PEOPLE'S DEMOCRATIC AND REPUBLIC OF ALGERIA

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

AHMED SALHI UNIVERSITY CENTER of NAAMA

FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF FOREIGN LANGUAGES

SECTION OF ENGLISH

The Effect of Integrating Culture in EFL Classrooms Develop Students Cultural Awareness

Case Study: First Year LMD Students at Ahmed Salhi Naama University Center

Dissertation Submitted to the Department of Foreign Languages as a Partial Fulfillment for the Degree of Master in Linguistics

Presented by:

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Academic year: 2019/2020

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Dedications

T*his dissertation is dedicated to:*

O*ur lovely mother, for giving us love unconditionally and Supporting us*
U*nlimitedly .*
O*ur lovely fathers*
O*ur brothers and sisters*
O*ur friends and classmates*
A*nd all those who are forgotten by our pen but always they are Present in our hearts*

Abstract

Language and culture are closely related to each other. Throughout the years, many scholars tried to explain this complex relationship and the importance of the cultural element in English language teaching (ELT). Nowadays, culture teaching play a major role in helping students to communicate appropriately with native speakers. Therefore, this study aims at investigating the effect of culture teaching on students' cultural awareness. To achieve this goal the researcher has designed two research instruments including classroom observation for teachers and a questionnaire submitted to students in order to obtain both quantitative and qualitative data. In fact, twenty (20) first year LMD students at the level foreign language department "section of English" at Ahmed Salhi university Center of Naama were chosen randomly as sample.

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List of Abbreviations

EFL: English as a Foreign Language

ELT: English Language Teaching

CT: Culture Teaching

CA: Cultural Awareness

TEFL: Teaching English as foreign language

General Introduction

General Introduction

Culture and language are the two special features that characterize the human being and distinguish him from other species. However**,** these two concepts have been a corner stone of debate among researchers and scholars for a long time, especially in the process of teaching and learning a foreign language. Nevertheless, teaching English as a foreign language (EFL) classes does not include only the plain of linguistic aspects of a language like structure, phonology and syntax, but also teaching culture that is deeply imbedded in language, because integrating culture while teaching English language in EFL classes play a crucial role. Nowadays, one of the interesting goal of foreign language teaching and learning is how to achieve the intercultural communicative competence which is an important feature among the learner's need to master a foreign language i.e.; intercultural skills.

Integrating culture in EFL classrooms develops the students' background, as the teacher is a vital element in the teaching-learning operation, many scholars have differently questioned how culture should be integrated in the classroom and to what extent is really efficient and relevant into learning. In Algeria, as an Arabic-speaking country, this issue in learning and teaching is further complicated. The aim of the current research is to highlight and describe the teacher's and student's attitudes towards the effectiveness of integrating culture in language classroom and how it develops student's cultural awareness.

In order to cover the issue stated above, the researcher presents the following research questions:

1. How can teachers integrate culture in EFL classroom?
2. What are the teachers' techniques used to integrate culture in EFL teaching process?
3. Is the incorporation of culture in ELT important for EFL students?

On the basis of the research questions, the study is designed to test the following hypotheses:

1. The integration of culture in EFL classroom may take different ways such as texts, audio-visual aids… etc
2. Teacher may play an important role by using different methods in teaching culture.
3. Culture teaching improves students' awareness of differences between cultures, and raises their understanding and help them to develop them level in learning EFL. The integration of culture in EFL classes plays a central role for helping the learners to communicate effectively with native speakers.

Since the aim of this research is to discover the impact of integrating culture in EFL classroom. The researcher has opted for two tools of research an observation with EFL teachers and a questionnaire with students. This work is divided into two chapters; the first chapter represents the theoretical part, which tackles an overview about integrating culture in EFL teaching. However, the second chapter encompasses the practical part, which is devoted to the collection, analysis and interpretation of the gathered data. In this vein quantitative and qualitative are used for the analysis of the obtained data. The chapter ends with some suggestions and recommendation proposed to enhance the teaching and learning process in the English department at Nâama University Centre.

Chapter one

1.1.Introduction

1.2.Culture and Language Teaching

1.2.1. Definition of Culture

1.2.2. Definition of Language

1.3. The Relationship between Culture and Language

1.4. The history of culture Teaching

1.4.1. Culture Teaching

1.4.2. Language Learning

1.4.3. Language Awareness

1.5. The reasons of including culture in EFL teaching

1.6.. Goals of Teaching Culture

1.7.. Cultural Awareness

1.8. Teachers' Role

1.9.Conclusion

1.1 Introduction:

Educators consider the case of culture integration in connection with learning and teaching as an important component of language instructions. This chapter aims at providing some key terms including culture and language definitions. After that, will review the relation between these two concepts; it also concentration on the most important feature related to the history of culture teaching. And how Culture Teaching integration are important in EFL classroom. and how it can be help to develop the cultural awareness along with teachers' role, in teach**.**

1.1 Culture and language Teaching:

Before dealing with the relationship between language and culture and the main place that culture occupies in foreign language teaching, it is better to give an insight about the main concept in culture related issues in EFL teaching and learning process.

1.1 Definition of culture

The term culture has been given various definitions by previous Literatures. Scholars insisted that culture itself is anon going creative process, through with people continually incorporates and transform new and foreign elements. According to Samovari Etal (1998):

> **We define culture as the deposit of knowledge, experiences, beliefs, values, actions, attitudes, actions, meanings, hierarchies, religion, nation of time, role, spatial relation concepts of universe and artifacts acquired by group of people in the course of generation through individual and striving.** (p.36)

This definition presents that culture is seen as something which is acquired and passed from–one generation to another which includes many aspects such as: knowledge, beliefs, art morals, laws, and customs that are shared by the members of the society.

Matsumoto(1996) believes that culture" is...a set of attitudes, values, beliefs and behaviors shared by a group of people, but different for each individual and communicated from one generation to the next".(as cited in Spencer-Oatey, 2012, p.2). From this definition, shared beliefs and behaviors of a particular social group represent their culture which is transmitted from one generation to another, but different from one individual to another.

Culture is learned between individuals through socialization; it means through human interaction by exchanging knowledge ideas in daily life and within the same social group. It is also transmitted behaviors, passed from one generation to another via communication with the use of language between individuals (Duranti, 1997, p. 24).

To sum up, Culture is a set of morals, beliefs and life styles which are learned through socialization, and shared between individuals of the same society. It is transmitted from generation to another via the medium of language.

1.2 Language Definition

Language is a human system of communication that uses arbitrary signals, such as voice sounds, gestures, or written symbols. Sapir (1921, p.2) considers language as "a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols". according to Sapir Language is one of the privileged possessions of man, so language plays a predominant role in human life towards communicating thoughts, feelings, and ideas for the social development of a person.

Language is introduced by Crystal (1971, 1992) as "the systematic, conventional use of sounds, signs or written symbols in a human society for communication and self-expression". Similarly, Emmitt and Pollock (1997) believe that language is a system of arbitrary signs which is accepted by a group and society of users. It is taken delivery of a specific purpose in relation to the communal world of clients. Chase (1969) declares that the purpose of language use is to communicate with

others, to think, and to shape one's standpoint and outlook on life. Indeed, language figures human thoughts (ibid). Saussure (1956, 1972, 1974, 1983) defines language as the system of differences. In this sense, he believes in the difference of meaning of a sound-image or written shape in different languages. "If words stood for pre-existing concepts, they would all have exact equivalents in meaning from one language to the next; but this is not true" (Saussure 1974, p. 116). That is to say, the concept of a sound-image or symbol in different languages is different.

Therefore , language is an extraordinary feature exclusive to human beings which defines us as subjects. Besides, it has enabled the development of culture in all its complexity.

1.3 The Relationship between Culture and Language

According to Jing (2010: 8) "language and culture are closely linked because language and culture are both integral parts of human life for communicating as supported by many scholars". The nature of the relationship between language and culture is that; language determines thought and culture; language influences thought and culture; culture influences people's language; and finally language and culture influence each other. He again advocates that language and culture are highly interrelated and suggest that language cannot be studied without incorporating its culture and culture cannot be studied in isolation from the language in which they are spoken. In this line, Jing (2010: 1) adds that they are inseparable and this state of affair is always taken into consideration when the question of English is raised.

Language itself is defined by culture. Brown (1994) claims that:

> **A language is part of a culture and a culture is 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.94)

In addition , every language is part of a culture. As such, it cannot but serve and reflect culture needs (Hu Zhuanglin, 1988). There is a closed relation between language and culture, which are either the matrix or the reflection of culture. The world is now increasingly opening and various cultures blend with each other. Therefore, people with different culture have more and more mutual exchange and cooperation. For this reason, in EFL teaching, it is the most important task for teachers to have a through and profound grasp of language and culture in order to cultivate student's communicative competence and to develop teaching techniques.

Language and culture are so close that are being identified as synonyms (Scarcella, Oxford, 1992). On the one hand, language is used to express people's cultural thoughts, beliefs and to communicate; on the other hand, culture is embedded in the language.

Language and culture complement each other. Language is the most central, and essential elements in any culture (Brooks, 1964). It is used to participate to the culture, to describe, to interpret and to respond to the culture (Moran, 2001).

Mitchell and Myles (2004, p 235) state: "Language and culture are not separate but acquired together, with each providing support for the development of the other." Then, it is clear now that the process of teaching a second or foreign language includes the incorporation of some cultural aspects about countries where the target language is spoken as a native language .Moran (2001) believes that language and culture are two sides of the same coin, each mirroring the other which denotes that language and culture are intertwined to such an extent that one cannot survive without the other. Additionally, language is a key component and a primary medium for transmitting much of culture which wouldn't be possible without it.

According to Han (2010) "culture is something like making bread with butter in. it is named as butter bread. If butter is spread on the top of the bread, it is not butter bread" and "culture and language are twins, look very much like each other. People cannot easily distinguish who is who".

1.4 History of culture teaching

Over the years, including culture in the foreign language classrooms has been the main concern for many scholars. If we look at the history of culture teaching, it would be true to say that it has not been seen until recently as a major issue.

First, Grammar-Translation Method, also known as the Prussian method was adopted as a chief means of teaching foreign languages in the early years of the nineteenth century (Brown, 1987). It focused on learning grammatical rules, memorization of vocabulary, and translation of texts. In the same context, this method viewed the target culture as consisting of literature and the fine arts. Then, the direct method focuses on the spoken language. Students learn about common and everyday speech of the target language such as food, clothing, etc. As students become more proficient, the topics will include many aspects about the target culture such as the geography, history, and customs. Afterward, the Audio-Lingual method came to help students to be able to use the target language communicatively. To achieve this goal, student needs to over learn the target language and to learn how to use it automatically without stopping to think. Culture is viewed as consisting of the everyday behavior and lifestyle of the target language speakers and that is why new vocabulary and structures are presented through contextualized dialogues.

In the sixties, culture pedagogy started in the USA with Lado's (1957), Brooks' (1964) and Nostrand's work (1997). In Lado's Linguistic across cultures (1957), he defines culture as " a structured system of patterned behavior (Lado, 1957, p.111). Lado (1957) suggests comparing units of two cultures from three levels: 'form'(a cultural phenomenon or action), 'meanings' (what the phenomenon means to the people in that culture), and 'distribution' (on what occasions does the phenomenon happen). Two cultures are said to reflect the same phenomenon when the phenomenon is the same all through the three levels.

Kramsch (1993) states that famous scholars "searched for a common universal ground of basic physical and emotional needs to make the foreign culture less threatening and more accessible to the language learner." (p. 224). Meanwhile, the

study of language began to emphasize on the context of society and its culture under the influence of Hymes's communicative competence (Driven and Putz, 1993).

1.4.1 Culture Teaching

The way to teach culture depends on how one approaches culture (Crawford-Lange and Lange,1984). Byram's FL teaching model Byram (1989a, 1991, 1997a) presented a model for culture learning in FL classroom by integrated learners' native cultures and languages. Two approaches can be combined and used in this model. The first approach is to use learners' mother tongue as a medium to study FC and the second approach is to integrate language and culture by using the FL.

The four elements are presented as a circle of experiences and techniques:

1.4.1.1 Language Learning

It refers to the learning of the foreign language. It now pays more attention to the language use and its context with an approach of CLT.

1.4.1.2 Language Awareness

It presents the opportunity for learners to analyze and understand the relationship between language and cultural phenomena. This component, linking learners' language skills with the understanding of a foreign culture, is pragmatic awareness which helps learners to use the language appropriately in specific situations (Eslami-Rasekh, 2005).

1.4.2 The reasons of including culture in EFL teaching

Recently, culture integration became a focal point of discussion in the pedagogy of foreign language education. Theorists gave several reasons for the importance of incorporating culture in EFL classrooms.

To begin with, culture and language are inseparable, Polizree (cited in his books, 1960) points out:

> **As language teachers we must be interested in the study of culture 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 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; for unless he is warned, unless he receives cultural instruction, he will associate American concepts or objects with the foreign symbols".** (p. 85-86).

Concurrent with that, Brown (1987, p.123) emphasizes that "A language is a part of a culture and a culture is a part of a language; the two are intricately interwoven such that one cannot separate the two without losing the significance of either language or culture."

Several language experts in the field of FLT have discussed several techniques and strategies that can be used in classroom when teaching language and culture in integrative manner.

1.4.3 Goals of Teaching Culture

One of the interesting aims of teaching foreign language is to develop learner's capacity to communicate appropriately in different context. Tomalin and Stemleski (1993, p. 7-8) have modified Seelye's (1988) goals of cultural instruction. According to them, the teaching of culture should help students:

1. To develop an understanding of fact that all people exhibit culturally conditioned behaviors.
2. To develop the student's awareness of conventional behavior.
3. To make the students more curious about the target culture toward its population.
4. To organize the important information about the target culture to locate the necessary skills.
5. To develop the students' needs for better understanding that all social variables such as: sex, age social class, and place of existence can influence the way in which humans speak and behave.

6. To make students able to show their understanding through cultural behavior.

Therefore, teaching culture in foreign language class plays an important role in improving the student's awareness of the cultural background of the target society. Moreover, it allows learner to acquire and construct the knowledge of the other cultures.

1.5 Cultural Awareness:

Teaching culture as an integral part of language teaching enhances the learners' awareness of the inseparability of language and culture, and increases cultural understanding in foreign language classrooms. Cultural awareness is the foundation of communication, it involves the ability of standing back from ourselves and becoming aware of our cultural values, beliefs and perceptions. Moreover, it helps to understand:

- Why do we do things in that way?
- How do we see the world?
- Why do we react in that particular way?

Cultural awareness becomes central when we have to interact with people Teaching culture as an integral part of language teaching enhances the learners' awareness of the inseparability of language and culture, and increases cultural understanding in foreign language classrooms. Cultural awareness is the foundation of communication, it involves the ability of standing back from ourselves and becoming aware of our cultural values, beliefs and perceptions. Moreover, it helps to understand:

- Why do we do things in that way?
- How do we see the world?
- Why do we react in that particular way?

Cultural awareness becomes central when we have to interact with people Tomlinson & Masuhara (2004) argue that "cultural awareness involves a gradually developing inner sense of the equality of cultures, an increased understanding of your

own and other people's cultures, and a positive interest in how cultures both connect and differ." (p.3). In other words, an increased CA helps learners to broaden their minds, and increases their tolerance.

1.6 Teachers' Role

Language teachers must instruct their students on the cultural background of language usage, choose culturally appropriate teaching styles and explore culturally based linguistic differences to promote understanding instead of misconceptions or prejudices. The students, when using the learnt language, may use the language inappropriately or within the wrong cultural context, thus defeating the purpose of learning a language. Because language is closely intertwined with culture, language teachers entering a different culture must respect their cultural values. As Englebert (2004, p. 37) argues**:**

> **to teach a foreign language is also to teach a foreign culture, and it is important to teach a foreign culture, and it is important to be sensitive to the fact that our students, our colleges, our administrators, and, if we live abroad, our neighbors do not share all of our cultural paradigms.**

Moreover, teachers should make the learners learn about the cultures and why certain things happen in other cultures. They should not try to make their learners think or become like people in the cultures presented, or not give the idea that one's own culture is better than the target culture or vice versa. Nevertheless, they need to point out that cultures differ, as they should look to their role within education as a continuous effort to make this world a place of tolerance, understanding mutual respect, and a place where all human beings can live in peace.

Therefore, language teachers cannot avoid conveying impressions of another culture whether they realize it or not (Rivers 1981, p.315). Language cannot be separated completely from the culture in which it is deeply embedded. Any listening to the utterances of native speakers, any reading of original texts, and any examination of pictures of native speakers engaged in natural activities will introduce cultural elements into the classroom.

1.7. Conclusion

To conclude, all what have been presented in the literature review above can be summarized as follows. Language and culture are two different concepts that are closely related to each other. The researcher spots light, on the relationship between language and culture, and focusing on the role teacher by incorporating culture in EFL classroom. This chapter sheds light on the issue of the study from a theoretical point of view. However, the next chapter takes a practical path to investigate the effects of culture teaching on the development of learners' cultural awareness.

Chapter TWO

2.1. Introduction

2.2. Aims of Study

2.3. Research Design

2.3.1 Case Study

2.4. The Sample Population

2.4.1. Students' Profile

2.5. Data Collection Instruments

2.5. Data Collection Instruments

2.5.1. Students' Questionnaire

2.5.1. Description Of Students' Questionnaire

2.5.2. Classroom Observation

2.5.2.1. Description of Classroom Observation

2.6. Conclusion

2.1. Introduction

in the field of education, especially in teaching English as foreign language (TEFL) , in the operation of integrating culture the teacher is vital element in the teaching-learning process, he help to develop the students for better understanding and increase the cultural awareness to them.

This chapter highlights the research procedures and data collection methods that have been based on. In order to reach the investigation target aims, 1rd year students at Ahmed Salhi university center were chosen from the whole population as a sample.

indeed, two research tools have designed namely observation for teacher's in which the researcher tend to observe the different methods and techniques teachers use to integration culture in classrooms, questionnaire conducted to students to explore how they can effect of Integrating culture in EFL classrooms to develop their cultural awareness. The aforementioned instruments have been carried out to obtain data which then will be analyzed quantitatively and qualitatively.

2.2. Objectives and Aims of the Study

Culture integration play important role in EFL classrooms. Students and teachers face some difficulties concerning culture learning and teaching operation. This study seeks to

assess the importance of integrating the cultural element in EFL classrooms and how it enhances students' learning, and open their minds to great opportunities. This current study aims at discussing the importance of cultural awareness, and how teacher play the role during this operation.

2.3. Research Design

A research design is a practical plan used by researchers in order to

answer questions logically, precisely and objectively. It provides the framework that specifies the type of information to be collected, its sources and collection procedure (Kinnear & Taylor, 1996; Churchill & Iacobucci 2005) define research design:

" it is the blueprint that is followed to complete the study" and it "ensures that the study is relevant to the problem and will use economical procedure".

Therefore, a research design is a guide line that allows the researcher to decide what data is needed, what methods should be taken for granted to collect and analyze the findings. For this investigation, the researcher has opted for a case study .

2.3.1. Case Study

case study is a situation in real life that can be looked at or studied to learn about something. Many researchers have attempted to define what a case study is. Regarding the definition of a case, Anderson (1993) sees a case study as being concerned with how and why things happen, allowing the investigation of contextual realities and the differences between what was planned and what actually occurred. Robson (1993) defines the case study as:

"A strategy for doing research which involves an empirical investigation of a particular contemporary phenomenon within its context using multiple sources of evidence".

(p. 146)

2.4. Sample of Population

Sampling refers to the process of selecting a particular item or unit from the entire population. This process offers an opportunity to generalize the research findings and since the researcher's aim it to make generalization a simple random technique is used. In this inquiry, the researcher has selected randomly twenty (20) EFL first year LMD students from Salhi Ahmed Naama University Center. The main reason for choosing this level is that students are really in need to develop their cultural awareness they can develop their speaking performance in return.

2.4.1. Students' profile

This study targeted, in the first place, the learner of English as foreign language at Ahmed Salhi University Center , The questionnaires were administered to first year students of English language. The number of students participated in the survey is twenty Students, they were randomly selected to answer a questionnaire about how integrating culture in classroom effect the their cultural awareness.

2.5. Data collection instruments

Data collection is regarded as the most important component of any research at any domains as it implies the act of gathering information from different valid and real sources to answer the research inquiries, and to validate the hypotheses set for the research in addition to the planned objectives. However, collecting data does not come at random, but rather needs a set of tools or instruments such us survey questionnaires, interviews, observational schedules, tests…etc.

In this study researcher used two research instruments for collecting data from the informants ; a questionnaire that was administered to first year EFL students and observation for teachers.

2.5.1. Classroom Observation

The classroom observation is a method of collecting primary data in which the researcher or the observer uses his sensory input mainly looking and listening to observe a particular phenomenon and to describe how participants behave in their natural setting. According to Kumar (2011) : "Observation is a purposeful, systematic and selective way of watching and listening to an interaction or phenomenon as it takes place" (p. 134).

Classroom observation is an objective and an eye-catching technique which enables the researcher to get accurate, live and direct information without the need to ask the informants questions. Besides, it is appropriate in research investigations especially in cases where participants cannot express their feeling verbally due to many factors. (Kothari,1990 , p.96). Thus, classroom observation provides objective viewpoint about

the observed phenomenon and eliminating any sort of bias that may influence the process of research.

2.5.1.1. Description of Classroom Observation

In attempt to gain a useful insight on what is happening in EFL situations the researcher chose the use of classroom observation, as a tool to gather authentic data that could be missing through the other tools. The researcher attend four sessions of different teacher and different classes: oral expiration, written expiration, science human, literature sessions. So the researcher use teacher observation as tool to gather in information and observe how the teacher worked by using different methods to integrate culture in EFL classroom and how he interacted with his students.

2.5.2. Students 'Questionnaire

Brown (2001, p. 6) states that " **Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers ".** From his definition, it becomes clear that a questionnaire is a systematic; data collection technique that consists of a set of questions asked to the target respondents which should be simple and easy to answer.

2.5.2.1. Description of Students 'Questionnaire

a questionnaire is a set of predetermined questions used to collect a considerable amount of data from the target respondents. The researcher has designed this questionnaire for first year LMD students of English language department at Ahmed Salhi Naama University Centre . In fact, this questionnaire has been administrated to students during the second semester of the academic year 2019-2020. It consists of 03 written questions; written 08 are closed to obtain quantitative data in which students are asked to select yes or no answers or putting a tick on the appropriate alternative options prescribed by the researcher, and 03 questions are open to get qualitative data where they are invited to express their opinions and perspectives. To sum up, the questionnaire aims at gathering data about the informants' about the integration of

culture IC in EFL classrooms and how it enhances the students' cultural awareness CA.

2.6. Conclusion

This chapter presented an overall insight into the methodology followed in this inquiry in which the researcher has relied on two main research tools in the process of data collection: a questionnaire administrated to students and structured classroom observation. In fact, the questionnaire aims at assessing the important if integration culture in EFL classroom to develop the students cultural awareness, and the researcher use teacher s observation for the sake of getting live information about teacher by using a different tools to control the classroom when he incorporation culture in EFL classroom.

General Conclusion

General Introduction

General conclusion

The teaching of culture has aroused a great interest in EFL classroom. Most language educators and experts have spoken extensively on its role and the advantages of incorporating it. Thus, culture integration is obligatory according to politzer (1959.p.101) “if we teach language without 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. Therefore, the main objective set out for this investigation is to explore teacher’s and student's attitudes towards the effectiveness of integrating culture in language classroom and how it develops student’s cultural awareness.

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Appendices

Students' Questionnaire

Dear students

This questionnaire is part of a study which seeks to investigate the effect of Integrating culture in EFL classrooms develop Students cultural awareness. We would be so grateful if you could answer the following questions. Please put a tick (√) in the appropriate box that corresponds to your answer.

Thank you for your collaboration.

Section One: Background Information:

- Male ☐
- Female ☐
- Age ☐

Section Two:

1- Do you prefer to study culture in classroom?

- Yes ☐
- No ☐

2- Does culture teaching enhance your cultural awareness?

- Yes ☐
- No ☐

3 - Do you think that your teachers act as cultural mediators between you and the target culture?

- Yes ☐

- No ☐

4 – Are you satisfied with the techniques used by your teacher?

- Yes ☐
- No ☐

5 -Does culture integration helped you as student to improve your learning?

- Yes ☐
- No ☐

6 - Do you think that culture should be necessary while teaching a foreign language?

- Yes ☐
- No ☐

Why?.....
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7 - which course help you as an EFL student to develop your cultural awareness concerning target language?

- Literature course ☐
- Oral course ☐
- both of them ☐

8 - Do you agree that the method of teacher help the student in master the language when he learn about culture?

- Agree ☐
- Disagree ☐
- Strongly agree ☐

9 -Do you think that the incorporation of culture makes the understanding of cultural differences easier for EFL students?

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10 - What do you suggest to your teachers in order to help learners in developing their cultural awareness?

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11 - What did you think about involving culture in EFL classroom?

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