philosophical content of that language” (Bennett, 1993, p. 9). In other words, to communicate successfully in the target language one is in need for cultural knowledge of that language.

Due to the inseparability of language and culture, it is necessary to speak about the place of culture in the foreign language teaching (FLT). In any EFL classroom, as we teach language, we would automatically refer to culture whether explicitly or implicitly. In this matter Kramsch (1993) states that “culture is not an independent aspect of language learning or teaching, it is a feature of language, it is always in the background, right from day one, ready to unsettle the good language learners’ proficiency when they expect it least, making evident the limitations of their hard-won communicative competence, challenging their ability to make sense of the world around them.” (Kramsch, 1993, p.1). Before going into any details about the teaching of culture in EFL classrooms we will first discuss the history of teaching culture along with the teaching of language.

1.3 Historical Background of Teaching Culture

Although the presence of culture in EFL classrooms is relatively recent a review of the literature shows that cultural elements have practically been always present in FLT. It was during the sixties when culture teaching started to attract the attention of scholars of the field of FLT.

Originally, Greek and Latin were studied so that learners can read and translate its literature to their language which was basically the principle of the grammar translation method. The main rational behind the teaching of a foreign language according to this method is gain access to the ‘great works’ (Kramsch, 1996,
During these days, learners were introduced to the target culture (TC) through history, literature, and fine arts (Larsen Freeman, 2000), i.e., big C culture. Small c culture was not highlighted in this method since the main focus was put on the grammatical aspect of the language which was one of the main drawbacks of the Grammar Translation Method as stated by Rivers (1981). One can say that even though small c culture was not present in any way in this method, some forms of big C culture were clearly part of it.

Among the methods that came to light during the second half of the 19th century is the direct method. This method emphasized the oral language to promote international communication during which culture was viewed as a way of life (Larsen-freeman, 2000). This view of culture saw as well a growth of social sciences, especially anthropology and sociology. The ‘way of life’ culture became to be referred to as small c culture (Chastain, 1988, p: 303) and it contributed directly to the learners ability to “function linguistically and socially in the contemporary culture” (Chastain, 1988, p. 303).

Mostly, culture teaching was separated from language teaching. Culture was taught on courses known as background studies, cultural studies, civilization, etc. All these courses described the structures and functions of institutions and people’s lives in a stereotypical way (Mountford & Wadham-Smith, 2000, p.1). Culture teaching was not considered to be part of language teaching. In this matter, kramsch (1993) argues that, culture was seen as “mere information conveyed by the language, not a feature of the language itself” (p.8).

Recently, the aim behind foreign language teaching is mainly to develop the learners’ ability to communicate with each other across linguistic and cultural boundaries. Because of the close relationship between language and culture, the
teaching of culture is seen as an integral part of language courses (Seelye, 1993, p. 9). All researchers in the field of language education believe that learning a foreign language is culture bound. Language cannot be taught without culture, and these “two reflects a current direction in language pedagogy” (Robinson, Stuart & Nocon 1996, p. 435).

As language teachers we must be interested in the study of culture (in the social scientists’ sense of the word) not because we necessarily want to teach the culture of the other country but because we have to teach it. If we teach language without in teaching at the same time the culture in which it operates, we are teaching meaningless symbols or symbols to which the student attaches the wrong meaning (cited in Brooks, 1986)

Even though the teaching of culture as a part of FLT was emphasized the only presence of culture teaching was in the use of authentic materials. Buttjes (1990) summarises the reasons behind this close relationship as follows stating that:

- language acquisition does not follow a universal sequence, but differs across cultures;
- the process of becoming a competent member of society is realized through exchanges of language in particular social situations;
- every society orchestrates the ways in which children participate in particular situations, and this, in turn, affects the form, function and content of children's utterances;
- caregivers' primary concern is not with grammatical input, but with the transmission of sociocultural knowledge;
The native learner, in addition to language, acquires also the paralinguistic patterns and the kinesics of his or her culture (cited in Lessard-Clouston, 1997).

Having knowledge about the close relationship between language and culture is important to develop the students’ cultural competence henceforth successfully and appropriately communicating using the target language.

1.4 The Importance of Incorporating Culture in Foreign Language Learning

As we mentioned before, culture is an integral part of language teaching. One cannot know the language without knowing its culture. Scholars have been focusing on the close relationship between language and culture over the last two centuries. The recognitions of the existing of such relationship draw the attention of language teachers to the fact that language do not exist in separation from culture; and that knowledge of culture is the key to understand the language. Learning the language without its culture seems to be inaccurate and incomplete. For L2 students, learning the language without knowing anything about the people who speak it seems senseless. Learning a new language means a lot more than just knowing its linguistic system. Learning a language is about learning its culture as well. According to Bada (2000, p. 101), “the need for cultural literacy in ELT arises mainly from the fact that most language learners, not exposed to cultural elements of the society in question, seem to encounter significant hardship in communicating meaning to native speakers.” In short, learning a foreign language means learning the TC as well.

Even though the importance of incorporating culture in the foreign language teaching is obvious, not everyone in the field of language teaching acknowledge it. The reason behind this negligence is that language teachers seem to be more
interested in the practical aspect of communication. Language teachers often treat
culture as supplemental to language teaching. The problems of not teaching culture
along with the teaching of language started to be recognized. In their attempt to keep
their students from turning into fluent fools, language teachers are putting importance
on experiencing reality through culture.

Several authors list the benefits of teaching culture while teaching the
language. Among these, Stainer (1971) who believes that studying culture gives
students a reason to study the target language as well as rendering the study of
L2 meaningful. From the perspective of learners, learning the target culture will help
to create a clear image about real life situations. Although grammar books are filled
with illustrations from real life, without background knowledge those real situations
may be hard to conceive by the learners. In addition, providing access into cultural
aspect of language would help learners relate the abstract system of language to real
people and places (Chastain, 1971). When it comes to motivation, culture classes
does have a great role because learners like culturally based activities such as
singing, dancing, role playing, doing research on countries and peoples, etc.
teaching the TC not only increase the students interest in the English-Speaking
countries but also their motivation. Being culture bound, most L2 learners try to reject
or ignore the new culture. This is because they face some difficulties understanding
or accepting people with points of view different from their own. In this matter,
Kramsch (2001) said that:

People who identify themselves as members of a
social group (family, neighborhood, professional or
ethnic affiliation, nation) acquire common ways of
viewing the world through their interactions with other
members of the same group. These views are reinforced through institutions like the family, the school, the workplace, the church, the government, and other sites of socialization through their lives. Common attitudes, beliefs and values are reflected in the way members of the group use language—for example, what they choose to say or not to say and how they say it (p.6).

Studying the TC can also play a role in the learners’ general education in the sense that when learning the culture, learners will be learning about geography, history, arts, etc. of the target culture (Cooke, 1970).

Speaking about the different ways culture influences language teaching McKay (2003) believes that this happens in two ways: linguistic and pedagogical. Pedagogically, it influences the choice of the teaching materials. In other words, cultural content of the teaching materials, and the cultural basis of the teaching methodology are to be taken into consideration while choosing the language materials to be used in the classroom. Linguistically, it affects the semantic, pragmatic and discourse levels of the language.

Another benefit behind the teaching of culture is to develop the learners’ ability to distinguish between their own culture and the target culture. Being aware of the existing of such differences enables the learners to avoid transfer from their mother culture into the English culture. The confusion between the norms of their own culture and the norms of the target culture usually lead the learners to use their native culture norms in the realization of different speech acts. In fact speech act is the area where transfer of the mother culture can be clear. It is believed that there are similarities as well as differences of the Realization of
This realization is culture bound; it represents the level of communication at which intercultural misunderstandings may occur.

1.5 Speech act theory

In recent years, the relevance of pragmatics has become increasingly clear to applied linguists. Though the scope of pragmatics is far from easy to define, the variety of research interests and developments in the field share one basic concern which is the need to account for the rules that govern the use of language in context (Levinson, 1983). One of the basic challenges in pragmatics is the issue of universality. In other words, to what extent is it possible to determine the degree to which the rules that govern the use of language in context vary from culture to culture. This issue of universality is especially relevant in the context of speech act studies. It is believed that second language speakers might fail to communicate effectively (commit pragmatic failures), even when they have an excellent grammatical and lexical knowledge of the target language. In part, second language speakers’ pragmatic failures have been shown to be traceable to cross-cultural differences in speech act realization rules. As Widdowson (1978) puts it, learners are just as liable to transfer 'rules of use' as those of 'usage'. In other words, the realization of different speech acts differs from one culture to another. When we speak we can do all sorts of things. Real-life acts of speech usually involve interpersonal relations; a speaker does something with respect to an audience by saying certain words to that audience. The study of such relationship along with the realization of the different speech acts is the concern of speech act theory.

A speech act is an action performed by means of language such as requesting, complaining, refusing, or introducing. Speech act theory begins with the
work of John Austin and John Searle. The concept of speech act theory was first introduced by Austin in 1962 came later his student Searle and modified it. According to Austin (1962) a speech act is an utterance that serves a function in communication. He points out that when uttering a sentence, we are actually doing something as well. That is, when saying something we are performing an act.

The speech act theory states that certain sentences, e.g., I christen this ship the Joseph Stalin; I now pronounce you man and wife; and the like, seem designed to do something rather than just to say something. Such utterances are used to perform an action such as introducing, apologizing, complaining, requesting, etc. in this concern Austin distinguishes between two different types of sentences which are Performatives and Constatives. Performatives are the first speech acts to be examined within the theory of speech acts. By performative, Austin means the utterance which contains a special type of verb by force of which it performs an action. In other words, when speaking we are not just saying something, we are actually doing something.

Later on Austin realized that the category of performatives and constatives is not sufficient. For this matter, Austin isolated three basic senses of speech acts which are: the locutionary act, illocutionary act, and perlocutionary act. The locutionary act is performing an act of saying something, the illocutionary act is what we are trying to do by speaking (performing an act by uttering a sentence), and the perlocutionary act is the effect of what we said (the effect of the utterance). The illocutionary force is the intended effect of a speech act. This means that speech act can be analyzed on three levels; the locutionary act which is the performance of an utterance, the illocutionary act which is the real, intended meaning and the perlocutionary act which is the actual effect of the utterance.
There are two different classifications of speech act, one given by Austin (1962) and another by Searle (1975). In his classification, Austin distinguishes between five types of speech act according to their illocutionary force. These types are: Verdictives, Exercitives, Commissives, Behabitives, and Expositives. Searls’ classification falls into five categories as well, his classification includes: Representatives, Directives, Commissives, Expressives and Declarations. Austins’ types of speech act are defined as follows:

- **Verdictive**: is an exercise of judgement. It can take the form of estimating, assessing, or describing.

- **Exercitive**: is an assertion of influence or exercising of power. It takes the form of ordering, appointing, advising, and excommunicating.

- **Commissive**: is an assuming of an obligation or declaration of intention. It includes promising, intending and betting. The idea of commissives is to commit the speaker to a certain course of action.

- **Behabitive**: is the adopting of an attitude such as apologizing, congratulating, thanking, blaming, and complaining.

- **Expositive**: is the clarification of reasons, arguments, and communications. It takes the form of arguing, insisting, and affirming.

In his classification, Searle tried to show some improvement to Austin’s classification as follows:

- **Representatives**: are speech acts that state what the speaker believes to be true or false.

- **Directives**: are used by the speakers to get someone else to do something for them.
Commissives: are speech acts that speakers use to commit themselves to some future actions (promise, oath).

Expressives: are speech acts that states the speakers’ attitude and emotions.

Declarations: are speech acts that change a reality by its utterances. In this case the speaker has to have a special institutional role in a specific context.

Another idea to be taken into consideration is Grice’s cooperative principle which states “Make your contribution such as is required, at the stage at which it occurs, by the accepted purpose of direction of the talk exchange in which you are engaged” (Grice, 1975, p.45). The principle is called so because listeners and speakers must speak cooperatively and mutually accept one another to be understood in a particular way. The principle describes how effective communication in conversation is achieved in common social situations and is further broken down into the four Maxims of Quality, Quantity, Relevance and Manner. By quality we mean not saying what we believe to be false, i.e., do not say that for which you lack adequate evidence. The maxim of quality is about making our contribution as informative as is required. The maxim of relation is about relevance; being relevant when uttering a sentence is a must for successful communication. The last maxim is the maxim of manner. This maxim is about avoiding ambiguity, being clear, brief, and ordered. These maxims are meant to describe the commonly accepted traits of successful cooperative communication.

Grice’s theory is often disputed by arguing that Maxims can easily be misinterpreted to be a guideline for etiquette, instructing speakers on how to be moral, polite conversationalists. It is also believed that cooperative conversation, as with most social behavior, is culturally determined, and therefore the Gricean Maxims and
the Cooperative Principle cannot be universally applied due to intercultural differences.

The work of Austin and Searle was just a starting point to speech acts research. Different cross-cultural studies on speech act were conducted. One of these studies found that Speakers from different cultures use different strategies in the realization of speech acts. This means that foreign language learners (FLL) be aware of the target language socio-cultural restrictions on speech acts realization in order to be pragmatically competent. The focus of these intercultural studies centered on the learners’ intercultural and sociolinguistic competence.

1.6 The Main Goals of Teaching Culture.

After establishing the importance of culture teaching if foreign language classrooms we need to speak about the goals behind this teaching. The main aim of foreign language teaching (FLT) is considered to be developing the students’ ability to communicate effectively and appropriately in different situations. The aim of culture teaching, however, is to facilitate intercultural communication and cultural understanding. Seeley (1993) explains that the goal of teaching culture is for “all students to develop the cultural understanding, attitude, and performance skills needed to function appropriately within a segment of another society and to communicate with people socialized in that culture” (p. 29). For Chastain (1988), when intercultural understanding is one of the goals of teaching culture, students become more aware of their own culture and more knowledgeable about the foreign culture. In such cases, students learn to recognize cultural patterns of behavior and communication.

Seeley went further and suggests six instructional goals for culture teaching. These goals are as follows: “The teacher should help the students to develop interest
in who in the target culture did what, where, when and why and some sophistication in evaluating statements about the culture and finding out more about it” (p.30). Came Tamalin and Stempleski (1993) and modified Seeleys’ instructional goals. For them, the teaching of culture is about helping the students to:

- Develop an understanding of the fact that all people exhibit culturally-conditioned behaviors;
- Develop an understanding that social variables such as age, sex, social class, and place of residence influence the way in which people speak and behave;
- To become more aware of conventional behavior in common situations in the target culture;
- 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 to encourage empathy towards its people.

It is believed that all goals of culture teaching stress “knowledge about the target culture, awareness of its characteristics and differences between the target culture and the learner’s own culture” (Stern, 1992, p. 212).

In order to reach these goals a systematic and organized way of teaching culture is necessary. Culture teaching should not be “incidental to the real business of language teaching” (Byram, 1989, p. 3). Culture teaching should not as well be dealt with as “an interesting sidelight that is included periodically to provide a change of pace from language study” (Chastain, 1988, p. 305).
Conclusion

The main concern of this chapter is to establish a theoretical framework for the practical part of the dissertation. The complexity of the concept of culture will remain an issue for discussion. The inseparability of language and culture is a fact in the field of FLT. When teaching the language one has to teach its culture as well. Culture cannot be separated from the social context of any language. The notion of speech act theory is part of this chapter since we believe that intercultural pragmatic competence is necessary for appropriate use of the target language. Another aspect deal with in this chapter is the goals that should be taken into consideration when teaching the foreign culture.
CHAPTER TWO:

RESEARCH METHODOLOGY: A SURVEY

Introduction

In the present chapter, the researcher is going to discuss the results of two questionnaires which were distributed to teachers and students of the Department of English at Oum El Bouaghi University. Before discussing the results of the questionnaires a restatement of the research aim is established along with means of data collection and a description of both the teachers and the students’ questionnaires.

As mentioned in the previous chapter, the present research deals with the importance of culture teaching along with language teaching. The aim is to see to what extent teachers of the Department of English at Oum El Bouaghi University are aware of the importance of teaching culture along with the teaching of English and how they are dealing with it in their own teaching. Along with the teachers awareness we are interested as well in investigating how culture teaching is viewed by the students and to what extent it is important for them.

2.1 Research Methodology

In obtaining the data for the present study two questionnaires were administered: one for teachers and the other for students. Since we are interested in gathering information about the teachers and the students’ opinions, attitudes, and interests in culture, a survey method sounds to be the most appropriate way to conduct this research. The questionnaires were distributed to a group of teachers and students for a pilot study in the department of English.
2.2 Population and Sampling

The target population of this study are teachers and third year students of the English department at Oum El Bouaghi University. The total number of teachers in the department is fifty four (54). Seventeen (17) of these teachers occupy a full time job and thirty seven (37) a part time job. We dealt with a random sample of 40 teachers, 13 permanent and 27 teaching part time. Concerning the students we took third year students as our population. The total number of third year students in the department is 167 student of applied linguistics and 74 student of civilization. The students’ sample was random as well; it is comprised of 35 students of applied linguistics and 25 student of civilization. Both samples, teachers and students, received the questionnaires from the researcher personally. All the questionnaires were returned to the researcher in a very short time.

2.3 Data collection

The teachers’ questionnaire was the first to distribute to the participants. The aim behind it was explained at the very beginning. We also mentioned the importance of the participants’ feedback for the researcher and expressed gratitude for their contribution and willingness to help. The researcher chose to use this particular questionnaire because it is reflective of the literature review mentioned in the theoretical part of the present dissertation including definition of culture, the relationship between language and culture, the importance of teaching culture in EFL classrooms and their students’ attitudes towards the foreign culture. Most questions are close-ended questions in which teachers are asked to choose one answer or more from a set of suggestions. There are, however, some clarification questions that require the teachers’ to answer in their own words in the form of “others please specify”.
2.3.1 Description of Teachers’ Questionnaire

The questionnaire we distributed to the teachers is composed of 25 questions divided into two sections. The first section is about Personal information and the second is about Culture teaching. The personal information section extends from question number one (1) to question number eight (8). In this section teachers are asked to provide some general information about their age, gender, degree held, employment status, work experience, subject taught, at which level and if they have ever been in English-speaking countries. The aim behind these questions is to form a general idea about the participants. Concerning the work experience of the participant, we believe that experienced teachers have a better understanding of the target culture and how to deal with cultural elements when teaching the foreign language. Question number eight aims at examining teachers’ contact with the English culture. Such contact is a crucial factor in understanding the target culture and teaching it to second language learners.

The second section is about the teaching of culture and it extends from question number nine (9) to question number twenty-five (25). In question number 9 teachers are given three different definitions of culture to choose among. They are also given the chance to elaborate any other definitions if they like to. The aim behind this question is to form an idea about the teachers’ point of view about the concept of culture. Question number 10 requires a yes/no answer in which teachers are asked if they think that the teaching of English as a foreign language means the teaching of its culture. The aim behind this question is to clarify the teachers’ views about the relationship between language and culture teaching. Question number 11 aims to investigate teachers’ knowledge about the foreign culture. In this question we asked teachers if they were taught anything about the English language culture when they
were at the university or not. The answers of this question will help us identify the teachers’ learning experience about the culture of English-speaking countries. Question number 12 investigates to what degree the teaching of the English culture along with the English language is important for teachers. Question number 13 is a follow up to the previous question in which the teachers are asked to provide a more relevant answer to the present dissertation. In this question teachers are asked to say whether the teaching of culture occupies an important place in the teaching of English in the Department at Oum El Bouaghi University. Questions number 14, 15 and 16 are addressed to those teachers who think that teaching culture is important while teaching the English language. In these questions teachers are asked how often they deal with culture related issues in their lectures, what materials they think are the most useful to deal with these cultural issues, and what aims they would consider the most important when teaching the foreign culture. The aim behind these questions is to explore the types of materials teachers use to teach the foreign culture and the aims they want to achieve through this teaching. In Question number 17 teachers are asked if they face any difficulty while dealing with cultural aspects in their teaching. Question number 18 investigates to what degree teachers feel comfortable when dealing with cultural elements in their classrooms. The aim behind question number 17 and 18 is to explore teachers’ ability to deal with the teaching of culture in their classrooms and how they consider their willingness to teach cultural content when teaching the foreign language. Question number 19 investigates the source of teachers’ information about the target culture. Question number 20 tries to see how often teachers read literature about culture and language teaching. Question number 21 is about the existence of any discussion about language and culture teaching in the English department at Oum El Bouaghi University. The aim behind question number
19, 20, and 21 is to see if the teachers’ awareness about the teaching of culture is due to the discussions they are having with each other or is it due to the literature they are reading.

In Questions number 22, 23, and 24 we are more interested about the students’ attitudes and reactions towards the target culture. Question number 22 stresses the importance of foreign culture learning to the students. Question number 23 highlights the type of communication barriers in students’ attempts to communicate in English, and question number 24 is in students’ attitude when they face different English etiquette included in the teaching materials. Question number 25, which is the last in the questionnaire, invites the teachers to give any further comments or share any ideas or remarks about the research.

2.3.2 Results and Discussion

After describing the questionnaire we came to the stage of results and discussion. All the distributed questionnaires were given back on time. 99% of the questions were answered by the participants. The results are reported in the form of percentage. The use of tables in some cases seemed suitable for clarification.

Section One: Personal Information

Question one: Age

The results are grouped into five classes [a, b]. Each class has two variables a and b knowing that b is not included. 18% of the teachers answered this question as shown in the following table (table 01).
<table>
<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>[20-25]</td>
<td>20</td>
<td>50%</td>
</tr>
<tr>
<td>[25-30]</td>
<td>7</td>
<td>17.5%</td>
</tr>
<tr>
<td>[30-35]</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td>[35-40]</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>[40-...]</td>
<td>1</td>
<td>2.5%</td>
</tr>
<tr>
<td>No answer</td>
<td>6</td>
<td>15%</td>
</tr>
</tbody>
</table>

Table 01: Teachers’ Age

Question Two: Gender

a. Male
b. Female

<table>
<thead>
<tr>
<th>Option</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>11</td>
<td>27.5%</td>
</tr>
<tr>
<td>Female</td>
<td>29</td>
<td>72.5%</td>
</tr>
</tbody>
</table>

Table 02: Teachers’ Gender

Question Three: Degree Held

a. BA
b. Master
c. Magistère
d. PhD
### Question Four: Status

a. Part time

<table>
<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part time</td>
<td>26</td>
<td>65%</td>
</tr>
<tr>
<td>Full time</td>
<td>14</td>
<td>35%</td>
</tr>
</tbody>
</table>

Table 04: Teachers’ Status

b. Full time

### Question five: work experience

<table>
<thead>
<tr>
<th>Options</th>
<th>Answers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year</td>
<td>18</td>
<td>45%</td>
</tr>
<tr>
<td>2 years</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>3 years</td>
<td>3</td>
<td>7.5%</td>
</tr>
<tr>
<td>4 years</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td>5 years</td>
<td>5</td>
<td>12.5%</td>
</tr>
<tr>
<td>10 years</td>
<td>10</td>
<td>25%</td>
</tr>
<tr>
<td>12 years</td>
<td>12</td>
<td>30%</td>
</tr>
<tr>
<td>14 years</td>
<td>14</td>
<td>35%</td>
</tr>
<tr>
<td>More than 20</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>No answer</td>
<td>4</td>
<td>10%</td>
</tr>
</tbody>
</table>

Table 05: Teachers’ Work experience
Question six: subjects taught

Teachers gave the number of the modules they have been teaching their entire career not only the modules they are teaching this year. The majority of teachers (67%) experienced teaching oral expression, written expression and grammar. 25% of the teachers taught modules like discourse and pragmatics.

<table>
<thead>
<tr>
<th>Number of modules</th>
<th>Answers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>22</td>
<td>55%</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>7.5%</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>7.5%</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td>2.5%</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
<td>2.5%</td>
</tr>
<tr>
<td>8</td>
<td>1</td>
<td>2.5%</td>
</tr>
<tr>
<td>9</td>
<td>1</td>
<td>2.5%</td>
</tr>
<tr>
<td>No answer</td>
<td>4</td>
<td>10%</td>
</tr>
</tbody>
</table>

Table 06: Subjects taught by teachers

Question seven: at which level:

a. First year
b. Second year
c. Third year
d. First year master
e. Second year master
<table>
<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>First year</td>
<td>28</td>
<td>70%</td>
</tr>
<tr>
<td>Second year</td>
<td>24</td>
<td>60%</td>
</tr>
<tr>
<td>Third year</td>
<td>23</td>
<td>57.5%</td>
</tr>
<tr>
<td>First year master</td>
<td>11</td>
<td>27.5%</td>
</tr>
<tr>
<td>Second year master</td>
<td>6</td>
<td>15%</td>
</tr>
</tbody>
</table>

**Table 07: Level taught by teachers**

**Question eight: length of staying in English speaking countries**

a. Never

b. Lived

c. Stayed for.....

<table>
<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>Length of staying</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>34</td>
<td>/</td>
<td>85%</td>
</tr>
<tr>
<td>Lived</td>
<td>0</td>
<td>/</td>
<td>0%</td>
</tr>
<tr>
<td>Stayed</td>
<td>6</td>
<td>1 week to 4 months</td>
<td>15%</td>
</tr>
</tbody>
</table>

**Table 08: length of visiting/staying in English Speaking countries**

The majority of teachers aged less than thirty years old with only 2.5% aged more than 40 years old. A percentage of 15 did not answer this question. Concerning the degree held 10% of the teachers have a BA degree, 42.5% have a Master degree, 42.5% have a Magistère degree and only 5% have a PhD degree. Out of 40, 14 teachers are full time lecturers whereas the others are working by a contract with the faculty. The teachers working experience varies from one teacher to another. Some teachers have just one year of teaching others are teaching for about 20 years (see table 04 above). All teachers mentioned that they have been teaching more than one module to more than one level. The results also showed that 27.5% teaching first year
master and 15% teaching second year master. Most teachers are female teachers (72.5% females and 27.5% males). The teachers’ direct contact with the English culture is shown in table 08. The number of teachers who had no direct contact with the English culture is 34 teachers with a percentage of 85%. Only 15% of teachers had a direct contact with the English culture. The visiting length varies from one teacher to another (the length varies from one week to four months). No teacher actually lived in an English speaking country.

**Section two: culture teaching**

**Question nine: what is your understanding of culture?**

a- A set of behaviours, customs, rituals, patterned ways of living.

b- A system of thoughts, assumptions, values and norms.

c- Literature and fine arts.

d- Other: Please, specify

<table>
<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>5</td>
<td>12.5%</td>
</tr>
<tr>
<td>b</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td>c</td>
<td>19</td>
<td>47.5%</td>
</tr>
<tr>
<td>a and b</td>
<td>8</td>
<td>20%</td>
</tr>
<tr>
<td>a, b, and c</td>
<td>4</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Table 9: Teachers’ definition of culture**

Our aim of this question is to see what perspectives teachers have following when trying to define culture. We gave three different definitions each from a particular standing point. The first definition is from a purely behavioural perspective and only 12.5% chose this definition. Only 10% of the teachers went for a functional perspective by choosing the second definition. Concerning the third
definition which stands for big C culture, the majority of teachers chose it. As we have seen in the theoretical part culture has no single definition. We can say that culture is about what is observable and functional; culture is both big C culture and small c culture. For our case it means that culture is all the three definitions and more. Only 10% of teachers went that way and chose the three suggested definitions.

**Question ten: do you think that teaching English as a foreign language means the teaching of its culture?**

- a. Yes
- b. No

<table>
<thead>
<tr>
<th>Options</th>
<th>Answers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>34</td>
<td>85%</td>
</tr>
<tr>
<td>No</td>
<td>6</td>
<td>15%</td>
</tr>
</tbody>
</table>

**Table 10: Views about culture teaching**

This question seemed to be unnecessary considering the fact that the relationship between language teaching and culture teaching is a clear one. Aside from the literature, the aim behind this question is to see if the relationship language teaching culture teaching is clear for the teachers of the English department at Oum El Bouaghi University as well. 85% of the teachers answered to this question by yes and only 15% of them answered by no. Considering this percentage we can say that teachers in the department in question do not look to language teaching as mere linguistic task. Teachers are opting for the teaching of intercultural competence while teaching the foreign language.

**Question eleven: Were you yourself taught things about the English language culture when you were a university student?**
The answer to this question showed that 90% of the teachers were taught things about the English culture when they were university students. Taking into consideration the answers of question number three, 42.5% of teachers held a Master’s degree. Most of these teachers were students of the English department at Oum El Bouaghi University in which they were introduced to a module about the teaching of culture along with the teaching of language which, to a certain extent, explains the high percentage of the teachers who answered by yes to this question. Going back to the previous years, culture was not part of the teaching of the English language. So, we can say that some teachers, those who graduated earlier confused the teaching of culture with the teaching of civilization and literature. This also explains the percentage of teachers who chose answer c from question nine (see table 09). Also teachers of literature and civilisation answered by yes to this question which is another proof about the confusion between culture as a big C and culture as a broader concept (big c culture and small c culture).

**Question twelve: how is the teaching of the English culture along with the English language important?**

a. Very important
b. Important

c. Not important

<table>
<thead>
<tr>
<th>Options</th>
<th>Answers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very important</td>
<td>26</td>
<td>65%</td>
</tr>
<tr>
<td>Important</td>
<td>10</td>
<td>25%</td>
</tr>
<tr>
<td>Not important</td>
<td>4</td>
<td>10%</td>
</tr>
</tbody>
</table>

Table 12: the importance of culture teaching with language teaching

In this question teachers are asked about the importance of teaching the English culture along with the English language. The majority of teachers answered by very important (65%) and 25% answered by important. Only 4 teachers answered to this question by not important. By looking to these results it is safe to say that teachers believe strongly in the relationship between language teaching and culture teaching.

Also, in question number 10, teachers were asked if they think that teaching English as a language means the teaching of its culture; 85% answered by yes i.e. Teachers’ awareness about the importance of culture while teaching a foreign language is a clear one. The question to be asked here is related to the results of question number thirteen (see table 13); 70% answered by no to this question. Even though teachers are fully aware of the importance of teaching culture along with the teaching of language they do not think that this correlation is clear in the teaching of English in their department which means that the teaching of culture remains undetermined.

Question thirteen: do you think that culture occupies an important place in the teaching of English in our department?

a. Yes

b. No
<table>
<thead>
<tr>
<th>Options</th>
<th>Answers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>12</td>
<td>30%</td>
</tr>
<tr>
<td>No</td>
<td>28</td>
<td>70%</td>
</tr>
</tbody>
</table>

Table 13: the place of culture teaching in the English department at Oum El Bouaghi University

The results of this question show that 70% of the teachers believe that culture does not occupy an important place in their department. The majority of these teachers (90%) said that they were taught things about culture which means that they are aware of the importance of culture teaching. This is evident in the answers of question number twelve were 65% of teachers believe that culture teaching is very important and 25% believe that culture teaching is important.

**Question fourteen: how often do you yourself deal with cultural related issues in your lectures?**

a. Often

b. Sometimes

c. Rarely

d. Never

<table>
<thead>
<tr>
<th>Options</th>
<th>Answers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Often</td>
<td>16</td>
<td>40%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>19</td>
<td>47.5%</td>
</tr>
<tr>
<td>Rarely</td>
<td>3</td>
<td>7.5%</td>
</tr>
<tr>
<td>Never</td>
<td>2</td>
<td>5%</td>
</tr>
</tbody>
</table>

Table 14: the frequency of dealing with culture related issues while teaching
In this question we are interested in seeing the teachers’ attitude towards culture teaching in their own classrooms. 40% answered that they often deal with cultural related issues in their lectures and 47.5% answered with sometimes. In question number 18 teachers were asked if they feel comfortable dealing with cultural issues in their classrooms and 62.5% answered with comfortable, this means that teachers are aware of the importance of culture teaching and they are trying to integrate it with their teaching of the linguistic aspects of the language without any difficulties.

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

a. lectures

b. discussion of cultural issues

c. video documentaries

d. songs and films

e. radio programmes

f. reading texts

g. newspaper/magazine articles

h. discussion of current events

i. literature (plays, novels, etc...)

j. Other. (please specify)
In this question teachers are given a set of techniques and asked to order them from the most important to the least important. Three teachers did not answer this question and explained that we cannot really order these because it all depends on the cultural objectives we want to achieve (The results are shown in table 15). Teachers believe that the most useful technique to teach culture is through the use of lectures with a percentage of 20%; Came after it with a score of 17.5% discussions of cultural issues then video documentaries with 15%. Opinions about which technique is the second and which one is the third and on varied from one technique to another. 25% of teachers’ ranked radio programmes to be the last which is not expected at all. The researcher expected the answers to be more around techniques like radio programmes and songs and films instead the answers were involving lectures which are a teacher centred rather than a learner centred. The learner will be hearing about the target culture when listening to the teachers’ lectures. When using videos, songs or films the learner will be more involved with the English culture and introduced to different aspect of it. From the results we can say that teachers were not really into the learners’ direct contact with the English culture.
Table 15: Techniques used to teach culture

<table>
<thead>
<tr>
<th>Options</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
<th>7th</th>
<th>8th</th>
<th>9th</th>
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</thead>
<tbody>
<tr>
<td>lectures</td>
<td>20%</td>
<td>5%</td>
<td>5%</td>
<td>7.5%</td>
<td>5%</td>
<td>2.5%</td>
<td>10%</td>
<td>15%</td>
<td>12.5%</td>
</tr>
<tr>
<td>Discussions of cultural issues</td>
<td>17.5%</td>
<td>10%</td>
<td>7.5%</td>
<td>17.5%</td>
<td>12.5%</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>Video documentaries</td>
<td>15%</td>
<td>15%</td>
<td>15%</td>
<td>15%</td>
<td>5%</td>
<td>2.5%</td>
<td>%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Songs and films</td>
<td>7.5%</td>
<td>7.5%</td>
<td>10%</td>
<td>5%</td>
<td>7.5%</td>
<td>10%</td>
<td>5%</td>
<td>15%</td>
<td>12.5%</td>
</tr>
<tr>
<td>Radio programmes</td>
<td>2.5%</td>
<td>7.5%</td>
<td>0%</td>
<td>5%</td>
<td>7.5%</td>
<td>10%</td>
<td>12.5%</td>
<td>10%</td>
<td>25%</td>
</tr>
<tr>
<td>Reading texts</td>
<td>5%</td>
<td>7.5%</td>
<td>15%</td>
<td>2.5%</td>
<td>7.5%</td>
<td>10%</td>
<td>7.5%</td>
<td>17.5%</td>
<td>7.5%</td>
</tr>
<tr>
<td>Newspapers / magazine articles</td>
<td>0%</td>
<td>15%</td>
<td>15%</td>
<td>7.5%</td>
<td>12.5%</td>
<td>10%</td>
<td>12.5%</td>
<td>7.5%</td>
<td>0%</td>
</tr>
<tr>
<td>Discussion of current events</td>
<td>7.5%</td>
<td>5%</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
<td>15%</td>
<td>5%</td>
<td>7.5%</td>
<td>10%</td>
</tr>
<tr>
<td>Literature (plays, novels, etc)</td>
<td>7.5%</td>
<td>7.5%</td>
<td>2.5%</td>
<td>10%</td>
<td>15%</td>
<td>15%</td>
<td>10%</td>
<td>2.5%</td>
<td>10%</td>
</tr>
</tbody>
</table>

Question sixteen: which of the following aims would you consider the most important when teaching the foreign culture?

a. Giving students knowledge and understanding of the relevant culture

40
b. Developing the students tolerance to the target culture

c. Giving the students understanding about their own cultural identity

d. Developing the students ability to see similarities and differences between their culture and the target culture

e. Helping students to develop a critical attitude to cultural issues

f. Making language teaching more motivating

Table 16: aims behind teaching culture

<table>
<thead>
<tr>
<th>Options</th>
<th>Answers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>15</td>
<td>17.04%</td>
</tr>
<tr>
<td>b</td>
<td>7</td>
<td>7.95%</td>
</tr>
<tr>
<td>c</td>
<td>14</td>
<td>15.90%</td>
</tr>
<tr>
<td>d</td>
<td>19</td>
<td>21.60%</td>
</tr>
<tr>
<td>e</td>
<td>21</td>
<td>23.90%</td>
</tr>
<tr>
<td>f</td>
<td>12</td>
<td>13.61%</td>
</tr>
</tbody>
</table>

Table 16: aims behind teaching culture

This question is about which aims teachers would consider the most important when teaching the foreign culture. The results show that 23.90% of teachers chose answer ‘e’ where their aim is to help students develop a critical attitude to cultural issues. Answer ‘d’ got 21.60% which is developing the students ability to see the similarities and differences between their own culture and the target culture. From the results it is obvious that most teachers are interested in raising their students’ awareness about the target culture without creating any conflicts with their own. Teachers are interested as well in making learners capable of analysing the target
culture critically without misunderstanding or blindly adopting it as part of their identity.

**Question seventeen: do you face any difficulties when dealing with cultural elements in teaching the content of your modules?**

a. Yes

b. No

<table>
<thead>
<tr>
<th>Options</th>
<th>Answers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>17</td>
<td>42.5%</td>
</tr>
<tr>
<td>No</td>
<td>23</td>
<td>57.5%</td>
</tr>
</tbody>
</table>

**Table 17: Rate of difficulty teachers’ face when teaching culture**

The results of this question were very close. 42.5% of teachers mentioned that they face some difficulties when dealing with cultural elements in teaching the content of their modules and 57.5% of them mentioned that they don’t face such difficulties. Relating this percentage to the previous questions we can say that the reason behind facing difficulties is due to the teachers understanding of the concept of culture. Only 8 teachers had a broad understanding of the concept of culture. This means that most teachers will know how to deal with some aspects of culture like big C culture but will find it difficult to deal with the concept of culture as it should be dealt with. Another reason for facing such difficulties may be the lack of direct contact with the target culture in the sense that 34 teacher have never been in an English-speaking country. In other words, the teachers have facts about the target culture but no practical knowledge about it. We can also say that the nature of the modules and the content of each may be the reason behind facing such difficulties.

**Question eighteen: how comfortable are you when dealing with the English language cultural aspects?**
a. Very comfortable
b. Comfortable
c. Uncomfortable
d. Very uncomfortable

<table>
<thead>
<tr>
<th>Options</th>
<th>Answers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very comfortable</td>
<td>11</td>
<td>27.5%</td>
</tr>
<tr>
<td>Comfortable</td>
<td>25</td>
<td>62.5%</td>
</tr>
<tr>
<td>Uncomfortable</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td>Very uncomfortable</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Table 18: The rate of comfort when teaching culture

In this question we are interested in knowing the teachers attitude towards the English culture. We believe that the teachers’ attitudes play a great role in the learners’ acceptance of the target culture. 62.5% of teachers answered with ‘comfortable’ whereas only 10% said that they feel uncomfortable when dealing with cultural elements. Given the results of the previous question we can say that although the teachers have relatively a positive attitude towards the English culture, still they face some difficulties when dealing with it in their classrooms because of different reasons. To solve such problem, the approach by which culture is integrated in the teaching of language should be examined. Teachers need to find a better way to present cultural concepts to the learners whether along with the teaching of the language or in a separate module.

Question nineteen: from where do you get information about the target culture?
   a. Radio and television
   b. Foreign newspapers and magazines
c. Courses and conferences  
d. Contact with native speakers  
e. Professional associations  
f. Others (specify)............................

<table>
<thead>
<tr>
<th>Options</th>
<th>Answers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Radio and television</td>
<td>31</td>
<td>31.63%</td>
</tr>
<tr>
<td>Foreign newspapers and magazines</td>
<td>22</td>
<td>22.45%</td>
</tr>
<tr>
<td>Courses and conferences</td>
<td>23</td>
<td>23.47%</td>
</tr>
<tr>
<td>Contact with native speakers</td>
<td>14</td>
<td>14.29%</td>
</tr>
<tr>
<td>Professional associations</td>
<td>8</td>
<td>8.16%</td>
</tr>
</tbody>
</table>

Table 19: The source of culture knowledge

The aim behind this question is to see the source of cultural knowledge obtained by teachers of the Department in question. From question number eight we knew that almost all teachers had no direct contact with the target culture. The results of this question show that the first source of the cultural knowledge is radio and television with a score of 31.63%. Courses and conferences came second with 23.47% and foreign newspapers and magazines came third with 22.45%. Given the results of question 15 we can say that there is a sense of contradiction. In question 15 teachers were asked to rank a set of techniques to be used in teaching the target culture from the most important to the least important and lectures were the most important. Radio was ranked to be the last by 25% of the teachers. In this question, however, 31 teachers answer with radio and television to be the source of their knowledge about the target culture. Radio programmes were expected to be ranked the first when looking to the results of this question. 14.29% said that the source of their knowledge is contact with native speakers. Knowing that 85% of the teachers said that they have
never been in an English speaking country, we assume that this contact is through the internet and social media.

**Question twenty: how often do you read professional literature about language and culture teaching?**

a. Very often

b. Once in a while

c. Never

<table>
<thead>
<tr>
<th>Options</th>
<th>Answers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very often</td>
<td>11</td>
<td>27.5%</td>
</tr>
<tr>
<td>Once in a while</td>
<td>27</td>
<td>67.5%</td>
</tr>
<tr>
<td>Never</td>
<td>2</td>
<td>5%</td>
</tr>
</tbody>
</table>

Table 20: The rate of reading professional literature about language and culture teaching

In this question teachers were asked how often do they read professional literature about language and culture teaching. 67.5% answered with ‘once in a while’ and only 27.5% answered with ‘very often’. A small portion of teachers (5%) answered by never. We can say that teachers of this department have an idea about the literature of language and culture teaching which can affect their culture teaching positively. Teachers awareness about what is there in the literature about the teaching of language and culture facilitate the process of culture teaching since they will have access to the different approaches and methods that can be used in the classroom.

**Question twenty-one: is there a discussion about language and culture teaching among teachers of this department?**

a. Yes, very often

b. Yes, sometimes

c. No, never
Table 2.1: Discussion about Culture and Language Teaching

Knowing that teachers are aware of the importance of teaching culture, they have rather a positive attitude towards it and they are willing to know more about language and culture we are now interested in knowing whether there are discussions about this issue in their department or not. The results were close between “yes, sometimes” and “no, never”; 55% of the teachers answered by sometimes whereas 45% answered by never. We can say that the discussion of culture teaching do not really have an important place in the English department at Oum El Bouaghi university. Even though teachers do sometimes discuss such issues it does not seem to be enough for raising the awareness of both teachers and learners about the teaching of language and culture.

Question twenty-two: How important is learning the English culture to your students?

a. Very important
b. Important
c. Not important
In here we are interested in the teachers’ opinion about their students’ attitude towards learning the target culture along with learning the language. In other words, we want to know if the teachers think that their students are willing to learn the culture with the language or not. 50% of the teachers reported that learning the target culture is very important to their students and 42.5% reported that it is important. Only 7.5% of the teachers said that it is not important to their students to learn about the culture. Looking to these results we can say that the learners of this department are motivated to learn about the English culture. The learners’ motivation and positive attitude will help greatly in developing their linguistic competence as well as their communicative competence. This attitude will, as well, facilitate the job of the teacher when coming to the teaching of cultural elements.

**Question twenty-three: if your students have communication barriers in their attempt to communicate in English, these are usually:**

a. Of a linguistic nature

b. Of a cultural nature

c. Both

d. Others (specify).........................
<table>
<thead>
<tr>
<th>Options</th>
<th>Answers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Of a linguistic nature</td>
<td>12</td>
<td>30%</td>
</tr>
<tr>
<td>Of a cultural nature</td>
<td>1</td>
<td>2.5%</td>
</tr>
<tr>
<td>Both</td>
<td>27</td>
<td>67.5%</td>
</tr>
</tbody>
</table>

Table 23: The nature of learners’ difficulties

The majority of students face problems when communicating in English. These problems can result from linguistic factors, cultural factors or both. We are interested in knowing the nature of these problems. 67.5% of the teachers think that the reasons of these problems are both linguistic and cultural. 30% think it is due to linguistic factors that learners find problems in communicating and only 2.5% think of cultural factors as the reason behind the learners’ communication problems. We can say that the cultural elements are as problematic as the linguistic elements for students of this department. We believe that teachers should emphasise both the linguistic aspect and the cultural aspect of the language. In other words, culture should be taught side by side with the language since learners are having problems with both aspects.

Question twenty-four: how would you describe your students’ attitude when they face different English etiquette included in your teaching materials?

a. They accept and respect
b. They understand but do not accept
c. It is difficult for them to understand
d. They reject
e. Others (specify)..........................  

<table>
<thead>
<tr>
<th>Options</th>
<th>Answers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>They accept and respect</td>
<td>28</td>
<td>70%</td>
</tr>
<tr>
<td>They understand but do not accept</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td>It is difficult for them to understand</td>
<td>5</td>
<td>12.5%</td>
</tr>
<tr>
<td>They reject</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Others</td>
<td>3</td>
<td>7.5%</td>
</tr>
</tbody>
</table>

**Table 24: The students’ attitude towards the target culture**

This question is a follow up to the previous one. We are still interested in the learners’ attitude towards the target culture. 70% of the teachers think that their students accept and respect the English culture. No teacher reported their students’ rejection to the English culture and 12.5% believe that students find it difficult to understand. 10% of the teacher answered that their students do understand but they do not accept. We can say that teachers reported that most students do not have any problem with the English culture. Only 22.5% resist the English culture either because they find it difficult or they just do not accept it. 3 teachers did not answer this question and reported that they do not really know their students attitude towards the English culture.

**Question twenty-five: do you have any further suggestions?**

15% of the teachers added some comments and suggestions that include:

- Pointing out to the differences between the target culture and the students own culture while teaching the foreign culture so that we do not create a misunderstanding that can lead the students to act negatively towards the target culture.

- The importance of creating opportunities for students to communicate with native speakers so that they can draw direct attention to the target culture.
Stressing the teaching of culture while teaching the language in the department of English at Oum El Bouaghi University

Just like the questionnaire of the teachers, the distribution of the students’ questionnaire went without any difficulties. The aim behind this questionnaire is to support the idea that the teaching of culture along with the teaching of language is important for learners of the English Department at Oum El Bouaghi University. This questionnaire is in the form of a socio-cultural test when the participants are given different situation and asked to provide us with the possible reaction in each situation. The different speech acts involved in this questionnaire are: apology, complain, refusal, introduction, greeting and disagreement. The questionnaire is adapted from the work of Mr. Atamna because of its appropriateness to our study. In some of the questions, the participants are given a set of possible speech acts to choose among and we will see whether they are aware of the different uses of these speech acts or not. In other questions the participants are asked to provide their own answers. In such question we will analyse the responds seeing whether it is appropriate to the situation in question or not. In the questions where the participants are asked to hypodissertation how a British may act we will focus on what is appropriate and what is not in the English socio-cultural norms. In a word, the focus of the analysis of this questionnaire is going to be on whether the participants distinguish between the appropriate and the inappropriate in the socio-cultural context of the native speakers of English.

2.3.3 Description of the Students Questionnaire

The students’ questionnaire is composed of 35 questions divided into five sections which are: personal information, cultural learning, language use, social behaviour, Britain and British life. The first section which is the personal information
section is composed of eight questions. In this section the participants are asked to give information about their age, gender, years of studying English. The aim behind these questions is to form a general idea about the participants’ background. We also asked the participants to identify the reason behind studying the English language and the areas of focus in their study (question 4 and 5). Such questions will give us the opportunity to shed light on the learners’ motivation towards the studying of the English language. The question concerning their visiting an English speaking country (question 7 and 8) or not aims to see whether the participants had any direct contact with the English culture or not. The existence of a direct contact with the English culture may explain the participants’ answers in the socio-cultural test.

The second section is about cultural learning and it extends from question number nine (9) to question number fourteen (14). In this section the learners were first asked about the importance of learning about the English culture while learning the language (question 9). To answer this question learners are given four choices: very important, important, not important, and do not know. The aim behind this question is to examine the learners’ awareness about the importance of the teaching of culture along with the teaching of language. In question 10 learners we asked the learners to justify their answer if they think that learning about the English culture while learning the language is not important. Then came the question where learners where asked about the way culture should be taught (question 11). In this question they were given two choices: along with the language and separate course. Question twelve is about which aspects of the culture the participants are interested in learning. The aim behind these two questions is to see to what extent learning the English culture is important to the participants. Question thirteen and fourteen are formed to know how much do learners think they know about the English culture. To do so, we
asked them if their teachers deal with the foreign culture while teaching (question 13) and how much do they learned about the English culture (question 14). Section three starts with question number 15 and ends with question number 23.

The section is divided into two parts. In the first part learners are given hypothetical situations where they are supposed to tick the appropriate respond for each situation. In the first situation (question 15), learners are asked to make an apology to a friend because of the sudden hiccupping. This situation gives the learners three different forms of an apology and they are supposed to choose one. Question number 16 is also a situation where the participants are supposed to apologies this time to a stranger not a friend. Just like the first situation, learners are given a chose between three different forms of apologising. The aim behind these two situations is to see how the participants are going to react in a situation where an apology is needed. We also aim to see whether the Algerian etiquette will influence the learners’ answers or not giving the fact that all the choices provided in the two situations are what a native speaker might say when apologising. Question number seventeen is about a different type of speech act which is greeting or introducing. In this situation the participants are in a party and they are about to introduce themselves to a stranger and start a conversation with him/her. In the English etiquettes there are norms of social behaviour that should be taken into consideration. The participants are given four possible forms of opening the conversation with the stranger. They are also given the chance to provide their own way of behaving if they want to. The aim behind using this speech act is to see how learners are going to act using words to start a conversation. We are interested in investigating the influence of the native culture on the participants’ answers. Question number eighteen is dealing with another speech act which is refusal. In this question as well the participants and given
three choices and a space to give their own answer if they have one. The aim behind this question is also to see how learners distinguish between this speech act in Arabic and English. All the three speech acts dealt with in this part exist in both English and Arabic. The participants’ responds to this part will allow us to see whether they can distinguish between the use of each speech act in the English culture and the Arabic culture not. We can also say that the answers of this part of the questionnaire will give us the opportunity to explore the participants’ knowledge about the English language.

The second part of this section is similar to the first part in the sense that in each question the participants are given a situation where they are supposed to provide the appropriate respond. The only difference is that in this part the learners are supposed to give their own answers, they are not given a set of answers to choose among. Question nineteen is about a situation where the respondents are supposed to disagree with their teachers’ opinion. The aim behind this question is to see how the participants are going to act if they are addressing someone who is superior to them. This kind of speech act is a bit tricky in both cultures. Any expression used to disagree may take the wrong turn and considered as insulting. We are interested to see how our respondents will act in such sensitive situation. Situation number twenty and twenty one are about complains were the participants’ responds are required. In question 20, the participants are supposed to be in a line to get a movie ticket and someone tries to cut the line. In situation 21, the participants are having lunch at the non-smoking section in a restaurant when a person sitting next to their table starts smoking. In both cases we are interested in seeing the influence of the native culture on this speech act. Knowing the norms of behaviour of the native culture we expect the participants to respond in a particular way. So, any knowledge about the target culture will influence their answers.
The third section of this questionnaire is about the participants’ social
behaviour compared to that of a native speaker of English. This section is divided into
two parts. In the first part the respondents are given a set of options to choose from
while in the second part their direct answers are required. Question twenty two is the
first in this section. In this situation the participants agreed to meet a friend at the bus
stop outside the university and the friend is running really late. In this situation the
participants are supposed to choose one of the potential ways of behaving. In addition
to their own way of behaving, the participants are asked to say how a British would
behave in a similar situation. The following situation is explained in question number
twenty three; in this situation the participants are taking the role of a newly appointed
teacher, one of the pupils greet the teacher for the first time using only the first name.
Three options are given to choose from and the way a British might behave in a
similar situation is also required.

The second part of this section is the same as the first one except the
absence of the options. There are two different situations in this part and in each
situation the participants are asked about the way they may behave and the way a
British might behave. Situation number twenty four is about the participants’
behaviour if a guest helps himself/herself to items in the fridge without asking for
your permission. The participants are also asked to say how a British might behave in
a similar situation. In situation number twenty five the participants are in a waiting
room for their turn to speak with a teacher when a classmate appears and showed them an exercise in a textbook. In this situation as well the participants are asked to
say how they would behave in such situation and how a British might behave. The
overall aim behind this section (social behaviour) is to put some light on the
differences between the two cultures and the learners’ awareness about these
differences. We also want to see the influence of the native culture on the respondents’ behaviour in the given situations. The learners’ knowledge about the target culture will also play a role when it comes to the way the participants think a British might behave.

The last section is about Britain and the British life. It is worth mentioning that the third year students are acquainted with the British history being it a part of their civilization module in the first and second year. This section is divided into two parts. The first part is about the British etiquette and the second part is about the British history. The aim behind this section is to see whether the participants have a general awareness about the British etiquettes and the British history or not.

**2.3.4 Results and Discussion**

After the full description of the student’s questionnaire we come to the stage of results and discussion. In this part we are concerned will stating the results obtained from the returned questionnaires and discussing them in relation to our theoretical part. All the participants were willing to answer the questionnaire and they returned it directly to the researcher. The results are given in the form of tables when possible and when not they are stated in details.

**Section one: personal information**

**Question one: Age**

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<td>35%</td>
</tr>
<tr>
<td>22</td>
<td>22</td>
<td>36.67%</td>
</tr>
<tr>
<td>23</td>
<td>10</td>
<td>16.66%</td>
</tr>
<tr>
<td>Others</td>
<td>7</td>
<td>11.67%</td>
</tr>
</tbody>
</table>

Table 25: Students’ age
Question two: gender

a. Male

b. Female

<table>
<thead>
<tr>
<th>Options</th>
<th>Answers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>18</td>
<td>30%</td>
</tr>
<tr>
<td>Female</td>
<td>42</td>
<td>70%</td>
</tr>
</tbody>
</table>

Table 26: Students’ gender

Question three: years of studying English at the university

<table>
<thead>
<tr>
<th>Options</th>
<th>Answers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three years</td>
<td>49</td>
<td>81.67%</td>
</tr>
<tr>
<td>Four years</td>
<td>11</td>
<td>18.33%</td>
</tr>
</tbody>
</table>

Table 27: Years of studying English

Question four: you chose to study English because

a. You like this language and you want to know more about its speakers and their culture

b. Its mastery can get you a good job

c. It is the language of technology and scientific research

d. Others, (please specify)..........................

<table>
<thead>
<tr>
<th>Options</th>
<th>Answers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer a</td>
<td>38</td>
<td>63.33%</td>
</tr>
<tr>
<td>Answer b</td>
<td>9</td>
<td>15%</td>
</tr>
<tr>
<td>Answer c</td>
<td>8</td>
<td>13.34%</td>
</tr>
<tr>
<td>Answer d</td>
<td>5</td>
<td>8.33%</td>
</tr>
</tbody>
</table>

Table 28: reason behind studying English
Question five: what has your English study focused on so far? You can tick more than one box

<table>
<thead>
<tr>
<th>Options</th>
<th>N of Answers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>26</td>
<td>9.97%</td>
</tr>
<tr>
<td>Translation</td>
<td>13</td>
<td>4.99%</td>
</tr>
<tr>
<td>Writing</td>
<td>27</td>
<td>10.34%</td>
</tr>
<tr>
<td>Conversation</td>
<td>30</td>
<td>11.50%</td>
</tr>
<tr>
<td>Reading skills</td>
<td>31</td>
<td>11.88%</td>
</tr>
<tr>
<td>Listening skills</td>
<td>26</td>
<td>9.96%</td>
</tr>
<tr>
<td>linguistics</td>
<td>20</td>
<td>7.66%</td>
</tr>
<tr>
<td>Phonetics</td>
<td>3</td>
<td>1.14%</td>
</tr>
<tr>
<td>Research methodology</td>
<td>14</td>
<td>5.36%</td>
</tr>
<tr>
<td>ESP</td>
<td>8</td>
<td>3.06%</td>
</tr>
<tr>
<td>American/British culture</td>
<td>13</td>
<td>4.98%</td>
</tr>
<tr>
<td>American/British civilization</td>
<td>25</td>
<td>9.58%</td>
</tr>
<tr>
<td>American / British literature</td>
<td>25</td>
<td>9.58%</td>
</tr>
</tbody>
</table>

Table 29: areas of focus in the students studying English

Question six: do you consider yourself fluent in English?

a. Yes

b. No

<table>
<thead>
<tr>
<th>Options</th>
<th>Answers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>28</td>
<td>46.67%</td>
</tr>
<tr>
<td>No</td>
<td>32</td>
<td>53.33%</td>
</tr>
</tbody>
</table>

Table 30: Fluency in the English language

Question seven: have you even been in an English speaking country?
a. Yes

b. No

<table>
<thead>
<tr>
<th>Options</th>
<th>Answers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>8</td>
<td>13.33%</td>
</tr>
<tr>
<td>No</td>
<td>52</td>
<td>86.67%</td>
</tr>
</tbody>
</table>

*Table 31: the rate of students who visited English speaking countries*

Question eight: length of living/ visiting English speaking countries

a. Visiting stayed for......................

b. Lived stayed for.........................

<table>
<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>Length of staying</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>52</td>
<td>/</td>
<td>86.67%</td>
</tr>
<tr>
<td>Lived</td>
<td>0</td>
<td>/</td>
<td>0%</td>
</tr>
<tr>
<td>Stayed</td>
<td>8</td>
<td>1 week to 2 months</td>
<td>13.33%</td>
</tr>
</tbody>
</table>

*Table 32: Length of visiting*

The total number of participants in this test is 60 student, 70% of them were females. Their age ranged from 21 (35%) to 23 (16%) and only 7 students reported a different age. three of them are 25 years old and four are 19 years old. Their experience of studying English at the university is about three years and only 11 students had a four years’ experience in studying English at the university. All students were third year students and they dealt with a range of different modules like grammar, writing, phonetics, and American and British civilisation. The majority of students reported that they are interested in writing (10%), conversation (11%) and reading skills (11%). In question six when the students were asked whether they consider themselves fluent in English or not 32 students reported that they are not.
Concerning their direct contact with an English culture only 13% of the students had such contact. Even though this contact is a kind of visiting that didn’t last more than few months.

Section two: cultural learning

Question nine: do you think learning about the culture of English speaking people is important while learning the English language?
   a. Yes, very important
   b. Yes, important
   c. Not important
   d. Don’t know

<table>
<thead>
<tr>
<th>Options</th>
<th>Answers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, very important</td>
<td>41</td>
<td>68.33%</td>
</tr>
<tr>
<td>Yes, important</td>
<td>15</td>
<td>25%</td>
</tr>
<tr>
<td>Not important</td>
<td>4</td>
<td>6.67%</td>
</tr>
<tr>
<td>Don’t know</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Table 3: the importance of learning the English culture for students

This question investigates the students’ awareness about the importance of learning the culture of English speaking people while learning the English language. The majority of students (68.33%) answered by very important and 25% chose important to be their answer. Only four students believe that culture learning is not important. looking to these results it is safe to say that students of the English department at Oum El Bouaghi University are, to a certain extent, aware of the importance of culture learning. This leads us to say that students will be more motivated to learn about the English culture and has a positive attitude towards it.
Question ten: if no, why?

Those students who said that culture is not important while learning the language explained that they are interested in acquiring the language not the culture which means that there is no need to know things about the English speaking culture. From their answer, it is obvious that these students have no idea about the close relation between language learning and culture learning. Hence, integrating cultural elements in the teaching process may hinder the job of the teacher.

Question eleven: should culture be taught along with the language or on a separate course?

a. Along with the language

b. Separate course

<table>
<thead>
<tr>
<th>Options</th>
<th>Answers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Along with the language</td>
<td>48</td>
<td>80%</td>
</tr>
<tr>
<td>Separate course</td>
<td>12</td>
<td>20%</td>
</tr>
</tbody>
</table>

Table 34: Teaching of culture along with language or separate course

The aim behind this question is to see whether students are aware of the language learning means culture learning or not. To do so, the participants were asked if they think culture should be taught along with the language or on a separate course. 80% said that culture should be taught along with language which means that the majority of students are aware of the relationship between language learning and culture learning. The answers to this question supports the results obtained in question number nine where 63% of the participants believe in the importance of culture learning. Taking the results of both questions we can say that learners of the department in question have a great sense of the importance of integrating cultural elements when learning the language.
Question twelve: what aspects of culture you would be more interested to learn about?
   a. Geography and history
   b. Customs and beliefs
   c. Literature and art
   d. Government and political institutions
   e. Family life
   f. Rules of behaviour
   g. Patterns of politeness
   h. Non-verbal communication

<table>
<thead>
<tr>
<th>Options</th>
<th>N of answers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography and history</td>
<td>24</td>
<td>16.21%</td>
</tr>
<tr>
<td>Customs and beliefs</td>
<td>20</td>
<td>13.51%</td>
</tr>
<tr>
<td>Literature and art</td>
<td>26</td>
<td>17.56%</td>
</tr>
<tr>
<td>Government and political institutions</td>
<td>14</td>
<td>9.45%</td>
</tr>
<tr>
<td>Family life</td>
<td>21</td>
<td>14.18%</td>
</tr>
<tr>
<td>Rules of behaviour</td>
<td>20</td>
<td>13.51%</td>
</tr>
<tr>
<td>Patterns of politeness</td>
<td>14</td>
<td>9.45%</td>
</tr>
<tr>
<td>Non-verbal communication</td>
<td>9</td>
<td>6.13%</td>
</tr>
</tbody>
</table>

Table 35: The cultural aspects that are interesting for the students

In this question the participants were asked to say which aspects of culture they are interested in learning about. The aim behind this question is to see what culture means to the learners in on the one hand and to investigate the cultural elements that interest them the most on the other hand. The aspects that scored the highest were literature and art (17.56%), geography and history (16.21%) which are part of big C culture. then came family life (14.18), customs and beliefs (13.51) and rules of behaviour (13.5) which are part of the small c culture. the first thing that comes to the learners mind when speaking about culture is big C culture. they know
for sure that culture means literature and arts, it means the history and geography of a particular social group. We believe that if learners were not given the aspects of small culture in the options they would not say a thing about it. The score of these aspects of culture is not due to the learners’ knowledge about the concept of culture; it is however due to the mentioning of these aspects in the question.

**Question Thirteen: Does your Teacher Deal with the Foreign Culture while Teaching?**

a. Yes

b. No

<table>
<thead>
<tr>
<th>Options</th>
<th>Answers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>35</td>
<td>58.33%</td>
</tr>
<tr>
<td>No</td>
<td>25</td>
<td>41.67%</td>
</tr>
</tbody>
</table>

*Table 36: Teachers’ Presentation of Cultural Elements while Teaching the Language*

In this question the participants are asked whether their teachers deal with the foreign culture while teaching or not. The results of this question were very close. 58.33% of the learners said that their teachers do deal with culture when teaching while 41.67% said that their teachers do not do that. The results of this question may be influenced by the students’ perception of the concept culture. We may say that the students whom answer was yes think that culture is literature and art which is a perfect explanation to the results. Still, this does not explain why 41.67% of them think otherwise. Taking into consideration the results of the previous questions we believe that some students are truly aware of the meaning of the concept of culture while others think of culture as being literature and arts nothing more nothing less.
Question fourteen: how much of the foreign culture do you think you have learned up to now?

a. Much

b. Little

c. Very little

<table>
<thead>
<tr>
<th>Options</th>
<th>Answers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Much</td>
<td>13</td>
<td>21.67%</td>
</tr>
<tr>
<td>Little</td>
<td>35</td>
<td>58.33%</td>
</tr>
<tr>
<td>Very little</td>
<td>12</td>
<td>20%</td>
</tr>
</tbody>
</table>

Table 37: The Amount of Foreign Culture that the Learners Acquire so Far

In this question the learners are asked how much of the foreign culture they have learned so far and they are given three options to choose among. 58.33% of them think that they learned little about the foreign culture, 20% think that they learned very little and only 21.67% think they learned much. The aim behind this question is to investigate the learners’ points of view about their cultural knowledge. It is obvious that the participants aware that there is much into culture that should be learned while learning the language. This awareness may help them in learning about the foreign language and culture as well.

Section Three: Language Use

Part One:

In this part the participants are asked to choose the right way to express a particular speech act (apology). In a situation where apology is required, keeping silent will be considered to be a rude behaviour. The aim behind this part is to see
whether the participants understand the need for an apology or not. We are as well interested in investigating the form of the participants’ apology.

**Question fifteen:** You are talking to your best friend X. Suddenly you start hiccupping very loud. You almost can’t talk. You would say:

a. Please forgive me.

b. I’m sorry! I’m sorry!

c. I’m Sorry!

d. Other, Please specify………………………….

<table>
<thead>
<tr>
<th>Options</th>
<th>Answers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please forgive me</td>
<td>17</td>
<td>28.33%</td>
</tr>
<tr>
<td>I’m sorry! I’m sorry!</td>
<td>17</td>
<td>28.33%</td>
</tr>
<tr>
<td>I’m Sorry!</td>
<td>26</td>
<td>43.34%</td>
</tr>
<tr>
<td>Others</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Table 38: The first apology situation**

This situation puts the participants in a situation where they suddenly started hiccupping while talking to a friend. The situation requires an apology from the learner to someone they know very well (best friend). The situation is not as severe as it would be if the interlocutors were in a different status. The results were as follows: 28.33% of the participants chose to say “please forgive me”, the same number chose to say “I’m sorry! I’m sorry!” and 43.34% chose to say “I’m sorry!” Giving these results we can say that the participants are aware that when apologizing to a friend just saying “I am sorry” would be enough. Apologizing to a friend in the Arabic culture is the same as in the English culture this is why the majority of the participants knew how to react in such situation.
Question sixteen: you are in a crowded bus and you accidentally step on a lady’s toes. You would say:

a. Please forgive me

b. Oh God

c. I’m sorry

d. Others please specify

<table>
<thead>
<tr>
<th>Options</th>
<th>Answers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please forgive me</td>
<td>20</td>
<td>33.34%</td>
</tr>
<tr>
<td>Oh God</td>
<td>4</td>
<td>6.66%</td>
</tr>
<tr>
<td>I’m sorry</td>
<td>31</td>
<td>51.66%</td>
</tr>
<tr>
<td>Others</td>
<td>5</td>
<td>8.34%</td>
</tr>
</tbody>
</table>

Table 39: The second apology situation

This situation is similar to the previous one in the sense that participants are asked to express an apology. The participants are put in a situation where they accidentally step on a lady’s toes in a crowded bus. So this time the participants are asked to apologize to someone they do not know. The severity of this situation is somehow higher than the first one and requires a different form of an apology. The responds provided by the participants are displayed in the above table (table 39). In such situation, 33.34% chose to say “please forgive me”, 6.66% answered by “oh God”, 51.66% of the participants ticked “I’m sorry”, and 8.34% provide their own answers. Some of the answers provided are as follows:

- I won’t step on a lady’s toes
- I am really sorry, I didn’t see you
- Sorry about that, I am really not myself today.
The participants’ misuse of the form of apology in this situation may be due to a number of reasons. As said before apology is as important in the Arabic culture as it is in the English culture. When apologizing to a stranger the participants wanted their apology to be direct and clear. This is why the majority chose to say “I’m sorry” instead of saying “Oh God” for instance. The reason behind these results may be the participants’ lack of knowledge about the appropriate social behaviour in such situation. In other words, the participants do not know that they need a different form of apology when apologizing to a stranger than the one used to apologize to a friend; they just know that an apology is required in this situation. This lack of knowledge may cause the English learners to look impolite with the native speakers of the language. This misunderstanding may lead to a communication failure or even a cultural clash.

**Question seventeen: you want to talk to someone you don’t know at a party There is no one to introduce you. What would be the most polite way to address the person?**

a. Hi. My name is Peter  
b. I don’t think we have met, have we? My name is ……  
c. What’s your name?  
d. Do I know you?  
e. Other. Please specify…………………………

<table>
<thead>
<tr>
<th>Options</th>
<th>Answers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hi. My name is Peter</td>
<td>13</td>
<td>21.66%</td>
</tr>
<tr>
<td>I don’t think we have met, have we? My name is</td>
<td>23</td>
<td>38.33%</td>
</tr>
<tr>
<td>What’s your name?</td>
<td>5</td>
<td>8.33%</td>
</tr>
<tr>
<td>Do I know you?</td>
<td>7</td>
<td>11.66%</td>
</tr>
<tr>
<td>Others</td>
<td>15</td>
<td>25%</td>
</tr>
</tbody>
</table>

Table 40: Introducing situation
In this situation we are interested in seeing how the participants are going to perform a speech act which is greeting. The participants are about to start a conversation with someone they do not know and there is no one to introduce them. In such situations the participants are obliged to find an appropriate way to introduce themselves and start the conversation. They were provided with three different ways to open the conversation, and they can give their own answers if they have one. The form that rated the highest is “I don’t think we have met, have we? My name is...;” by 38.33%. This form is most likely to be used. The form in rate is the first one in which 21.66% of the participants’ opts for using it. Only 11.66% said that they don’t know what to say in such situation. Some of the forms provided by the participants are as follows:

- I was standing their alone, would you mind please if we discuss something so that I don’t leave the party early.
- I will start by asking him/her about their opinion about the party.
- Just start talking about something in the party.
- Oh, I think I have seen you somewhere before.
- Hey (with a smile), are you enjoying the party?
- You look so sweet.
- I find it difficult to speak to strangers; I am just not that bold.

All in all, the participants were aware of the fact that starting a conversation with a stranger has to be done in a specific way. This is obvious from the answers they chose in this situation. Some participants said that they don’t know what they would say. The participants’ personalities may play a role in such situations. Some people just don’t feel comfortable talking to strangers, others just don’t like talking to people they don’t know. This explains their answers. We can also say that those who
failed in performing this speech act are just not aware of the existence of norms of behaviour in such situations.

**Question eighteen:** A friend of yours asks you to go with her on a trip organised by the university next weekend, but you don’t feel like going because you don’t like some of the people who are going. You would say:

a. I’m busy. I have to visit my parents”

b. Sorry, next weekend I’ll be busy.

c. Thank you, but I can’t.

d. Other. Please specify...........

<table>
<thead>
<tr>
<th>Options</th>
<th>Answers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m busy. I have to visit my parents</td>
<td>6</td>
<td>10%</td>
</tr>
<tr>
<td>Sorry, next weekend I’ll be busy.</td>
<td>17</td>
<td>28.33%</td>
</tr>
<tr>
<td>Thank you, but I can’t.</td>
<td>26</td>
<td>43.33%</td>
</tr>
<tr>
<td>Others</td>
<td>11</td>
<td>18.33%</td>
</tr>
</tbody>
</table>

**Table 41: Refusal situation**

In this situation we are concerned with the way the participants are going to express refusal. This speech act is art of both cultures the Arabic culture and the English culture. Still, the way of expressing refusal is not the same with both cultures. The participants can express this speech act using different strategies. The use of the appropriate strategy may help the interlocutors to avoid a situation of embracement or discomfort. The speaker may offend the listener by choosing the wrong strategy to use when expressing refusal. The participants were given three options to choose among. 43.33% of the participants chose to say “thank you, but I can’t”, 28.33% chose to say
“sorry, next weekend I’ll be busy”, and 10% said “i’m busy. I have to visit my parents”. 11 participants provided their own answers. Some of these answers are:

- I am so sorry; I can’t go on a trip with people I don’t like.
- Thank you for your invitation but I don’t think I am free this weekend.
- I can’t go this time. Maybe another time.
- I am sorry but I am not into going on trips.

The refusal situation seemed to be more difficult on the participants then the other situations. This is because any inappropriate use of words in this situation may cause a breakdown in communication. It is obvious that how we say no is very important. The majority of people choose to say it in an indirect way. All the answers provided by the participants are meant to avoid any misunderstanding. In doing so, they thought that saying the truth will be the best way to refuse the invitation. The fact that they are turning down a friend’s invitation makes them feel a little more comfortable. If the person who gave the invitation is not that close, refusing will be a bit awkward. We can say that in order to express refusal, a sufficient linguistic competence as well as a cultural competence is required.

**Part Two:**

In this part no options are given; the participants are going to provide their own answers for a set of hypothetical situations.

**Question nineteen: you are in an oral expression class talking about the best way to learn English. Your teacher expressed her opinion but you totally disagree with her. What would you say?**

In this situation the participants are expected to disagree with the teachers’ opinion. Not all the participants answered this part. This is due to the absence of a set
of options to choose from. The interlocutors of this situation are from two different statuses (a teacher and a student) which make it more difficult to the participants to answer. Some of the participants’ answers were as follow:

- I am sorry sir/miss but I’m disagreeing with you....
- Excuse me sir/miss but I have another opinion about this....
- I’ll say nothing about it and keep my opinion for myself
- I think the perfect way to learn English is by practicing the four skills
- well, I do respect your view point but unfortunately I disagree
- I firmly disagree with what you’re saying, I personally think
- I don’t think that’s totally true
- I am against this opinion sir/miss
- I have another opinion about this subject
- I disagree with you

The strategy of prefacing a disagreement used by the participants involved some words to make it sound polite is a way. Expressions like “you may be right about....” and “I am sorry sir, but I disagree with you....” were the most used ones among the participants. This way of expressing disagreement shows that the participants are aware of the necessity of being respectful and polite when addressing the teacher. Some expressions used by the participants seemed to be more appropriate for an apology rather than a disagreement. The participants way of disagreeing makes it sound as a wrong thing to do which requires an apology. The interference of the native culture or a second culture may be the reason behind these answers. Participants seemed to transfer the Arabic disagreement “sorry but I disagree” and expressed it in English. This means that the participants think that the way we express disagreement in our culture is the same way in other cultures. Such way of
disagreeing may seem to be weird for the native speakers. So, the lack of cultural knowledge causes failure in communication when it comes to expressing certain speech acts.

**Question twenty: you are in a line waiting to get a movie ticket when someone who came half an hour later tries to cut in line in front of you. What would you say?**

The participants are put into a situation where they are supposed to complain about something. In this situation, the participants are in a line waiting to get a movie ticket when someone who came late wanted to cut the line. The participants did not rate highly in this social situation. The majority didn’t know the appropriate way of behaving. The following are some of the answers provided by the participants:

- Could you please respect the queue
- This is not a good thing to do, just keep in the queue
- You can’t jump the queue, go back and take your turn as all the rest did
- Sir, would you like to come back to your place and respect the line
- Can you please wait your turn

Most of the native speakers would express their complaining using expressions like “I am sorry”, “excuse me”. Comparing the results with the possible answers of native speakers we can say that the participants fail to express complaining. The majority sounded impolite and not respectful when addressing the person involved in the situation.

**Question twenty one: you are having lunch at the non-smoking section in a restaurant. Suddenly, the person sitting at the table next to you lights up a cigarette. What would you say?**
This situation is similar to the previous one in the sense that that participants are asked to say how they would express compliment. This time they are supposed to ask a person who is smoking in a non-smoking section to stop. The participants responds varies between the appropriate and the inappropriate. The following are some of the answers provided:

- I will ask the waitress to inform the person that it is a non-smoking section
- If you want to smoke just more to the smoking section
- Do you realize that this is a non-smoking section
- Could you please stop smoking, this is a non-smoking section
- You didn’t see the notice that the cigarette is banded in this section
- I would go to the manager of the restaurant and ask him to deal with the situation
- Please sir, you can’t smoke in this section of the restaurant
- I will use an utterance to implies that smoking is not allowed in this section
- Can you stop that please
- Smoking is harmful you know, I can’t even breath with all this smell
- I will just change my place

Only a small number of participants provided socially accepted answers. The majority did not know what to say without hurting the interlocutor feeling or disrespecting him. Their answers seemed more direct, in the form of a criticism rather than complaining. It is evident that the use of such speech acts is difficult for the learners. A native speaker would express complaining in an inexplicit way without a judgement or giving an order. So in both situation number 20 and situation number 21 the participants lack the ability to express compliment in an appropriate way. They tend to be aggressive, judging, and annoyed when dealing with such situations.
Section Four: Social Behaviour

This section deals with four different situations in which participants are asked to say how they react and predict about a British reaction in the same situations. The analysis and results of each situation is displayed after the restatement of the question.

Part One:

In this part the participants are asked how they would personally react in a certain situations. They are also asked to say how a British might react in the same situations.

Question twenty two: you agreed to meet a friend at a certain time at the bus stop outside the university. You have been waiting for fifteen minutes. Your friend has not showed up yet.

You would:

a. Feel angry but wait longer

b. Go home

c. Wait until he/she comes

d. Others. Please specify

<table>
<thead>
<tr>
<th>Options</th>
<th>Answers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feel angry but wait longer</td>
<td>23</td>
<td>38.34%</td>
</tr>
<tr>
<td>Go home</td>
<td>11</td>
<td>18.34%</td>
</tr>
<tr>
<td>Wait until he/she comes</td>
<td>22</td>
<td>36.66%</td>
</tr>
<tr>
<td>Others. Please specify</td>
<td>4</td>
<td>6.66%</td>
</tr>
</tbody>
</table>

Table 42: Question Twenty Two
In this situation the participants are in a bus stop outside the university waiting for fifteen minutes for his friend. Three options are given and the results were as follows: 38.34% chose the first answer “feel angry but wait longer”; 18.34% chose “Go home”, 36.66 chose “wait until he/she comes” and only 6.66% provided their own answers. Some of the answers given by the participants are:

- Call the friend to see what is keeping them late.
- Wait until he comes then see why he was late. If it is a convincing reason I’ll drop it, if not I’ll be angry.
- If I know that this person keeps his word I’ll just wait for him
- Go home and be angry at him for a while

A British would:

a. Be very angry

b. Wait until the friend arrives

c. Call the friend to see what’s wrong

d. Leave

e. Other, please specify

<table>
<thead>
<tr>
<th>Options</th>
<th>Answers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be very angry</td>
<td>2</td>
<td>3.33%</td>
</tr>
<tr>
<td>Wait until the friend arrives</td>
<td>10</td>
<td>16.67%</td>
</tr>
<tr>
<td>Call the friend to see what’s wrong</td>
<td>35</td>
<td>58.33%</td>
</tr>
<tr>
<td>leave</td>
<td>13</td>
<td>21.67%</td>
</tr>
<tr>
<td>Others</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

*Table 43: What a British Might Do in the Same Situation*
In this question the participants are asked to hypothesise how a native speaker might react in a similar situation. The majority (58.33%) of the participants expected a native speaker to call the friend and see what’s wrong. 21.67% of the participants opt for answer d “leave” and 16.67% chose answer b which is “waiting until the friend arrives”. Only 3.33% of the participants said that a native speaker might be very angry.

In a similar situation a native speaker will probably call the friend to see what’s wrong. This is exactly how the participants said a native speaker might react. It is clear that the participants have a sense of awareness of what is acceptable in a situation like the proposed one. In their answers about the way they would act, the participants said that they would wait but feel angry. Under the light of these results we can say that the participants are aware of the accepted social behaviour in our culture and in the target culture; we can as well say that even though they understand these differences between the two cultures they don’t have any attempt to adopt that behaviour.

Question twenty three: your name is X. After you finish your studies, you are appointed as a teacher of English in your town. One of your students greets you for the first time and says: “hello, X, my name is.... nice to meet you”

You would:

a. Not reply

b. Consider it something natural

c. Lecture the student on good manners

d. Feel very offended
e. Others, please specify

<table>
<thead>
<tr>
<th>Options</th>
<th>Answers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not reply</td>
<td>7</td>
<td>11.66%</td>
</tr>
<tr>
<td>Consider it something natural</td>
<td>27</td>
<td>45%</td>
</tr>
<tr>
<td>Lecture the student on good manners</td>
<td>19</td>
<td>31.66%</td>
</tr>
<tr>
<td>Feel very offended</td>
<td>7</td>
<td>11.66%</td>
</tr>
<tr>
<td>Others</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Table 44: Question Twenty Three**

In this situation the participants are given four options to choose among. 45% of them chose option b “consider it something normal”, 31.66% said they would “lecture the student on good manners”. Option a “not reply” and option d “feel very offended” scored the same by 11.66% of the participants. Even though the participants are given a choice to say something else if they don’t agree with the given options no one actually did.

A British might:

a. Consider it something usual

b. Not say anything and greet the student back

c. Feel hurt but greet the person back

d. Say, “please, call me Mr. X”

e. Not answer back. Look at the person and leave

f. Others. Please specify
<table>
<thead>
<tr>
<th>Options</th>
<th>Answers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider it something usual</td>
<td>17</td>
<td>28.34%</td>
</tr>
<tr>
<td>Not say anything and greet the student back</td>
<td>15</td>
<td>25%</td>
</tr>
<tr>
<td>Feel hurt but greet the person back</td>
<td>4</td>
<td>6.66%</td>
</tr>
<tr>
<td>Say “please, call me Mr. X”</td>
<td>24</td>
<td>40%</td>
</tr>
<tr>
<td>Not answer back. Look at the person and leave</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Others. Please specify</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Table 45: What a British Might do in the Same Situation**

In hypothetical situation about how a British might react, 40% of the participants chose option d “say, please call me Mr. X”, 28.34% chose option which is “consider it something usual” and 25% said a British might “not say anything and greet the student back”. A native speaker in a similar situation might just greet the student back and say nothing. Only 25% of the participants predicted the right reaction. In the native culture it is not polite to address a teacher or a person in a higher status by their first names. The participants are not aware that in the English culture there are different social behaviours about this matter. This means that when facing a real life situation of this sort the participants will fail to communicate effectively. Instead of dealing with the situation with the norms of the target culture, the participants are behaving on the basis of their own social norms. We can conclude that even though learners are aware of certain social norms they face a problem in accepting them and fail in distinguishing between the appropriate and inappropriate in the target culture.
Part Two:

In this part the participants are asked to say how they would react and how a British might react in two different situations. No options are provided in this part.

Question twenty seven: you invited some friends for dinner at home. One of your guests goes and helps himself/herself to items in your fridge without asking for your permission. How would you react and how might a British react.

In this situation the participants are asked to give their own answers. This is a situation where a guest starts looking around the house (looking about something in the fridge) without asking for the participants’ permission. Some of the answers provided by the participants are the following:

- I’ll ask if he needs any help
- Feel mad
- Keep observing his behaviour to see what he is doing
- Say nothing at all
- Say consider it your home, do what you please
- Not be angry at all
- Even though I think of this behaviour impolite, I say nothing

Some of the participants preferred not to answer this question and just said that they have never been in a similar situation and they do not know how they would react.

In predicting how a native speaker reacts in such situation the participants gave the following answers:

- Consider it as something normal
- He would feel angry
• Say nothing about it
• Act normally but feel annoyed

The majority of participants (76%) didn’t answer this question as well. They said that they won’t know how a native speaker might react in this situation.

The learners answers reflect the Algerian culture especially in answers like “the house is yours, do whatever you want” which is a direct translation to English. Others consider it impolite but decided to keep it for themselves. This is as well an Algerian behaviour. In the Algerian culture we are not supposed to judge or criticise guests, we are supposed to accept their behaviour whether we like it or not. The participants’ failure to predict how a native speaker might react reflects the lack of cultural knowledge that permits them to say how a native speaker might react. This lack of knowledge may cause a breakdown of communication when facing a real life situation. The participants may as well face a cultural shock when being in a situation that is unfamiliar to them.

Question twenty eight: you are sitting on a chair in the teachers’ room waiting for your turn to go and speak to your teacher. Suddenly, one of your classmates appears and sits right next to you to show you an exercise in a textbook. How would you react and how would a British react.

This is another hypothetical situation where the participants are asked to say how they would react and how a British might react. Some of the answers given by the participants in this situation are as follows:

• I am really busy right now
• I am about to speak to the teacher, let’s not do this right now
• Try to see the exercise while waiting for my turn
• Refuse talking to him at the moment because i have an appointment
Only a small number of the participants gave answers which are socially acceptable. Some participants reported that they do not know how they would react in such situation. The participants were as well asked to say how a British might react. The majority of the answers were “I don’t know”. Some predicted that a native speaker might:

- I am sorry, can we talk about it later
- He would not talk to his classmate at all
- Say “can’t you see that I have an appointment”

The predictions given by the participant are far from being true; they failed to hypodissertation how a native speaker might react. The conclusion that can be drawn from these results is that the learners of English in this department have a misunderstanding about the native speakers’ behaviour. Most think that the native speaker behaviour in such situation will be a negative one. All learners have a particular knowledge about the English culture which had a great influence on their answers.

**Section four: Britain and British life**

**Part one:**

**Question twenty nine: what are the first three things which come into your mind when you hear the words England or the English?**

Among the things the participant named “language, nice places, polite people, high education, better life...” the answers that would score higher would be royal family, rugby, tea...” All the participants’ answers were a reason of comparing their way of living with the English way of living. Most of them think that the British life is much better than ours in the sense that the education is better, people’s behaviour is better and on.
Question thirty: if someone says “drop in anytime”, you understand that:

a. He is inviting you

b. This is just empty talk

c. You can go and visit him/her anytime

<table>
<thead>
<tr>
<th>Options</th>
<th>Answers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>He is inviting you</td>
<td>15</td>
<td>25%</td>
</tr>
<tr>
<td>This is just an empty talk</td>
<td>19</td>
<td>31.66%</td>
</tr>
<tr>
<td>You can go and visit anytime</td>
<td>26</td>
<td>43.33%</td>
</tr>
</tbody>
</table>

**Table 46: Question Thirty**

The results of this question showed that 25% of the participants said that the expression “drop in anytime” means an invitation. 31.66% of the participants thought it means “an empty talk” and 43.33% thought it means “you can go and visit anytime”. The answer agreed upon in this question is answer b. Only 31.66% of the participants were aware of the real intention of the speaker. The invitation is surly just an empty talk and the participants being non-native speakers confused it with a real invitation.

**Question thirty one: you were invited to someone’s house for dinner. The invitation says “7.30 for 8”. This means you are expected to be there at:**

a. 7.30

b. 8.00

c. 7.50
<table>
<thead>
<tr>
<th>Options</th>
<th>Answers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.30</td>
<td>29</td>
<td>48.33%</td>
</tr>
<tr>
<td>8.00</td>
<td>17</td>
<td>28.33%</td>
</tr>
<tr>
<td>7.50</td>
<td>14</td>
<td>23.33%</td>
</tr>
</tbody>
</table>

Table 47: Question Thirty One

The results of this question as explained in the table show that 48.33% of the participants thought that the dinner invitation is at 7.30; 28.33% thought it would be at 8.00 and 23.33% thought that the invitation is at 7.50. The participants who answered by the first option (7.30) explained that they understood that the dinner starts at 7.30 and it is served for 8 guests; those who answered by c (7.50) thought that the dinner starts around 7.30 and 8.00. Showing up at 7.00 sharp will be too early and showing up at 8 would seem too late so showing up at 7.50 seemed the normal thing to do.

Part two: British history

Question thirty two: which of the following is/are not a British prime minister?

a. John Lennon
b. Edward heath
c. Harold Wilson
d. Margaret Thatcher
The results shows that the participants were not sure about their answers, they were just ticking. 31.66% thought that John Lennon was not a British prime minister which was true. Only 4 participants said that Edward Heath wasn’t a British prime minister. 51.67% of the participants said that Margaret Thatcher wasn’t a British prime minister.

**Question thirty three: the year 1066 is an important date in British history. It refers to:**

a. The Roman Conquest  

b. Doomsday Book is completed in England  

c. Signing of Magna Carta

<table>
<thead>
<tr>
<th>Options</th>
<th>Answers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Roman Conquest</td>
<td>21</td>
<td>35%</td>
</tr>
<tr>
<td>Doomsday Book is completed in England</td>
<td>12</td>
<td>20%</td>
</tr>
<tr>
<td>Signing of Magna Carta</td>
<td>27</td>
<td>45%</td>
</tr>
</tbody>
</table>

**Table 49: The Results of Question Thirty Three**
In this question the participants were asked about an important date in the British history (1066) and they were given three options. Only 35% of the participants got the correct answer. 20% said it refers to “Doomsday Book is completed in England” and 45% said it refers to the signing of Magna Carta.

**Question thirty four: is Great Britain the same as the UK?**

a. Yes

b. No

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<thead>
<tr>
<th>Options</th>
<th>Answers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>15</td>
<td>25%</td>
</tr>
<tr>
<td>No</td>
<td>45</td>
<td>75%</td>
</tr>
</tbody>
</table>

**Table 50: Question Thirty Four**

In this question the participants are asked to say if Great Britain is the same as the UK or not. Not all the participants knew the answer to this question. 25% said that Great Britain is the same as UK and 75% said it is not the same. This question is an easy question and we expected all the participants to know the correct answer.

**Question thirty five: the title of the heir to the British throne is:**

a. The Duke of York

b. The Prince of Wales

c. The Earl of Wessex

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<thead>
<tr>
<th>Options</th>
<th>Answers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Duke of York</td>
<td>18</td>
<td>30%</td>
</tr>
<tr>
<td>The Prince of Wales</td>
<td>29</td>
<td>48.33%</td>
</tr>
<tr>
<td>The Earl of Wessex</td>
<td>13</td>
<td>21.66%</td>
</tr>
</tbody>
</table>

**Table 51: Question Thirty Five**
Not all the participants knew the answer to this question. 30% answered “The Duke of York”, 48.33% opt for “The Prince of Wales” and 21.66% chose “The Earl of Wessex”.

**Conclusion**

The analysis of the collected data showed that cultural awareness in the department of English at the University at Oum El Bouaghi is of small importance. It shows as well that most students fail in cross-cultural communication because of the lack of cultural awareness. The teaching of English as a second language is focussed on developing the linguistic competence. A new approach to teaching where the importance of culture is taken into consideration should be adopted.
3. Pedagogical Implications

As it has been discussed in the theoretical part of this work, and as the results of the practical part show, culture teaching is still neglected while teaching English at Oum El Bouaghi University. Even though both teachers and students are aware of the importance of culture teaching in EFL classrooms the way it should be taught is still vague. In this section some methods and techniques that have been found to be effective for culture teaching are presented. Few tips that can help to develop the teaching of culture and make it a better experience for both the teachers and the students are included.

It is believed that the direct contact with native speakers is the best way to learn their culture. This does not mean that students cannot learn the foreign culture in a classroom setting. It is up to the teachers to create an environment that can foster the culture teaching in a systematic way through the use of comprehensible communicative activities. Both language and culture teaching require the students’ full engagement in the process of learning. Some of the teaching approaches in our classrooms do not fully take into consideration the students’ involvement. The structural approaches to English language teaching focus on the correctness of the grammatical forms and the repetition of a set of structures. This approach to teaching is believed to be a hindered for culture learning. The teaching of foreign culture lacks a consistent methodology; therefore, an effective methodology is needed to overcome this problem.

Encouraging students to collect information about the target culture is the duty of all teachers. This information collection can be through the use of encyclopedias, multimedia software, the internet, and so on. This way, students will be looking up to get the knowledge themselves instead of waiting for it. The
information selected will be analyzed by the students to choose the materials that best fit their culture learning. The variety of information gathered by the students or given by the teachers will reflect a comprehensible picture of the target culture from different angles. The use of a combination of visual, audio and tactile materials may play a great role in helping the teachers to address the different learning styles of their students. Below is a list of some possible sources of information that can be used as a material for teaching culture:

- Extracts from literature
- Internet
- Films and TV
- Background information
- Anecdotes
- Fieldwork
- Multimedia software
- DVD’s and CD’s
- Newspapers and Magazines
- Plays and songs
- Power-Point

The fast development of technology forces the teachers to adopt themselves to this new technological revolution.

Creating a beneficial cultural context cannot be completed just by choosing the right method to teach or by just gathering the needed information. The type of activities used in culture teaching plays a very important role as well. The common norms for choosing an activity are the topic and the activity. By the topic we mean what is it about and by the activity we mean what it involves doing. When dealing with cultural
aspects students need to know what they are talking about, they have to make sure that they are not out of the topic being discussed. Topics like daily greeting, apologizing, and complements are a good way to start in order to teach students how to establish social relationships. Teachers may as well give the students instructions to accomplish a task so they know what activity it is. When the students are not totally aware of the topic they are discussing or the type of activity they are working with they would be confused and afraid of failure. Students may even misunderstand each other and therefore communication will break down.

The researcher believes that the best approach for culture teaching is to encourage an interactional, experiential learning that is based on the learners’ interests. Teachers are supposed to help students build a number of skills in culture comprehension and appreciation. One of these skills is personalization. Personalizing the activities used in the classroom leads the students to a better cultural understanding. If the teacher does not allow students to relate the same issues to their own lives, culture teaching will lead them to form a stereotype image of the foreign culture. Most students like to talk about themselves, so it will be easy to make them to draw a link between the cultural aspect they are discussing in class and their real life experience. By making students relate the foreign culture believes and their own cultural believes, a better understanding of the new cultural aspects will take place.

3.1 Practical Tips for Teaching Culture in EFL Classrooms

- Knowing your students is very important when teaching culture. When dealing with EFL students you need to take into consideration that they will not understand everything you say. It is not necessary that they understand every to word but using materials or a way of speaking that is too difficult will make students lose their interest in the target culture.
• As a teacher of a foreign language, culture will definitely be interesting to you. Being interested to you does not mean it is interesting to your students as well. You, as a teacher need to select the cultural aspects and present them in a way that will engage students. Through elaborating the variety of teaching approaches and by including your own enthusiasm, you should be able to create an exciting class for students.

• Students learn better in groups. They have more opportunities to use the target language to discuss the target culture and compare it with their own culture.

• Culture is very broad. It constitutes of all man-made aspects of a very large group of non-homogenous people. As a teacher, you can only provide a way to learn more about the target culture. You just cannot teach everything about the target culture, you can only raise your students’ intercultural awareness.

• It will be very difficult for you to teach the target culture if you don’t know much about it. As a teacher, you need to keep trying to develop your cultural understanding so that you can confidently discuss with your students. Now having a sufficient cultural competence will hinder your way of teaching the target culture.

3.2 Problems Involved in the Teaching of Culture

Culture teaching is, without questioning, a difficult task to do for all teachers. There are a number of problems that face teachers when attempting to teach foreign culture. The first problem teachers face when teaching culture is the overcrowded curriculum. The study of culture involves time that many teachers feel they do not have in an already overcrowded curriculum. They deal with culture with the idea that students will be exposed to cultural materials later after mastering the grammar and vocabulary elements of the language. In such cases teachers should be aware that most students
will not have the opportunity to learn about the culture later. Therefore, instead of teaching language and leaving culture for later it is better to try teaching them hand in hand. Another problem teachers face while teaching culture is the students negative attitude towards the target culture. When the students are introduced to a new cultural concept that is totally different from theirs they tend to act in a negative way. Solving such problem needs the teachers’ patience and tolerance, talking about the difficult aspects of culture will help minimizing the students’ negative attitude. Culture teaching can be difficult for all teachers whether an expert teacher or a novice teacher. The most important thing is for the teacher to have some sort of training in the teaching of culture. Not being qualified to teach culture means not having strategies or clear goals for a systematic and organized teaching. For this problem, teachers need to choose the strategies that fit their students the best and set the goals they need to reach through their teaching. Along with the mentioned problems other problems may occur while teaching culture. It is up to the teacher to see the most effective way to overcome these problems.
GENERAL CONCLUSION

In any foreign language teaching the teaching of culture should be an integral and systematic part. The work of this dissertation is about finding an answer to the research question which is about the importance of teaching culture in the EFL classrooms, specifically in the English department at Oum El Bouaghi University. The literature review of this work starts with defining the concept of culture in foreign language teaching. It was found that the concept of culture was defined by different researchers with different perspectives. Setting the relationship between language and culture is discussed after an attempt to define language. In order to understand the place of culture teaching in language teaching a brief historical account of culture teaching is analyzed. The analyses revealed that culture teaching was not dealt with explicitly for so many years. Culture teaching was in fact teaching civilization and literature; for others, culture teaching meant developing a kind of knowledge about the people of the target country while learning their language. Later on, and with the emergence of different teaching methods and approaches culture teaching started to be a matter of discussion. Teachers of English as a foreign language started to think of the close relationship between language and culture. Most teachers thought that language teaching means culture teaching. In order to master the language, students need to learn about its culture. The students’ awareness of the importance of culture teaching was the main concern of this work. A discussion of speech act theory seemed the most suitable thing to do in order to discuss the students’ intercultural communicative competence. Since culture can be expressed through language there is no better way than analyzing some forms of speech act to see its different realizations in different cultures.
The research instrument of this dissertation is a questionnaire for teachers and a discourse completion task for students. The main aim of the questionnaire is to see how culture teaching is perceived by teachers of the English department at Oum El Bouaghi University. The second instrument which is the discourse completion test was designed to investigate the students’ intercultural competence. The aim is to find out to what extent students are aware of the importance of teaching culture and culture differences. Another interest is the students’ attitude towards the target culture. The results of the analysis showed that even though teachers are aware of the importance of culture teaching while teaching the foreign language, it is not actually integrated the way it should be. Still, most teachers showed that they are willing to adopt a new teaching approach where the teaching of culture will be focused on. The results of the discourse completion task showed that the majority of students have little awareness about the real meaning of culture. They lack both pragmatic competence as well as cultural knowledge that may help to foster communication. This lack of knowledge leads to a misunderstanding of the target culture and therefore develops a negative attitude towards what is different from the native culture.
LIST OF REFERENCES


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London: John Murray.
APPENDIX A

The Teacher’s Questionnaire

Taking time to answer this questionnaire will greatly help Miss. Amina to complete her master thesis. The purpose of this survey is to help identify the importance of the culture teaching along with the foreign language teaching in the University of Oum El Bouaghi, department of English. The questionnaire’s aim is to gather information about the teachers’ perception of the concept of culture, how they deal with culture and culture teaching and the strategies they use in order to teach culture. It would be appreciated and very helpful if you take time to share your standing points.

Guidelines: For each item, please tick the right box or write in the space provided.

Miss Amina
Department of English
Faculty of Letters and Languages
University of Oum El Bouaghi

*The questionnaire is taken from Mr. Atamnna’s Doctoral Dissertation with a slight modification*
Section one: personal information

1. Age: ..............................................................

2. Sex:
   Male
   Female

3. Degree(s) held:
   BA (Licence)
   MA (Master / magister)
   PhD (Doctorate)

4. Employment Status:
   Full time
   Part time

5. Work Experience: (years of teaching) ........................................................

6. Subjects taught:

7. At which level: ..............................................................

8. Length of living/staying in English-speaking countries:
   a) Never been to English-speaking countries
   b) Lived Stayed for............

Section two: culture teaching

*The questionnaire is taken from Mr. Atamnna’s Doctoral Dissertation with a slight modification*
9. What is your understanding of culture?
   a. A set of behaviours, customs, rituals, patterned ways of living.
   b. A system of thoughts, assumptions, values and norms.
   c. Literature and fine arts.
   d. Other. Please elaborate.
   ....................................................................................................
   ....................................................................................................
   ....................................................................................................

10. Do you think that teaching English as a foreign language means the teaching of its culture?
   a. Yes
   b. No

11. Were you yourself taught things about the English language culture when you were a university student?
   a. Yes
   b. No

12. How is the teaching of the English culture along with the English language important?
   a. Very important
   b. Important
   c. Not important

13. Do you think that culture occupies an important place in the teaching of English in our Department?
   a. Yes
   b. No

14. How often do you yourself deal with culture related issues in your lectures?
   a. Often
   b. Sometimes
   c. Rarely

*The questionnaire is taken from Mr. Atamnna’s Doctoral Dissertation with a slight modification*
15. If you were to teach culture along the English language, which of the following is/are most useful to use? (Please arrange the following according to their order of importance from 1 to 9 by putting the appropriate number in the box provided for each option.)

   a. lectures
   b. discussion of cultural issues
   c. video documentaries
   d. songs and films
   e. radio programmes
   f. reading texts
   g. newspaper/magazine articles
   h. discussion of current events
   i. literature (plays, novels, etc...)
   j. Other. (Please specify in the space below)

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

16. Which of the following aims would you consider the most important when teaching the foreign culture?

   a. giving the students knowledge and understanding of the relevant culture.
   b. developing the students tolerance to the target culture.
   c. giving the students understanding about their own cultural identity.
   d. developing the students ability to see similarities and differences between their culture and the target culture.
   e. helping students to develop a critical attitude to cultural issues.
   f. making language teaching more motivating.
   g. others(specify)...............................................................................

17. Do you face any difficulties when dealing with cultural elements in teaching the content of your module?

*The questionnaire is taken from Mr. Atamnna’s Doctoral Dissertation with a slight modification
18. How comfortable are you when dealing with the English language cultural aspects?
   a. Very comfortable  
   b. Comfortable  
   c. Uncomfortable  
   d. Very uncomfortable  

19. From where do you get information about the target culture?
   a. Radio and television  
   b. Foreign newspapers and magazines  
   c. Courses and conferences  
   d. Contact with native speakers  
   e. Professional associations  
   f. Others (specify) .................................................................

20. Do you think teachers of this department have sufficient opportunities for visiting the target language speaking countries?
   a. Yes very much.  
   b. You to a certain extent.  
   c. No not really  
   d. No not at all  

21. How often do you read professional literature about language and culture teaching?
   a. Very often  
   b. Once in a while  
   c. Never W

22. Is there discussion about language and culture teaching among teachers of this department?
   a. Yes, very often  
   b. Yes, sometimes  

*The questionnaire is taken from Mr. Atamnna’s Doctoral Dissertation with a slight modification*
23. How important is learning the English culture to your students?
   a. Very important.
   b. Important
   c. Not important

24. If your students have communication barriers/problems in their attempt to communicate in English, these are usually:
   a. Of a linguistic nature
   b. Of a cultural nature
   c. Both
   d. Other. Please elaborate............................................................................

25. How would you describe your students’ attitude when they face different English etiquette (social behaviour) included in your teaching materials (be it in plays, novels, historical documentaries, oral expression sessions, linguistics etc...)
   a. They accept and respect.
   b. They understand but do not accept.
   c. It’s difficult for them to understand.
   d. They reject.
   e. Other. Please specify.
      ...........................................................................................................
      ...........................................................................................................
      ...........................................................................................................

You are welcomed to add anything or share further comments.

Thank you

*The questionnaire is taken from Mr. Atamnna’s Doctoral Dissertation with a slight modification*
APPENDIX B

The Student’s Questionnaire

Dear student, taking time to answer this questionnaire will greatly help Miss. HADDEHD to complete her master thesis. The thesis is about the importance of teaching culture in the department of English of Oum El Bouaghi University. Part of the research is to investigate the students’ awareness about culture teaching. The present questionnaire is about your own cultural awareness, your opinion about culture teaching, and your linguistic behaviour in some hypothetical situations. Your contribution is very important and appreciated. This is not a test; your honest opinion is all what is wanted. Thank you very much for answering the questions.

Miss HADDEHD Amina
Department of English
Faculty of Letters and Languages
University of Oum El Bouaghi

*The questionnaire is taken from Mr. Atamnna’s Doctoral Dissertation with a slight modification.
Guidelines: For each item, please tick the right box or write in the space provided.

Section One: Personal Information

1. Age: ……………………………………………………………………………………………

2. Sex:
   a. Male  
   b. Female 

3. How many years have you been studying English (including this year):

4. You chose to study English because:
   a) You like this language and you want to know more about its speakers and their culture(s).  
   b) Its mastery can get you a good job.  
   c) It is the language of technology and scientific research.  
   d) Others. (Please specify)  

5. What has your English study focused on so far? (You can tick more than one box)
   a. Grammar  
   b. Translation  
   c. Writing  
   d. Conversation  
   e. Reading Skills  
   f. Listening Skills  
   g. Linguistics  
   h. Phonetics  
   i. Research methodology  
   j. ESP (English for specific purposes)  
   k. American / British cultures  
   l. American / British civilisation  
   m. American / British literature  

6. Do you consider yourself fluent in English?
   a. Yes  

b. No

7. Have you ever been in an English-speaking country?
   a. Yes
   b. No

8. Length of living/staying in English-speaking countries:
   a. Visited Stayed for.............
   b. Lived Stayed for.............

Section Two: Culture Learning

9. Do you think learning about the culture of English-speaking people is important while learning the English language?
   a. Yes, very important. b. Yes, important. c. Not important. d. Don’t know.

10. If no, why?

11. Should culture be taught along with the language or on a separate course?
   a. Along with the language
   b. Separate course

12. What aspects of culture would you be more interested to learn about?
   a. Geography and history b. Customs and beliefs
c. Literature and art d. Government and political institutions
e. Family life f. Rules of behaviour
g. Patterns of politeness h. Non-verbal communication

13. Does your teachers deal with the foreign culture while teaching?
   a. Yes
   b. No
14. How much of the foreign culture do you think you have learned up to now?
   a. Much  
   b. Little  
   c. Very little  

Section Three: Language Use

Part One: The following are hypothetical situations; please respond ticking the appropriate box or write in the space provided.

15. You are talking to your best friend X. Suddenly you start hiccupping very loud. You almost can’t talk. You would say:
   a. Please forgive me.  
   b. I’m sorry! I’m sorry!  
   c. I’m sorry  
   d. Other. Please specify  

16. You are in a crowded bus and you accidentally step on a lady’s toes. You would say:
   a. Please forgive me.  
   b. Oh god! I’m Sorry!  
   c. Other. Please specify.  

17. You want to talk to someone you don’t know at a party. There is no one to
introduce you. What would be the most polite way to address the person?

a. Hi, my name is Peter
b. I don’t think we have met, have we? My name is ……
c. What’s your name? Do I know you?
d. Other. Please specify.

18. A friend of yours asks you to go with her on a trip organized by the university next weekend, but you don’t feel like going because you don’t like some of the people who are going. You would say:

a. I’m busy. I have to visit my parents”
b. Sorry, next weekend I’ll be busy.
c. Thank you, but I can’t.
d. Other. Please specify.

Part Two: The following are hypothetical situations; please respond expressing what you would personally say in each situation.

19. You are in an oral expression class talking about the best way to learn English. Your teacher expressed her opinion but you totally disagree with her. What would you say?
20. You are in line waiting to get a movie ticket when someone who came half an hour later tries to cut in line (jump the queue) in front of you. What would you say?

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Section Three: Social Behaviour:

Part One: Please say how you would personally react in the following situations.

Next, say how a British in general might react to each situation.

22. You agreed to meet a friend at a certain time at the bus stop outside the University. You have been waiting for fifteen minutes. Your friend has not showed up yet.

You would:

   a. Feel angry but wait longer. [ ]
   b. Go home. [ ]
   c. Wait until he / she comes [ ]
   d. Other. Please specify. [ ]

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

A British might:

   a. Be very angry. [ ]
   b. Wait until the friend arrives. [ ]
   c. Call the friend to see what’s wrong. [ ]
   d. Leave. [ ]
   e. Other. Please specify. [ ]

..............................................................................................................................
23. Your name is X. After you finish your studies, you are appointed as a teacher of English in your town. One of your students greets you for the first time and says:

“Hello, X, my name is …. Nice to meet you.”

You would:

a. Not reply. □

b. Consider it something natural. □

c. Lecture the student on good manners. □

d. Feel very offended. □

e. Other. Please specify

A British might:

a. Consider it something usual □

b. Not say anything and greet the student back □

c. Feel hurt but greet the person back □

d. Say, “Please, call me Mr. X” □

e. Not answer back. Look at the person and leave □

f. Other. Please specify.

Part Two: Say how you would personally react and guess how a British would react in the following situations.
24. You invited some friends for dinner at home. One of your guests goes and helps himself/herself to items in your fridge without asking for your permission.

You would:

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

A British might:

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25. You are sitting on a chair in the teachers’ room waiting for your turn to go and speak to your teacher. Suddenly, one of your classmates appears and sits right next to you to show you an exercise in a textbook.

You would:

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

A British might:

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

Section Four: Britain and British Life:

Part One: British Etiquette.

29. What are the first three things which come into your mind when you hear the words 'England' or 'the English?'

a. .................................................................................................................................

b. .................................................................................................................................
30. If someone says “Drop in anytime”, you understand that:

   a. He is inviting you.                   □
   b. This is just empty talk.              □
   c. You can go and visit him / her anytime. □

31. You were invited to someone’s house for dinner. The invitation says "7.30 for 8".

This means you are expected to be there at:

   a. 7.30  □
   b. 8.00  □
   c. 7.50  □

**Part Two: British History**

32. Which of the following is /are not (a) British Prime Minister(s)?

   a. John Lennon   □
   b. Edward Heath  □
   c. Harold Wilson □
   d. Margaret Thatcher □

33. The year 1066 is an important date in British history. It refers to:

   a. The Roman Conquest. □
   b. Doomsday Book is completed in England □
   c. signing of Magna Carta □

34. Is Great Britain the same as the UK?

   Yes □       No □

35. The title of the heir to the British throne is:

   b. The Prince of Wales. □
   c. The Earl of Wessex. □
Thank You