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The Teachers' Attitude Towards the Inter-Cultural Approach in Their EFL Culture Teaching

Case Study: Teachers of English Department at Biskra University

A Dissertation submitted for partial fulfillment for the requirements of Master Degree in   Science of the Language

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ABSTRACT

Culture and language cannot be separated since they are related to each other. In this research, we attempted to present the relationship between culture and language, as well as the attitudes of the teachers at the department of English, BISKRA University towards the adoption of the inter-cultural approach in teaching culture and whether they use it. To do so, we opt for a qualitative descriptive research, in which, we used a teachers' interview as a data collection means. The general result indicates that this approach is not used in culture teaching despite its significance that they claim. Hence, the inter-cultural approach is an effective in teaching language; it should be taken into consideration and seen from another perspective, as it must be used in our EFL culture teaching programs.

DEDICATION

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

With all love that covers my heart, I dedicate this work:

To my mother and my father for their love and support to continue my studies.

To my dearest Brothers and sisters: Faiza, Salima, Yasmin, Rabiae, Fouaz, Salim,

Mohamed.

To my nephews: Imane, Halima, Youcef, Rahma, Meriem, Rania, Ikram, Iyad, Halim,

Farah.

To all my friends: Imane doua, Hayat, Sarah, Khawla, Manel, sara.

Special thanks to my Friend Taha who supported me with his unlimited help.

To all those who believed in me and pried for my success.

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LIST OF ABBREVIATIONS

US: united states.

UK: United Kingdom.

TC: The target Culture.

EFL: English as a foreign language.

FL: Foreign Language.

CLT: Culture Language Teaching.

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GENERAL INTRODUCTION

General Introduction

The English language takes a considerable place in the world, since it is an international language which is used to communicate with different people all over the world, Algeria is not an exception, because it implements English as Foreign language (FL) from the middle school. When teaching a language, in the case of English, it is important to teach its phonetics, grammar, and vocabulary, but there is another aspect that have to be taken into consideration which is Culture, because culture and language are inseparable, the student cannot reach the a language proficiency unless he/she get closer to its culture.

1. Statement of the Problem

In an EFL class, students are usually monolingual and they learn English while living in their own country; they have a little access to the target culture, and therefore a limited ability to become culturally competent. As a result, this study has to tackle and investigate how students can be culturally competent through the involvement of the Inter-cultural approach that teachers use to teach culture and show learners the real aim of learning English that it is not only to communicate with native speakers but also with non-native ones, and all this by finding out the effects of such approach in culture teaching to EFL students.

2. The Aim of the Study

This study aims to deal with the teachers' attitude towards using the inter-cultural approach in culture teaching to EFL students, how teachers can involve this approach in their culture teaching in classroom. Also, it aims to help teachers guiding the learners to a new perspectives and new identities.

3. Significance of the Study

In this research, the study aims to make students benefit from gaining a large knowledge for different world culture, then to apply this knowledge in both verbal and non-verbal communication, that's why it is essential to provide them with a systematic inter-cultural training. Beside, this research will discuss the inter-cultural approach and present ideas and resources for English language teachers who wish to broaden their students' multicultural awareness. For that, a great deal of the research will be conducted to explore the teachers attitude towards the inter-cultural approach in culture teaching to EFL students.

4. Research Questions

4.1. What is Culture?

4.2. What is the Inter-Cultural approach?

4.3. What is the teachers' attitude towards the Inter-Cultural approach in their teaching EFL students?

4.4. Do teachers at university level give importance to the developing of intercultural language teaching of culture in the EFL class?

5. Methodology

In this research we will opt for the Descriptive Methodology, the data collection instrument concerned in this research will be in a form of an Interview with the teachers.

Population: the interview will be with 8 specialized teachers in culture at the University of BISKRA.

6. Structure of the Dissertation

The content of this dissertation will be ordered, starting with General Introduction, than moving to the first chapter which includes its introduction, the Literature Review, the definition of the term culture, its characters and its types, teaching culture, what is an inter-cultural approach, examples from inter-cultural activities, the implementation of the inter-cultural approach in cultural teaching to EFL students.

The second chapter: field work and data analysis, it includes an introduction, than we will present the teachers' answers that will be analyzed, and the results will be in a form of a conclusion.

Chapter ONE

(Literature Review)

Introduction

To learn a foreign language, it needs to go through a lot of levels and conditions, while teaching it is big responsibility, the first main step to teach a foreign language is to teach its culture. This will help students to understand the language so they can communicate with native speakers of the target language using it in its appropriate way, in this chapter we will deal with the meaning of culture and how we used to teach it in one hand, in the other hand we will explain what is an Inter-cultural approach and its effectiveness in the cultural teaching after giving other approaches then propose some activities.

I- Culture

I.1.The Definition of Culture

Culture refers to: Knowledge, Experience, Beliefs, Values, Attitude, Meanings, Notions of Time, Roles Spatial Relations, Concepts of Universe and Material Objects. All these goes through a system of knowledge shared by a large group of people. Concerning their way of life, their behavior, and symbols that they accept, some is saying that culture is communication and communication is culture. Banks, et All (1989) claiming that:

> Most social scientists today view culture as consisting primarily of the symbolic, ideational, and intangible aspects of human societies. The essence of a culture is not its artifacts, tools, or other tangible cultural elements but how the members of the group interpret, use, and perceive them. It is the values, symbols, interpretations, and perspectives that distinguish one people from another in modernized societies; it is not material objects and other tangible aspects of human societies. People within a culture usually interpret the meaning of symbols, artifacts, and behaviors in the same or in similar ways.

Culture is not only a set of symbolic, ideational, and intangible aspects of human's life, but it is how a group of people interpret, use and perceive them in everyday life. Culture is not a material objects or tangible aspects but people within a culture interpret them in the same ways.

Hofstede, G. (1984. p:51). Says that "Culture is the collective programming of the mind which distinguishes the members of one category of people from another."

Culture is a whole program in the mind of one group of people that makes them different from others.

Hinkle(1991:1) says that culture may give us various definitions since it deals with many field like cultural studies, literature, ethnography, anthropology…etc. Nieto (2002) also believes that culture can be understood from different angles depending on the context, Duranti (1997:24) claims that culture is the means that that people have biological and psychological. Brown (2007:188-189) declared that in the same meaning of thoughts, some people understand culture that it has only food, lifestyle, art, traditions, only those visible aspects, but actually those aspects are just a small part from a whole definition of culture.

I.2. Types of Culture

As can be seen, culture is a very broad concept, so to get to know a given culture means to gain extensive knowledge. There are two types of culture, big C-culture and small c-culture.

I.2.1. The Big "C" Culture

It is the general way of life of a group of people It is easy to study, as it constitutes factual knowledge about the fine art such as literature, music, dance, painting, sculpture, and film. The big C culture is a part from the small "c" culture,(Hu, 2002) says that the big culture is civilization, the whole history of a people, social institutions, works of art, literature, music, and architecture.

I.2.2. The Small "c" Culture

It comprises a wide variety of aspects many of them are interconnected including attitudes, assumption, beliefs, perceptions, norms and values, social relationships, costumes, celebrations, rituals, politeness of conventions, patterns of interaction and discourse organization, the use of time in communication, and the use of physical space and body language. Language is also a part of what we call culture. Chastain (1976)

Some of the small "c" culture aspects are directly observable, and easy to grasp such us celebrations and rituals. However, many dimensions of a given culture are hidden from the eye. Here belong the s-culture aspects that being imparted to us from birth are deeply internalized and subconscious and often noticed in contrast with another culture.

It was after that Chastain (1976) dealt with both small 'c' culture and big 'C' culture, the first includes surface aspects like in Taylor's definition of culture. However, the second refers to those aspects which go beyond the visible one, as for instance civilization and the role of a given society in the world by different realizations.

I.3. Characteristics of Culture

It is clear that culture have a various characteristics which help to understand and investigate this concept, according to Samovar, Porter and McDaniel (2009 :26-40) culture is learned, shared, based on symbols, dynamic, integrated system, transmitted from one generation to another.

- Culture is specialized for mankind.

- Culture learned from the surrounding atmosphere.

- Culture is shared among a group of people that are different from others in the whole community.

- Culture is a set of symbols either spoken or written so they are reflected in culture.

- Culture is all the shared behavior in one group of people such as: greeting, the way people eat, different believes…etc

- Finally culture is known to be dynamic: culture changes through time, when we compare the old times with nowadays we will discover that many things changed.

I.4.Teaching Culture

To be success in a communication , it requires proficiency on different levels such: Grammar, Phonology, Lexis, and Culture. Culture is a fundamental factor when communicating on an international level; culture can be accessed through five deferent views:

- The Communicative View: or functional view of language, that the language paves the way to the expression of functional meaning for examples, sociolinguistics, .pragmatics and semantics

- The Classical Curriculum View: is what you have learned through a systematic program.

- The Instrumental/Culture-Free View

- The deconstructionist View: the expression of moral responsibilities.

- The Competence view

The first three views pay little attention to cultural context concerning its contribution. To successful language learning, the last two views treat language and culture as a unity, they cling to the idea of language being effected and shaped by culture.

The Deconstruction view attempts to dissociate a language students from implicit meaning in language, the best language analysis is explaining the metaphors and the hidden meaning . It's a fact that certain expressions used in the English language lose their meaning when they translated into other languages because other languages have their distinctive phrases, idioms or expressions that sound strange if translated into English for an English speaker. The Competence View " contends that the knowledge of a language's culture is thought essential for a full understanding of a language's nuances of meaning " (Holme 20). The last view unifies culture and languages as scaffolding for successful communication and that is the notion that should be aspired in English teaching.

The study of language solely as an abstract system would not equip learners to use it in the real world. Therefore, teaching materials (TM) should include elements of culture. Also teachers need to motivate students and make the learning of a new culture interesting. They should have a developed understanding of cross-cultural awareness so they will be

able to incorporate culture and oriented topics into their teaching, this will offer their students a great opportunity to become familiar with a certain culture and bring versatility into EFL classrooms, or to develop enough awareness about the target language and cultural otherness and effective communication.

Since English is widely used, there is a growing need for competence in English in everyday life of non-native speakers, they need to be prepared so they will not fall in misunderstandings that could happen while a conversation with native speakers of the language with knowing the cultural differences that can affect their communication.

The awareness of culture is the first step to learn a foreign language. However, teaching culture has not always been as important as it is today , it is increases with the changes of the world such as globalization and multiculturalism.

I.5.The Importance of Teaching Culture

To start a course, teachers should give the students an introduction, or a group of questions that can give them a clue about the topic. Teachers can introduce the culture of the target language by giving their students some questions related to their own culture because self awareness is a good start to think about student's culture and to compare it with the target culture after they realizing the instances of their own culture, student will be ready to comprehend the target language culture. The same thing for teachers, they have to create a "culture friendly" atmosphere in a classroom before they start teaching after cultures. Students can often feel strange when leaving a foreign language culture but there is many activities to avoid this to happen, like using role-plays, reading, film, games, these techniques can represent opportunities for practicing communication, and help to get rid of anxiety with dealing with the unknown language and culture. Students often find such activities as a sort of play, they do not feel the pressure of explicit learning.

Moreover, a good introduction to a foreign culture on an elementary level can be a discussion a about living conditions, family life in a target language.

As a result teaching culture offers many different topics and teaching techniques. Students can profit on many level while learning.

I.6. The Most Common Approaches to Teaching Culture

Teaching culture has changed through time in a process that witnessed development of various theories which led to the birth and the excluding of many approaches in teaching culture.

Risager (1998:242-252) describes four different approaches to teaching culture:

6.1. The Foreign-Cultural Approach

It is based on one single culture of a specific people using a specific language. This approach deals with the culture of the target country and not with the learners' own country nor the relationship between the target language and the learners' own.

In this approach the language is taught only if it is the mother tongue of that population. The aim of this approach is to create a native cultural competence in the learner. It was supposed that teaching students the foreign-cultural approach is the greatest way to make help them have a good communication skills. This approach was dominated until 1980's but it is criticized these days because the luck of comparison between culture. Bayram (1997) tried to find another approach which focuses on the intercultural speaking abilities rather than focusing on the native speaking and take it as a model of the speaker's level of competence.

6.2. The Inter-Cultural Approach

This approach uses the concept of comparison, it deals with target culture and the learners' own culture, the aim is to developed an inter-cultural competence and make the

student able to communicate with not only a native speakers of the target language but also with non-native speakers of that language. Generally language teaching dealt with language and culture separately, this approach is tool to bring both language and culture in one lesson and prepares a learner to face a real world conversation, the other aim of this approach is to make a learner in the middle between culture and language, the goal is not to study the native-speaker language but to make our learners an intercultural communicators that require them to acquire the 'competences which enable them to mediate/interpret the values, beliefs and behaviors … of themselves and of others' (Byram et al., 2002: 10).

Using this approach will help learners to develop an ability to be users of an intercultural communication while using the target language to communicate with other people in the world with different cultures and use the same language, Risager (1998) claims that this approach is insufficient because in one country there are many cultures, in this claim he suggests the multi cultural approach and trans-cultural approach.

6.3. The Multi-Cultural Approach

This approach focuses on the idea which says that many cultures are exist within the same society, this approach deals with the cultural and the linguistic dimensions of the target country and its relationship with learners' own culture. The aim of this approach also is to develop the inter-cultural and communicative competence. Cook (2003) claims that this approach focuses on the belief that today's modern societies are multicultural, in one country we can find various languages and cultures, Risager (1998: 246) argues that **'a balanced and anti-racist view of cultures should be involved'** the demand of this approach is to make the learner learn the different cultures of the language for example teaching British language should have many lessons about British cultures.

6.4. The Task-Oriented Approach

The goal of this approach is the same as the previous ones, but the only different is that the students make their own researches about the related topics of the target culture in a group work and each group investigate on aspect and gathering them in the day of the presentation. They share and discuss these information in way where they compare the results of the target culture with their own one (Tomalin and Stempliski 1993)

6.5. The Problem-Oriented Approach

The goal is to motivate learners to know more about the target culture by making them do their researches then take information. (Seelye 1993: 47) shows the teachers' role which is to guide and propose topics for them to be revised and read. He claims that:

> Rather than be told to read a book on the general topic chosen, student can be tough to skim and to read carefully only a limited sections that are germane to their specific area of interest. Otherwise, the student will fast become bogged down in the fantastic explosion of knowledge that threatens to engulf all scholars, especially those in science and social science (Seelye 199: 47).

This means that teachers should provide learner with the right recourses then the learner will get his own remark and answers to his/her specific question. This results should be presented in a way of report either written or orally.

6.6. The Skill-Centered Approach

It is very different from the above approaches, it focuses on those who want to live within the target language community, it aims to develop that skill which make the speaker involves in correct mistakes that might happen in a communication between culture/societies. According to Bolt(n.d), this approach focuses on skills and awareness as much as content, similarities in culture as much as its difficulties.

6.7. The Topic-Based Approach

According to Alan McLean (1994, cited in Wisniewiska-Brogwska n.d), "topic-based approach can provide an oblique yet original encounter with British life and culture, It deals with the key elements of current British life, such as class, privatization, education, health, not in isolation but in a series of unifying contexts", Wisniewiska-Brogwska said that this approach brings something new to the class and develop a new included view of the target culture, by knowing the people who use the target language, their lifestyle, their behavior, costumes, beliefs develop a cultural knowledge, and motivate the interest to know about both the language and culture.

6.8. The Theme-Based Approach

Teaching culture based on different themes, family, liberty, religion, education, the art of living, love, symbolism, value, ceremony…etc, which are seen as a part of certain culture, this approach tries to show the relationships and values in culture and help the learner get close to them and understand them better. Nostrand (1974, cited in Seelye 1993: 133), claims that to understand a relationship in a given community helps you to understand the culture of that community. He defines a theme as "an emotionally charged concern, which motivates or strongly influences the culture bearer's conduct in a wide variety of situations", he believes that any culture has its own theme and ones you know it, you will be able to act appropriately with a person in of that culture like understanding jokes, cartoons, television, programs and films.

However, it is known that this approach provides learners with a near view of the target culture, it is difficult for them to see one from a group of people and understand the culture of the whole society from this perspective, this can make the learner lost (Wisniewska-Brogowska n.d).

6.9. The Mono-Cultural Approach

It focuses only on the native culture which is seen as a concept of its own, since 1970's teaching culture was an important part in teaching language pedagogy. This approach deals with various aspects within one culture without making comparison between the learners' own culture and the natives' one, and the main aim was to make learners act as a native speaker.

6.10. The Comparative Approach

Presented by Durant (1988: 303-304) it is clear from its name, in this approach the comparison between the target culture and the native one plays a great role, where the learners' culture compared with the target one to know the distinction between both but not to forget about the genuine one, as Bryan and Fleming (1998:8) mention "It is no more desirable for the learners to identify with the other nor to deny their own identify and culture". Moreover, learners will have a great information and knowledge since they distinguish between cultures. According to Risager (1998: 246) this approach is related to the sub-previous approaches: the Multi-Cultural/the Inter-cultural approaches since they are dealing with comparison between the target culture and the learners' own one.

I.7. Teaching Culture in the Algerian Context

Generally the English language starts in the middle and secondary schools in Algeria due to the globalization which was the main feature to make the learner act and behave like a world citizen and to build a valuable cultural and cross-cultural competency, and because of language and culture cannot be separated, many activities and methods have been practiced to make the learner a successful communicator. However, the important question is do Algerian schools and universities make orientations to cultural aspects in their teaching the target language?

First of all, the main reason which was selected by the ministry is to raise the linguistic communicative competence to pave the way for the task of communicating with the interlocutors as it is mentioned in the following quotation: "as a means to facilitate a constant communication with the world". In Algeria textbooks was produced like "Andy in Algeria" but the main interest still in the linguistic factors, the reason is that the target language makes a threat to our culture, the other idea that it is better for the Algerian students to learn EFL using their own culture in order to do not fall in unclear situations which are different and complicated in the target culture (Hayam 1989:286-287). CLT approach was first adopted by Algeria that has presented the cultural aspects to the FL, this is what is generally found in textbooks, and it was hard for the teachers to make a balance between teaching culture and the linguistic patterns in the same time, in other word, the English language is important in studying but there still a problem where its culture is rarely presented and tough in schools, the teacher depends more on the textbooks that do not take culture into consideration as a major element but only slight it.

In addition, culture is considered as a hard goal to reach when learning a language because students are not trained to know it, in the other side teachers taking into consideration many problems in teaching culture and they are obliged to do not give them the whole cultural information about the language since the linguistic competence is the main goal. Another problem is that teachers have problems to make EFL learners aware about the language and its culture in the same time. Sometimes learners are asked to perform a play or activity which includes cultural patterns but they will face problems concerning presenting culturally as Bayram and Fleming said: "In learning about target cultures, students need a set of terms: a language to talk about

culture…it may include folk linguistic terms used with varying degrees of understanding."

In some cases teachers do not respect time to speak about the target culture as well as to speak about concepts that may influence students culturally that is why the teacher should be aware about the psychological effects which culture has on the learners, the teacher should chose carefully the content to teach.

II.   The Inter-Cultural Approach

II.1. The Definition of the Inter-Cultural Approach

The first goal of the EFL learners is to become a good intercultural communicators and the teachers here should provide them with a systematic intercultural training not only knowing the target culture of the target language, but also with the different world cultures, the student will be able to compare their native culture with other cultures to take results and knowledge from such comparison then to apply this knowledge in their verbal and non-verbal communication. Since "culture in language learning is not an expendable fifth skill, tacked on, so to speak, to the teaching of speaking, listening, reading, and writing" (Kramsch 1993, 1), the great problem is that culture is not an important concept that is dealt with during a lesson.

To reach the successful international communication, the inter-cultural approach should be introduced in EFL classrooms, the other reason is there are still some problems while communicating with non-native speaker of English, misunderstandings and intolerance towards nations and cultures. This approach seems to be a good way to get rid of these problems.

II.2. Inter-Cultural Competence

In general, teachers in the classrooms dealing only with the levels of language such as Grammar, vocabulary, phonetics, syntax, without knowing that cultural knowledge is important as the models of communicative competence because the student couldn't know a language without knowing its culture and this will lead to misunderstanding and breakdowns in communications.

Many researchers focused on the intercultural competences, comparing between the country and its people, without forgetting its history and civilization using the cultural learning skills. *"Someone who crosses frontiers, and who is to some extent a specialist in the transit of cultural property and symbolic values."* Castro (1992,92), the student should know the differences in the target culture that helps him/her to understand and be understood from the people of the target culture since they do not have the same shared perception of things and preparing them for any sadden communication (Bayram. 1997). Intercultural competence is important to improve the student's feeling of being conscious and able to present his own values in the appropriate way.

II.3. Implementation of the Inter-Cultural Approach

There are various suggestions to develop this approach in cultural teaching which can help teachers and learners:

II.3.1. Motivating students

When the teacher wants his/her students to perform in a comfortable and a correct way, he/she should create a relaxed atmosphere to study the learners need and presents the intercultural courses according to their needs without forgetting to test their level of interest in that topic so the teachers role is to attract the student to his/her topic which is going to be presented after convincing them about the importance of the inter-

cultural approach in their learning process, the teacher should warn the students to do not fall in bad situation when communicating by presenting some examples of an embarrassing and funny situations from this point the learner may find it interesting then being motivated. The other thing that teachers should take into consideration is age because the more matured learner is the more faster to get the differences between cultures.

II.3.2. Encouraging Positive Attitudes

Many cultural situation could look funny and ridiculous to the learner because people from different culture do not share the same values, and this is a reason for the learner to show that they are not interested and the teachers role is to know about this and try his/her best to show them all the sides of the culture and its values and beliefs which helps them in their cross-cultural communication. After this the learner will respect all this differences and get close to them.

II.4. The Importance of the Inter-Cultural Competence in Language Teaching

Generally, learners do not share the same linguistic aspects with the target language so they have to be aware of the different knowledge of the culture of that language.
In language teaching the main goal of the teacher is to make the learner an intercultural communicator than to deal with the different behavior of the speakers towards the cultural patterns also to avoid weird situations. Inter-cultural teaching is different from other approaches that deal only with the target language without paying attention to its culture, and different from approaches that deals with the language and its culture since language is a part from a culture (Duranti, 1997;28-29) explain these two aspects as:

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

The inter-cultural approach has a huge importance because it uses various processes that help the learner to distinguish between the language and its culture in order to take the learner to that level where they can communicate effectively across cultural limitations, the inter-cultural approach not only helps the learner to communicate and write in appropriate manner, but also to understand and interact with the interlocutor in culturally appropriate way it means this approach helps the learner to possess both linguistics and intercultural competence.

An intercultural speaker needs to know all the identities that the speaker from that society has, for example, if this person is an English man he is modeled as other English person and share the same values, assumptions and beliefs, but certainly he has his own identity that the speaker needs to explore, for that reason the learner needs to know that there are skills, attitudes and values that help him/her understand the different interactions between different speakers. The first word is "Attitude" which refers to the interest that the speakers show and their acceptance to the others in the same time showing their own values, The second term is "knowledge" is that the learner has the ability and be ready to act in appropriate way taking into account one of the situation learned, knowledge here indicates two main elements, understanding the social patterns and how these patterns works and function. The third word is "skills,

here the learner will be able to draw a clear image about the target culture comparing it with his/her own one.

II.5. Techniques for introducing intercultural approach in culture teaching

Scholars have been trying to presents the inter-cultural approach by introducing various techniques and tools for engaging culture in classroom. Seelye (1993:162-186) gives three main techniques for culture teaching.

II.5.1. Culture Assimilators

This technique is used by the teacher where he/she gives to the learners some activities and passages which a misunderstanding is found in the activity then the learner needs to find it by choosing one appropriate answer from different propositions that the teacher provides, after that the teacher will explain the situation from each activity. The aim from this technique is helping the learner to understand the different values of the target culture.

II.5.2. Cultural Capsules

This technique depends more on the learner's own effort, an oral presentation done by the learner about a given point from the target culture in a short time by presenting pictures and videos or even asking other learners questions, after that making comparison between the target culture and the native one, the aim of this technique is to make the leaner aware of the target culture and memorizing its aspects since the work is done by the learner its self.

II.5.3. Culture Clusters

Proposed by Morain and Meade (1993), it consists from a group of capsules(three or four) that have a relation with the cultural topic dealt with where the teacher plays the both roles narrator and guide for the learner.

II.5.4. Genuine Materials

Moore (2003) claims that Genuine Materials are the best techniques to introduce the cultural aspects to the learners and it helps them to be involved in a real situation, this techniques uses audio recordings, proverbs, music helps the learner to feel in a direct contact with the target culture. kramsch (1993) proposes to add multimedia materials to the old materials, this will motivate students to learn more about culture. Corbett (2003) suggests the comparing home-made magazines with the native culture helps the learner to develop their own cultural awareness.

II.5.5. Role Playing

It is the most common used techniques where the learner plays the role of different participants in the classroom, here the teacher gives the learner an opportunity to be reflective about the target culture situation then perform them, it teaches the learner how to act in similar situations.

II.6. Some Inter-cultural activities

In our EFL classes the learners are from one culture, they do not need to raise their cross-cultural awareness that is why intercultural learning is absent from our classes, these are some suggested activities through different stages.

II.6.1. Stage One

The focus here will be on the student's own culture, the aim of this stage is to make the learner know about his/her own culture as a part of the world's cultures.

Activity 1: Here the teacher starts by writing the word culture in the middle of the board, then asks the learners to write down anything they know about their own culture followed by class-discussion of the different cultural dimensions and the teacher should help them with aspects they didn't write. The teachers after this asks to work in groups to gather those aspects in a form of mind map, each group presents their own mind map to the whole. For homework, students are asked to observe their own cultural environment then take notes.

Activity 2: The students will compare their observation with the help of the teacher then collect them and follow them by whole-class discussion on all the terms and aspects that they have found.

Activity 3: In this activity the students also work in a group, it is like a game where any group prepare a play where they acting a role and the other groups guess what cultural aspect do they acting, this will examine the creativity of the learners in the same time that idea might be exist in other cultures.

Activity 4: This activity will look entertaining to the learner where they asked to pick up aspects from our culture that might be awkward in other cultures, then listen to a piece of recording from YouTube or TV from other foreign person that describes our own culture to see it in another perspective. in Addition to this activity the teacher and his/her learner can create a website about their native culture and make it a place where the foreign people can visit it and discover our culture.

Activity 5: The teacher brings a person from another culture to the class, then the learners ask him/her questions that have been prepared before, what they found strange, or not clear, then write a report about the gests, and make a comparison between the gests' culture and the learner's own one.

II-6-2. Stage Two

The aim of this stage is to develop the learners' perspective of the cultures of English- speaking countries then compare them with their own not as a curiosity but as an alternative.

The teacher will began with a US or UK cultures then moves to the English cultures this will prepare the learners get closer to different cultures.

Activity 1: The teacher brings a piece of literature from other culture then distribute them all over the class then the students read them in groups and pick up passages or actions that may change when interpreting that work with our own culture. For Example reading the story of Harry Potter, the student will notice: Bacon and eggs for breakfast, cupboards under stairs, when all this remarks have been discussed, the students rewrite this story in his/her own culture then compare between both.

Activity 2: In this activity the teacher will copy a passage from a real-life conversation or from internet or newspaper, and the topic should be interesting to involve the student into the activity, the first task is to guess who are the interlocutors are, the level of formality, what is the type of that conversation with the help of the teacher in analyzing that passage, the students then work in groups to select the cultural aspects then make the comparison between that culture and their own one. To make this activity get more interesting the student will be asked to rewrite that conversation using their own cultural aspects and present it in a play.

Activity 3: The teacher prepare pictures and images of different people's facial expressions and body languages, then the students work in groups and try to know what that person feels, and thinks. Next, the students will prepare a play where they acting those gestures and present them in front of all the classmates,

II-6-3. Stage Three

This final stage contain real inter-cultural Education, here the student will develop his/her cultural knowledge by being exposed to many different cultures, this stage is the difficult one among stages because it contains, the student must have previous knowledge about more than one culture, and have the ability to recognize cultures from other societies, the aim of this stage is gaining more information as a curiosity not as an extra information to their knowledge.

Activity 1: The teacher provide the learners with information about conversational topics, and texts, this conversational topics includes people doing business internationally, the students will be divided into groups and each group discuss one texts, and write down what they know about a given culture, after that, students regroup and discuss each topic together by helping each other to understand the content, In the end of this activity every student will possess all the needed information that they have been export from their analysis, then, as a test, the teacher pick up randomly any group and ask them about the work of other group.

Activity 2: The teacher brings copies of an English newspaper, then, she/he divides the learners into groups where they try to compare one text from the newspaper with one in their native newspaper, than conclude the difference and the similarities during the class discussion, as a task the learner will be asked to rewrite each texts using different cultural norms then read it in lewd and every student will benefit from the creation of those groups.

Activity 3: The teacher show the learner a film where a foreign people are discussing about a topic with some kind of misunderstanding, the teacher then prepare a set of cross-cultural encounters from different cultures all over the world, the student always work in group and try to know the character's main goal and which culture he/she

belongs from those set of cross-cultural encounters that the teacher prepared, and picking up problems concerning that conversation, then as a task the teacher asks his/her students to perform that conversation by changing the cultural aspects and giving their own solutions that might be found in the conversation.

Activity 4: The teacher here use his/her own knowledge to prepare a handouts with a conversations between representatives of a given culture, as in stage two, Activity 2, students will analyze the cross-cultural aspects that have been found during that conversation, (Edwards and Csizér 2004). The goal of this activity is the teacher makes sure that the learner understand all the socio-cultural a sociolinguistics differences and similarities between their own and a foreign culture

Activity 5: In this activity the students bring some concrete objects about a given culture like food, clothes, marks, video tapes, short stories can be told as well, this activity is more enjoyable especially if one of those stuffs could be tasted and tried by the whole class.

Generally, in stage two and three, the students have a lot of input to work on, to discover more intercultural information, the student must be active and involved in these activities, and the teacher have the big role to make the student so, by letting them practice their intercultural knowledge, it is not enough to give the students only activities and Questions then ask them for the answers, the student need to be close, experience, feel the new information about other cultures.

Conclusion

As a conclusion to this chapter, we can know that it is important for teachers to integrate culture in teaching a foreign language (English), that's why they need to know the different similarities and differences between the target culture and the native

one, by using an effective approach which is the Inter-Cultural approach in their culture/language teaching, and give it much importance.

In the second chapter will present the research tool (Interview) in order to solve our research problem.

Chapter Two

(Field work)

Introduction

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

II.1. Population and sample

39 teachers in the department of English, we choose a sample among them, 7 teachers who teach Culture, 2 of them are teaching culture in 1st and 2nd EFL classes this year and 5 were teaching culture in the previous years.

III.2. Means of Data Collection

This research works involves an Interview that was conducted with teachers at the University of BISKRA to observe their point of view about language and culture teaching.

III.3. Interview for the Teachers

The Interview was done with 7 specialized teachers in teaching Culture and the other interview was done with a teacher of civilization . The aim was to get their perception of culture teaching and to have more information about their experience in teaching culture to learners, as well as, to have a zoomed image about the methods they use to teach culture.

III.4. Description of the Interview

The Interview with the teachers includes 9 questions in which we asked about the importance of culture teaching and their perception also the necessity of teaching it to learners and whether it is effective for language proficiency or not. In addition, we asked as well about the methods they use either by comparing our home culture to the

target one by giving their opinion whether they consider the teaching of culture as a threat to own native culture, followed by the question about the evaluation of their learners' cross-cultural awareness. Finally, we wanted to know the techniques used in teaching culture and whether the intercultural approach is one of these techniques.

III.5. Administration

The Technique	Analysis Tools	The Administration date	Information Collected
Interview	Descriptive Methods	20/03/2017 23/04/2017 25/04/2017 15/05/2017	-The importance of culture -The techniques used in teaching culture -The teachers' awareness of the inter-cultural approach

III.6. Data analysis

6.1. Question one

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

Teacher 1:

"Language and culture are inseparable and they need to be taught in

parallel. A learner of English should have cultural   awareness to convey

his/her messages properly and also to be able to understand native

speaker properly".

The first teacher claims that language and culture must be taught together, the learner needs to be aware of the culture of the target language that he/she is learning so they can transmit their messages to a native speaker in an appropriate way, when the

learner faces a situation with a native speaker he/she must know how to deal with it, how to communicate, receive, understand, and answer or act in a correct way.

Teacher 2:

> "Teaching culture of the target language is essential in EFL
>
> you can't teach language without its culture and teach culture
>
> without a language."

It is important to engage culture in EFL teaching because to understand language means to understand and study its culture, in EFL classes, teaching culture is essential whether in culture module or other modules, for example introducing a linguistic aspect the teacher needs to make some cultural aspects clear too.

Teacher 3:

> "I think it is important and very useful, it enriches the
>
> learners' cultural knowledge and helps them to
>
> communicate with native speakers all over the world."

Culture is an important way to understand the language as well as understanding different world's mentalities, teaching culture in relation with EFL helps the learner first, to understand the language, second, to develop a strong package of knowledge.

Teacher 4:

> "I think culture is far from being considered in EFL classrooms
>
> as it is insubstantial and sporadic in most classrooms in Algeria
>
> as well as here in Biskra's university."

In some universities culture is always being neglected, there is no focus on culture as much as focusing on language itself, teachers dealing with the language aspects like

grammar, phonetic, linguistics…etc without paying attention to the culture of that language.

Teacher 5:

> "Teaching culture has not filled a great space in the Algerian educational programs as compared to teaching other aspects of the language since that teacher is mostly focus on teaching the structure of the language while neglecting the cultural elements of that language."

This teacher is claiming that teaching in Algeria in relation with EFL is so far from focusing in cultural aspects, teachers do not take culture in a serious way they do focus on other aspects of the language but neglecting its cultural elements.

Teacher 6:

> "Teaching culture in relation to EFL in Algeria is extremely important, it is not enough to teach only the language without its cultural aspects."

It is important to teach culture beside language, and teach the cultural aspects beside the language aspects.

Teacher 7:

> "It is a good idea since it enables learners to be knowledgeable about the target culture."

Teacher 8:

> " Culture is an integral part of any language."

These teachers having the same idea that teaching culture in EFL is an important way to enable learners to have more knowledge about the target culture.

As a summary of the teachers' answers to the question which said: What do you think about teaching culture in relation to EFL in Algeria? All the teachers said that culture is important in language teaching because language is a tool to present culture, and culture is the way to understand and master the language.

6.2. Question two

Does the teaching of EFL include some cultural aspects?

Teacher 1:

> "Yes, it does. Teaching EFL entailer teaching the culture
>
> of both American and British besides their civilization and
>
> history, students also learn a lot about their traditions and
>
> ways of life through watching videos or listening to audios
>
> in oral expression classes."

Teaching culture includes some cultural aspects in a form of teaching the civilization and the history of the American and British people, their way of living, their hobbits using the media like videos and audio recordings then the learner will feel close to the target culture and its people.

Teacher 2:

> "Yes it does, when teaching civilization, linguistic, culture
>
> and oral expression, sometimes I mention some cultural
>
> aspects to make some things clear."

Using some cultural aspect in explaining some linguistic aspects can be useful in understanding both language and its culture, engaging culture in teaching can facilitate understanding the complicated aspects.

Teacher 3:

> "Yes, a lot, any EFL classroom includes cultural aspects that most classrooms are dealing with topics such as : food, lifestyle, beliefs, holidays and plenty of other topics that demonstrate both the British and the American culture and which are helpful also to understand the target language and learn it easily."

Since all the courses are dealing with cultural dimensions like lifestyle, beliefs, mentalities…etc, these topics help the learner get closer to them and understand the target language and learn it in an easy way.

Teacher 4:

> "Definitely yes, and it would be wide spread in all levels not only in the case of EFL."

Teaching EFL needs to include some cultural aspects, and using them in teaching will be spread in all levels like middle school and high school as well as in ELT.

Teacher 5:

> "In general, yes, it should include some cultural aspects. Introducing the culture while teaching the target language helps learner to communicate correctly and effectively, destroying any stereotyping or previous misunderstanding

and presumptions because the way we perceive a language
within a cultural environment affects the way we
understand the elements of that language."

The goal of the teacher is to make his/her learners communicate in an effective and correct way with native speakers of the language, that is why the teacher in EFL teaching engage some cultural aspects to help the learner avoid misunderstand when communicate.

Teacher 6:

In the past, EFL students were nearly tough English and
not giving importance to the English culture.

This teacher witnesses the past teaching and nowadays teaching, in the past culture was not tough as a module or as an important element in teaching but now integrating the cultural aspects in teaching is present in teaching.

Teacher 7:

"Yes, it does."

Teacher 8:

"Yes, teaching includes those aspects."

The last two teachers agree that teaching includes these aspects in teaching EFL because they consider them as an important aspects that might help the learner understand culture.

All the teachers said that teaching EFL includes some cultural aspects in their answers to this question**:** Does the teaching of EFL include some cultural aspects?

The two first teachers claimed that those aspects are shown when teaching civilization, the third teacher said that the cultural aspects are included in EFL classes

a lot while teaching British and American culture. The rest of teachers answered that cultural aspects are definitely presented in language teaching

6.3. Question three

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

Teacher 1:

> "Yes, in some cases I do compare between the target culture and the learners' own one especially when there are similarities and differences so that the student will be aware of."

To understand culture the teacher need to compare it with the learner's own culture when there are similarities and differences between both cultures to facilitate and give a clear image to the learner so he/she can memorize it whenever they are in cultural situation with a native speaker.

Teacher 2:

> "Yes, there are sometimes some comparison this provide the learner with some analogies/similarities/differences between the cultures, and it enables him/her to comprehend those differences of the target culture

Sometimes the teacher is obliged to compare the target culture with the home culture where there are some differences and similarities that can be complicated to the learners that the teacher should explain them through comparison.

Teacher 3:

> "No, I don't, just rarely because only few topics
>
> are mentioning some cultural components."

Teachers use the comparison only if they faced a situation where it is difficult to make things clear concerning the target culture then they compare it with the learner's own culture.

Teacher 4:

> "I always use the comparison between both cultures to
>
> make my students aware of the different similarities and
>
> differences that he/she should take them into consideration
>
> while learning the target culture because this will help
>
> them understand and use language."

To understand language it means understanding its culture and to understand the culture it means having the ability to distinguish between some differences and similarities between the home culture and the target one.

Teacher 5:

> "Of course we would compare between the target culture
>
> and our culture to see the similarities and differences that
>
> we share and what makes us different as societies."

Comparing between different cultures make the learner understand them and make the difference between them and his/her own culture, so the teachers are using the comparison.

Teacher 6:

"Yes, so as to help students communicate better by being

aware of the differences between cultures."

Other teacher who uses the comparison between cultures because this will help

learners communicate better.

Teacher 7:

"Yes, I use the comparison."

Teacher 8

"Yes, I do compare between cultures"

The last two teachers also use this technique which is comparing the two cultures

then conclude the differences and apply them in their communication.

When answering this question: Do you compare between the TC and our culture?

why? All the teacher said that they are comparing both cultures in their teaching but

teacher three said that he rarely uses the comparison because only few topics are

containing cultural aspects, while the other teachers use it to make the students

distinguish between the target culture and the home one by knowing the differences

and the similarities of these cultures. As a conclusion of their answers, teachers always

compare between the target culture and the native one, to introduce the target culture

easily and clearly.

6.4. Question Four

During activities while teaching, do you give Equal importance to the linguistic aspects and the cultural aspects?

Teacher 1:

> "Unfortunately No, we give more attention to the linguistic aspects and the accurate use of the language."

This teachers is focusing only on language and its linguistic aspects without paying attention to its cultural aspects, may be because of time or because of the over-handed courses that deals only with the language.

Teacher 2:

> "As a teacher of civilization, the US and British, all most of the emphasis is put on the cultural/social aspects of the country US/British which studied."

In teaching civilization teachers do not rely on the linguistic aspects, they do focus on the cultural and social aspects like history of both civilizations (US and British) that are being tough in the university of BISKRA..

Teacher 3:

> "Yes, sometimes when it is necessary, it depends on the topics that I provide for my students."

In teaching, teachers do not give equal importance to linguistic and cultural aspects it depends on the courses that they are teaching, not all the topics need to discuss the cultural aspects nor the linguistic ones, only some of them must be explained using one of those aspects.

Teacher 4:

>"language and culture cannot set apart since they are two sides of the same coin and they influence each other, but linguistic aspects are more taken into consideration than cultural ones."

Although culture and language are inseparable, cultural aspects are always neglected and have less attention than the linguistic aspects.

Teacher 5:

>"Teachers, mostly in middle and secondary school tend to neglect teaching the cultural aspects though that it is considered as an important element in teaching any language, the only exception here is university teachers are giving equal importance to linguistic and cultural aspects.

The cultural aspects are always being neglected in the middle and secondary school teaching but at the level of university teachers are giving the same interest to both cultural/linguistic aspects since they are studying the language as a foreign one.

Teacher 6:

>"Yes I give equal importance to them"

Teacher 7:

>"I try my best to give equal importance to both aspects because they complete each other"

Teacher 8:

"Yes, I do"

The last three teachers believe that there is an equal importance for both aspects since they follow and complete each other.

6 teachers answered the question of: During activities while teaching, do you give Equal importance to the linguistic aspects and the cultural aspects? by yes, saying that sometimes they do give an equal importance to both aspects, the third teacher said that it depends on topics that provided while teaching, the fourth teachers said that language and culture following each other, but linguistic aspects are more important than cultural ones, the fifth teacher mentioned teaching culture before university is neglected but after it, cultural/linguistic aspects are both important while the rest of teachers answering that they do give important to both aspects, the first two teachers said that teaching civilization do not give importance to the linguistic aspects because language is just a tool to introduce culture. we can conclude that most of the teachers give equal importance to the linguistic/cultural aspects since culture and language cannot be separable.

6.5. Question Five

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

Table one: The teachers' opinion about the effectiveness of the integration of some Anglo-Saxon aspects of culture

Yes	08	100%
No	00	0%

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

6.6. Question Six

What do you think about your learners' cross-cultural awareness?

Teacher 1:

"Many of them are not aware of these aspects until they study them."

The learner have no idea about the cultural aspects of the language which they are study until the teacher makes them clear, they do not have background about the target culture.

Teacher 2:

> "I think it is unaccomplished, there are a lot of missing information about the target culture, when I asked my students about anything concerning culture British or US they cannot answer me until I explain it and give an example from our own culture."

The students have no previous awareness about the target culture or other cultures accept their own one, they are waiting for the course to learn something new about culture, they do not interest in it or even read about it outside the classroom.

Teacher 3:

> "It is very weak, because there is a limited topics about the target culture, since they are in middle school teaching focuses on our culture in most subjects like Arabic, and history that is why our students have no information or cross-cultural awareness."

In middle school and high school teachers do not focusing on other cultures accept the learner's own one, this made the student less aware about the American and British culture since the focus is only on the Arabic or the Algerian culture.

Teacher 4:

> "In their level it is weak, my students don't read or search about the target language, they have no information about it even all most of them do use the social media and the internet but no one of them interesting in seeking information about the target culture."

The students have no interest in the target culture, the student's interest is only on the other modules like grammar, linguistic, oral and civilization, and forgetting about the important thing of all this which is culture.

Teacher 5:

"This year, students' awareness of the cross-cultural aspects seems fine since they are highly exposed to the Anglo-Saxon culture in general in their daily life, social networks, movies, songs, and the mass media in general worked on developing their cross-cultural awareness."

Since all the students are using the social media in contacting and communicating with different people all over the world, and watch their movies and songs, they do have some cross-cultural awareness, because the social media gathering all the world's cultures that our learners communicate with using the target language.

Teacher 6:

"Unfortunately, not all of them are aware of the cultural aspects until I explain them and compare them with our culture."

Teacher 7:

"Very weak."

Teacher 8:

"Not all students are aware of the cultural differences."

Still not all the learners have a high cross-cultural level, they are waiting for the teacher to give them an extra information about the target culture.

Here in the answers of this question: What do you think about your learners' cross-cultural awareness? We can find out that 7 teachers declared that their students' cross-cultural awareness is weak and have no previous knowledge about the target culture until they present some cultural aspects to their students, while one of the teachers observed that his learners' cross-cultural awareness is much better this year since they do communicate with all people with different cultures all over the world using the social media. We can see that our learners are not culturally aware and have less knowledge and information about the target culture because of the limited access to it, they don't search, read, discover the culture of English outside classroom.

6.7. Question seven

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

Teacher 1:

> "Yes, it is, culture is the vehicle of language, and language is the mirror of culture, students need to know about this to communicate easily and effectively with natives and avoid pragmatic failure."

The teacher can't teach without the language and the language can't be understood without its culture because to understand a language the learner needs to know about culture to communicate successfully with native speakers of that language without falling in pragmatic failures.

Teacher 2:

> "It is necessary, one cannot fully understand a language and its subfields without comprehending and grasping its culture."

The learner cannot understand and use the language unless he/she comprehends and study its culture.

Teacher 3:

> "Yes, it is important to make learners aware of the target culture because that would help them to easily understand the different scopes and aspects of the language."

Taking the learner to that level where he/she can realize and understand the different aspects of language needs to engage them in the cultural aspects of that language this will help the learner to be aware of both language and culture and even be able to communicate easily.

Table Two: The importance of teaching culture

Yes, it is important	5 Teachers

The rest of the teachers are agree that teaching culture is important according to them it is necessary to make their learners aware about the target culture in such a way that they will build a solid identity and they develop skills in the target language because language does not exist from the vacuum. In addition, the learners will be able to make the difference between the two cultures which makes them develop their awareness.

In the seventh Question: Do you think it is necessary to make the learners aware about the target culture? Why? The first two teachers said that it is necessary to make the students aware of the target culture because to master a foreign language the learner need to know about its culture, while the rest 5 teachers answered by yes without explaining why.

6.8. Question Eight

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

Teacher 1:

"-Role plays and simulations

-Watching videos and discussing their content

-Discussing cultural differences between the target culture

and the native culture."

Using role plays and simulations helps the learner live the action and the character who uses the language as well as watching videos then discussing their meanings and goals, this will make the learner more closer to the target language and culture and making the distinguish between his/her culture and the target one.

Teacher 2:

"As a civilization teacher, I do not teach language, for me

language is just a tool to teach cultural aspects, social,

historical aspects of the US society, I don't need to use

"techniques in teaching them.

In teaching civilization, teachers do teach cultural aspects but not as an important part in teaching, they do not need techniques to transmit the historical background of

the US history, in civilization the teacher presents the cultural aspects in a way of extra information.

Teacher 3:

> "I give foreign names, lexis of other cultures that are not
> used in our culture, also activities concerning daily life of
> other nations."

There are various techniques that being used by teachers like naming the learners foreign names, explaining some aspects that they don't exist in our culture, giving activities and home works that dealing with the daily life of other cultures to push them search an seek information about the target culture.

Teacher 4:

> "I ask my students to prepare plays, short stories,
> biographies about the American and the British literature
> to getting close to their culture, way of life, religion,
> foods, clothes and way of thinking, this will help them
> understand culture by themselves."

Engaging the learner into the life of a foreign person will help him/her understand more about culture, especially when they do search and act and live the role in plays.

Teacher 5:

> "Using the data-show to present different aspects of the
> target culture, maps, videos, reading and discussion
> sessions are important ways to get the student along with
> different real life situations like they are confronting a
> native speaker."

Getting the learner involve id the different sessions by watching videos in front of the learner and the teacher and discussing them with the teacher helps the learner understand more than giving activities and preset courses.

Teacher 6:

> "For me I use classic novels and songs since the category
>
> that I teach are all of them youths, they like music and
>
> songs."

Dealing with the student as a friend and understand his/her easy way to understand the teacher is one of the most successful method to transmit a lesson in an easy way like explaining a culture using tools that encourage the learner to be interesting in learning the target culture like music and novels.

Teacher 7:

> "I just include cultural aspects when teaching I do not
>
> follow any specific technique."

There are some teachers who just presenting their courses in a classic way without using any techniques, the just presenting their courses including the cultural aspects that they have to teach.

Teacher 8:

> "When it is about making clear something about culture I
>
> bring some stories, videos, audios, pictures, piece of song,
>
> then I make them select things that I asked to examine first
>
> their level of understanding the language then their level
>
> of cultural awareness."

All the teachers are using the media to introduce a lesson in culture, to test the learners abilities and capacities to discuss and interpret them to understand the target culture.

In this question we discovered that every teacher use different technique to introduce culture in their teaching. The first teacher said that he use role plays, videos, the second teacher do not use any technique since civilization presents cultural aspects with no techniques, the second teacher gives foreign names, the rest of teachers using, media, songs, plays, recordings, interviews, and films as techniques in presenting culture.

6.9. Question nine

What do you know about the Inter-cultural approach?

Table three: The Teachers Knowledge about the Inter-Cultural Approach

Teacher 1	Unfortunately, I don't know much about it
Teacher 2	No, I don't have any idea
Teacher 3	No, I don't
Teacher 4	No idea, but I'll search for it, I am interested to know it
Teacher 5	Honestly speaking, I have no idea about it
Teacher 6	Nothing
Teacher 7	No, I don't
Teacher 8	No, I don't have any idea but certainly I will search about it

All the teachers said that they don't know this approach or they have not much information about it while two of them said that they are interesting in this approach and ready to search for it, it means teachers don't rely on this approach in their teaching culture.

6.10. Question Ten

If you do know it, are you interesting in use it while teaching?

Table Four: The teachers who interesting in the Inter-cultural approach

Teachers	Yes	No
08	03	01

Three teachers said that they are interesting in using this approach since it enhances the transmission of the knowledge to our students. One of the teachers said that he is not interesting in using this approach, and the last four teachers didn't answer me at all and they said that they don't know this approach so they cannot answer me. From the answer of those teachers we can notice that don't knowing this approach and its effective in culture teaching to EFL learners and teachers makes most of the teachers have no interest in using it in their culture teaching.

III.6. Discussion of the Analysis

Teachers respond to question 1: What do you thing about teaching culture in a relation to EFL? By saying that culture is important in EFL teaching, so culture can't be far from language, teachers should present it and introduce it beside teaching English language to develop students' language level. The second question which asking about the cultural aspects whether they are included in EFL teaching where we conclude that teachers do take cultural aspects into consideration while teaching especially in civilization module. The third Question when we asked teachers if they do compare with the target culture and the native one, teachers replied as that they do compare where there are differences and similarities between cultures to make the students aware about the target culture beginning with their own one. The fourth question explains that some of the teachers

give equal importance to the linguistic and cultural aspects since culture and language cannot be taught in separate while in civilization linguistic aspects should be present as a base for learners to understand the culture which is presented.

The 5th question brings all the teachers agreement that teaching EFL would be more effective with the integration of some Anglo-Saxon aspects of culture, because all the teachers said yes. The 6th question aims to know about the learners' cross-cultural awareness level where all the teachers said that their learners are not aware and have no previous knowledge about the target culture, this question was followed by another question: Do you think it is necessary to make the learners aware about the target culture where all the teachers answered that it is important to introduce the target language with its target culture to make it easy for them to understand and use the language in their communications, and to do not fall in cultural mistakes .

The 8th question presents for us different techniques that teachers use in their culture teaching, the learners receive practical techniques that make them getting closer to the target culture by hearing, watching, playing(acting) some pieces from real life situations.

The last two Questions clarify that most of the teachers in Biskra's university don't know the inter-cultural approach and don't use it in their culture teaching since culture is not a big part in EFL teaching, and only few of them are interesting in use it in their teaching culture.

Conclusion

In this chapter we tried to describe the design and the results of the research, it explained again the importance of teaching culture in EFL classrooms for the teachers to help them develop intercultural competent students in English department in BISKRA's University, the interview was contributed to teachers to explore more information and results about the importance of teaching culture and the teacher's attitude towards the inter-cultural approach. The results answered our questions that the teachers don't interest in using the inter-cultural approach in their teaching to develop their students' intercultural competence.

General Conclusion

General Conclusion

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

1. What is the teachers' attitude towards the Inter-Cultural approach in their teaching EFL students
2. Do teachers at university level give importance to the developing of intercultural language teaching of culture in the EFL class?
3. What is culture?
4. What is an Inter-Cultural approach?

The research was divided into two chapters in which the first was devoted to a Theoretical background of the research in which we highlight the definition of culture then we talked about the importance of the intercultural approach. Moreover, the second part is the practical one and the most included part of the work in which Interview was contributed to teachers at BISKRA University.

After our investigation we found that teachers of culture did not adopt the inter-cultural approach in language teaching, thus our Questions are answered, the first two questions are answered in the first chapter. The analyze of the work answered the last two questions, That some teachers are interested in using the Inter-Cultural approach in

their culture teaching and some are not, but they do not give much importance to this approach and to the use of it to develop the inter-cultural language teaching in EFL classes.

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APPENDIX

The teachers' Interview

The following questions aim to gathering answers to measure the importance of the cultural component in EFL. We would be grateful to you if you help us by giving answers to the following questions:

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

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

3- Do you compare between the TC and our own culture? Why?

4- During activities while teaching, do you give equal importance to the linguistic aspects and the cultural aspects?

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

6- What do you think about your learners' cross-cultural awareness ?

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

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

9- What do you know about the Inter-cultural approach?

10- If you do know it: are you interest in use it while teaching?

الملخّص

لا يمكن فصل اللُّغة عن الثَّقافة لأنّهُما يرتبطان مع بعضهما البعض. في هذا البحث نُحاول تقديم العلاقة بين اللُّغة والثَّقافة مع تقديم موقف الأساتذة في قسم اللُّغة الانجليزيّة، جامعة بسكرة نحو اعتمادهم منهج مُشترك ثقافي في تعليم الثَّقافة سواء كانوا يستخدمُونه أم لا، ولقد اخترنا في هذا البحث النَّوع الوصفي في جمع المعلُومات حيث أعددنا مُقابلة مع أساتذة مختصّين في تعليم اللُّغة حيثُ تُشير النَّتيجة العامّة إلى أن الأساتذة لا يستخدمُون هذه الطَّريقة في تدريس الثَّقافة على الرّغم من تكنولُوجيا المعلُومات والاتّصالات الّتي يزعمُون. وبالتّالي، فإن منهج المُشترك الثَّقافي فعّال في تعليم اللُّغة العام حيث يجب رُؤيته من منظُور آخر وأخذه بعين الاعتبار وإدراجه ضمن تدريس البرامج الثَّقافيّة في أقسام اللُّغة الانجليزيّة كلُغة أجنبيّة.