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**Implementing Cultural Aspects in EFL Teaching / Learning
Classes Through Realia**

**Case study: fourth year pupils at Timentit Mohammed l'arbi
Middle School Mecheria**

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

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DEDICATION

I dedicate this work to my father Allah have mercy on his soul.

Abstract

Culture plays a significant part in learning and teaching English as foreign language. The present work focuses on the importance of integrating culture in teaching tasks and how it is presented in the EFL classes through the utilization of realia as the main teaching material. It aims at exploring whether teachers of Middle School at Mecheria emphasize on implementing the cultural aspects in their courses of (4th) year and what are the materials they employ to achieve their teaching objectives. In addition, it seeks for the teachers views toward the use of realia to fulfill those objectives. Therefore, the researcher develop two research tools including classroom observation and teacher's interview , the data gathered through these instruments which are analyzed in a mixed approach reveals that realia is regarded as an important teaching techniques considering better integration of culture in Middle School EFL classes.

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List of Abbreviations and Acronymes

- ❖ **EFL** : English as Foreign Language.
- ❖ **MS** : Middle School.
- ❖ **PPs** : Pupils

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GENERAL INTRODUCTION

The era of modern education, technology, mass media has created a huge demand for a model of cultural competence in many professions. Today 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.

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 country, this issue in EFL learning and teaching is further complicated. Therefore, to achieved this goal ,various teaching methods and techniques are used ranging from the traditional one to the more recent one .The implementation of authentic materials in EFL classroom is very beneficial for evaluating learner's skills and capacities. Peterson and Coltrane (2003) stated that using authentic resources from the native speech community helps students engage in authentic experience. These authentic materials can be categorized as: films, news broadcasts, television shows, newspapers, web sites, photographs, magazines, travel brochures, role play proverbs and other printing materials.

One of the interesting techniques that teachers use to enhance the affective role of teaching foreign language is "realia". Educators considered the teaching through the use of realia as an attractive course. Numan (1999) claimed that the use of realia can be seen as the application of real objects and teaching props from the outside the classroom that is serves the teaching and the learning process. Therefore, an investigation is carried out to explore the place which culture occupies in EFL teaching and learning and to examine into which extent does realia serves the teaching

and learning atmosphere at Middle School. This research explores the main question which is formulated as follows:

- To what extent does realia help teaching cultural aspects of English language to fourth year Middle School pupils? And to what extent do EFL teachers use it?

This question in return led the researcher to assume the following hypothesis:

- ❖ The use of realia resources in language teaching and learning may help the teachers to bring real life into the classroom; therefore, teaching feedback will be effective and memorizable.

Additionally, the following sub-questions are originated from the main question:

- How do teachers give attention to the teaching of EFL culture when planning their courses?
- What are the techniques and materials teachers use that can help in raising student's cultural background?
- What advantages' and disadvantages of using realia in the classroom?

Finally, in order to find answers to the previous sub- questions the following sub-hypotheses are proposed:

- Cultural aspects are usually used and teachers focus on common perspective to present the foreign culture.
- Among the materials: realia, text book, audio types and others.
- Perhaps the use of visual aids inside the classroom facilitates the teacher's task, gain time and the students are interested and motivated, whereas; among the disadvantages, the misuse of realia or the in appropriate choice of the suitable material of realia.

This respected dissertation includes two chapters, the first chapter deals with some definitions of key terms related to culture and competence, language teaching and realia .

It also gives an insight on the most important areas in teaching culture such as goals, techniques and materials mainly realia .While the second chapter deals with the teaching situation in which there will be a collection of data obtained from the ‘classroom observation’ and ‘MS teacher’s interview’, then analysis and interpretation of data which the quantitative and qualitative approach. Additionally; some suggestions and recommendations concerning the integration of authentic materials in teaching and learning process.

Chapter One

Literature review

Chapter One : Literature review

1.1. INTRODUCTION.

1.2. Culture and Language Teaching.

1.2.1. Definition of culture.

1.2.2. Definition of competence.

1.2.2.1. Grammatical competence.

1.2.2.2. Sociolinguistic competence.

1.2.2.3. Discourse competence.

1.2.2.4. Strategic competence.

1.2.3. Definition of language.

1.2.4. Culture, language and competence.

1.2.5. Goals of teaching culture.

1.3. Materials for Teaching Culture.

1.3.1 Text book.

1.3.2. Realia.

1.3.3. Importance of using Realia.

1.3.4. Advantages and disadvantages of using Realia.

1.4. Conclusion.

1.1. Introduction

Educators considered the case of culture in language teaching as an important component of language instructions. This chapter aims at providing definitions to some key terms including: culture, language and competence. Regarding the importance of culture in language teaching, this chapter provides an insight on the relationship between language and culture; it also concentrates on the most important features related to culture. The purpose of this chapter is to insist on the major techniques in teaching language materials studied in this research work which is “Realia”.

1.2. 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 concepts in culture related issues in EFL teaching.

1.2.1. Definition of culture

The term culture has been given various definitions by previous literatures. Scholars insisted that culture itself is an ongoing creative process through which people continually incorporate and transform new and foreign elements.

According to Samovari *etal* (1998:36)

We define culture as the deposit of knowledge , experience , beliefs, values, action, attitudes , actions , meanings , hierarchies ,religion, notion of time , role , spatial relation concepts of universe and artifacts acquired by a group of people in the course of generation through individual and striving.

This definition presents that culture is seen as some thing which is acquired and passed from the one generation to the next which includes many aspects as : knowledge, beliefs ,art ,morals, laws, customs that are shared by the member of the society.

Yule (2006) specifies more and defines culture as a social knowledge that members of the same social group acquire unconsciously. Since culture is shared by the members of the same group and it is acquired unconsciously, we tend to see our own cultural ways as the only, natural, ones, or in fact as the only ones possible, and since culture is always linked up with moral issues, we tend to see our own culture as having the correct answers to what is good and bad morally acceptable and unacceptable, beautiful and ugly. (Kramsch: 1997)

This situation represents a challenge for anyone who wants to communicate successfully with someone from another cultural group. In today's world, where cultural encounters and the challenges that they bring with them are the order of the day.

1.2.2. Definition of competence

The concept competence comes from Latin word 'competent' from the verb 'compare' in its earlier sense 'be fit or proper'. (the oxford dictionary).

Chomsky (1965:3) separates competence and performance; he states: we make a fundamental distinction between competence (the speaker–hearer's knowledge of his language) and performance (the actual use of language in concrete situations). He argues:

Linguistics theory is concerned primarily with an ideal speaker listener in a completely homogenous speech community who knows its language perfectly and unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest and errors in applying his knowledge of the language in actual performance.

Chomsky describes competence as an idealized capacity that is located as property mental function. In his paper on "communicative competence" Hymes (1972:277,278) criticized Chomsky's view of competence. He argues that: humans have to account for the fact that a normal child acquires knowledge of sentence, not only as grammatical, but an appropriate.

Canal and Swain (1980:29, 30) prepared an interesting model to second language teaching and context. According to them communicative competence is the relationship and the interaction between grammatical competence and socio linguistic competence. They gave equal opportunity to both of grammatical competence and socio-cultural competence. Thus; communicative competence was defined in terms of four components¹:

1.2.2.1. Grammatical competence

Canal and Swain (1980: 29) it is refers to the knowledge of language code which includes: the lexical items, syntax the rules of morphology and the distinction of grammatical structure of language.

1.2.2.2. Sociolinguistic competence

Canal and Swain (1980:29) claimed that sociolinguistic competence includes the science of socio-cultural rules, and the ability to employ the language in efficient social meaning for the communication situation.

1.2.2.3. Discourse competence

Canal and Swain (1980:29) regards the discourse competence as the lore of how humans can produce and comprehend text even oral or written in the case of speaking and writing or listening and reading respectively.

1.2.2.4. Strategic competence

Canal and Swain (1980:30) stated that this competence used to compensate communication which is caused by the lack of communication and repair the communication before, during or after they occur.

¹ As cited in Brown.D. (2000:247)

1.2.3. Definition of language

Defining the concept language has been a subject of having rapid change in the life of foreign language teaching and learning. Many scholars and researchers like Kramch and Sapir emphasized their theories on that discipline. Kramch (1998: 3) claimed that:

Language has been around since human beings started to communicate with One another for their daily life needs. The term language is so familiar that few people would ever try to define it. It is superficially not hard to define it. But in fact to have a comprehensive definition of language, is an extremely Daunting task. Definitions for language run the gamut from very simple to extremely complex. A system of signs that is seen as having it a cultural value.

Therefore, language is a complex task to study, it is a systematic way used by humans to convey certain message, or to exchange knowledge between them either by speaking or writing. It is a crucial human's way to achieve effective communication to express their feelings, needs and to establish their social life.

1.2.4. Culture, Language and Competence

Generally speaking, language is part of culture, and it plays a very important role in it. Many scholars in different disciplines such as: anthropology, sociology, Psychology and others have asked how cultural factors influence human behavior as language in terms of perception and communication. Sapir (1921)² concluded that language and culture of the speech community cannot be analyzed in isolation. He adds that: **“language can be seen as a way to describe and represent human experience”**. Therefore; language can be seen as a habit that employs by humans to show their different skills and feeling which is acquired from their real life. Thus, as a way to reach a great understanding to one's culture and gain an important experience of its language in all dimensions which is competence. The target language and its

² As cited in Hinkle. (1990: 2)

culture must not be separated in teaching and learning process. Furthermore, several aims can be obtained when culture and language are taught simultaneously.

1.2.5. 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 (1993:7-8) have modified seelye's (1988) goals of cultural instruction. According to them the teaching of culture should help students:

- ✓ To develop an understanding of fact that all people exhibit culturally conditioned behaviors.
- ✓ To develop the student's awareness of conventional behavior.
- ✓ To make the students more curious about the target culture toward its population.
- ✓ To organize the important information about the target culture to locate the necessary skills.
- ✓ 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.
- ✓ To make students able to show their understanding through cultural behavior
- ✓ To make pps aware or try to relate their cultural background to what have been seen in such situations and what they know as back knowledge in their mother tongue or their own culture.
- ✓ To develop pupil's ability to create his own capacities inorder to evaluate and generalizing his ideas on the target culture according or in term of supporting evidence.

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. It allows learners to acquire and construct the knowledge of the other cultures.

1.3. Materials for teaching culture

Many linguists in the field of teaching foreign language provide a set of teaching techniques and strategies on how culture be integrated into foreign language classes. Among these tools: text book and realia.

1.3.1. Textbook

In order to assess the goal stated above, text book as an important teaching material represents a great source of the cultural aspects and the linguistic features of foreign language. However in classroom teachers could follow many different techniques to gain teaching, learning process goal. Realia is one of these techniques taken into consideration at the level of this research work.

1.3.2. Realia

The concept Realia was first used in the late of (19th) century, and is still mostly used in classroom by teachers especially foreign language teachers. Realia was first coined by Florin (1993)³.

Richards.*et al.* (1998:445) regards realia as:

Actual objects and items which are brought into a classroom as examples or aids or as to be talked or written about and used in language teaching. Realia may include such things as photographs, articles of clothing and kitchen objects.

This statement considered realia as an object that are used as a way of teaching foreign language. Realia means using real concrete objects and tools in order to bring real life into the classroom.

Additionally, Numan (1999) claimed that **“realia is defined as objects and teaching props from the world outside the classroom that are used for teaching and learning”**. Hence; realia refers to the real things that are used for acquiring and practicing new capacities from the real situations.

³As cited in Merriam –Webster Dictionary

1.3.3. Importance of using Realia

The main aim of using realia refers to the great influence on teaching foreign language, since it provides the learner's with suitable and concert situations where they can express themselves and improve their skills using this language. Surrounding the learner's with real objects makes the learning atmosphere more amazing and facilitates its process, because it gives them the opportunity to be involved in the situation by having a contact with these objects.

1.3.4. Advantages / Disadvantages of using Realia

The use of realia in language teaching can provides various advantages as well as disadvantages to English teaching and learning process.

a- Advantages of using Realia

The use of realia inside the classroom has a series of advantages. Budden (2011) refers to the following positive aspects regarding the use of realia in teaching English language:

- ✓ Using realia allows learners for better memorable.
- ✓ Realia makes the examples real and touchable specially when teaching fruits and vegetables or animals.
- ✓ Realia allows learners to see and smell the objects in real situations.
- ✓ Classroom management became easier than before, when the teacher brings real tools to classroom.
- ✓ Teaching with realia achieved the affective goal of learning and teaching especially when the teachers stimulate the learner's mind by using creativity.
- ✓ Using realia brings real life into classroom; it provides learners by new experience and new vocabularies.
- ✓ Realia helps the learners in remembering the new experience after smell and touch.

b - Disadvantages of using Realia

Through its several advantages, realia has also a few disadvantages or, in other word, complications which are as follows:

Jones *et al.* (1994) stated that the disadvantages of employing realia inside the classroom may:

- ✓ In all situations, real objects are usable.
- ✓ Concerning the age and level, realia are not practicing for employing in the classroom.
- ✓ Sometimes, real tools are expensive.
- ✓ The use of realia makes the learning process unpredictable.

1.4. Conclusion

In foreign language teaching and learning, culture is very attractive and is very captivating researcher's interest. This cultural variation (native and foreign) as well as can offers the learner's to the possibility to rich their background, and on the other hand it puts learners into dilemma between what to mention and what not to.

This chapter provides definitions of some key terms including; culture competence, language, and realia. Then it shows the most aspects related to culture, it also emphasized on the major areas related to teaching of culture such as goals, and on the other side the materials of teaching culture as realia.

Chapter two

Data collection and Results

Chapter two: Data collection and results

2.1. INTRODUCTION

2.2. Sample population

2.2.1. Teacher's profile

2.2.2. Pupil's profile

2.3. DATA COLLECTION PHASE

2.3.1. Classroom observation

2.3.2. Description of teacher's interview

2.3.3. Analysis of the interview

2.3.4. Result interpreted

2.3.5. Suggestion and recommendations

2.4. CONCLUSION

2.1. Introduction

After a detailed illustration of the theoretical part, it seems obviously important to tackle its practical side in order to know the way reality is performed in Middle school. In this sense, this chapter is made of one section, it is devoted to data analysis in which the results are discussed and interpreted. It attempts to analyze the obtained results from the classroom observation and teacher's interview and then some suggestions and recommendations are put forward at the end of the investigation.

2.2. Sample Population

Dornyei (2003:70-71) defines sample as a group of people whom researchers actually examine and the population is the people whom the survey is about. As a matter of interest the researcher decided to conduct this work with both teachers and pupils of (4th) year at Tementit Mohammed L'arbi middle school at Mecheria city. The researcher has chosen randomly a sample of 30 pupils aged between 13 and 15 years old.

2.2.1. Teacher's profile

This level consists of four (04) teachers from the Middle school Tementit Mohamed L'arbi which is located in the city of Mecheria, their experiences range from five years (5) to thirty (28) years.

2.2.2. Learner's profile

The study focuses on the fourth year Middle school at Mecheria city. All of the learners are native speakers of a dialect Arabic and some of them speak Berber and have French as their second language.

2.3. Data collection phase

Data collection is a systematic way that used to gather information from various sources in order to complete an area of interest. For this present study the data collection instruments that are used: classroom observation and interview.

2.3.1. Classroom observation

In attempt to gain a useful insight on what is happening in EFL situation the researcher has chosen the use of classroom observation, as a tool to gather authentic data that could be missing through the other tools. Classroom observation has taken four weeks, in which the researcher has attended four sessions of different teachers and different classes. The researcher has been observing various areas in the teaching, learning atmosphere. The number of the learners was 30 the majorities were girls, and there were 11 boys. The researcher was behind the learners; moreover, the researcher was observing how the teacher worked and how he interacted with his learners.

2.3.1.1. Observation of the teachers

Session one, teacher A

Lesson plan (see appendix A and F, fig 01)

Title: Reading and writing.

Duration: 1h

Lesson development

When the teacher entered her classroom, she started her session by greeting her pupils and inquiring about their daily life in order to establish positive classroom environments. Moreover, she began her lecture by warming up. She puts pictures on the white board. Then she used to explain her lesson. The interaction between the teacher and the learners was oral, and the teacher is still used the picture and the white board. Thus; the use of realia is existed.

Session tow: teacher **B**

Lesson plan (see appendix, B and F)

Title: words and sounds.

Duration: 1h

Lesson development

The teacher began her lessonby calling the learner's names, moreover, she has started her lesson by worming up, and then she used to explain her lesson by using the white board. Thus, no use of realia or visual aid

Session three: teacher **C**

Lesson plan (see appendix C and F, fig 02)

Duration: 1h

Title: Describing a process using sequencers

Lesson development: when the teacher entered her class, she started by warming up, then she revise the imperative from using examples. After that; she provides pupils with the manners of ingredients need for different recipes. Next she splits the classes into three groups each group have to prepare its recip.spps prepare and in the same time they produce a paragraph in which they describe the process of preparing their recipe. What attracted me that boys were very motivated than the girls since it is a new experience for them. At the end of the work each group produce a paragraph by using the imperative sequences and they prepared tea inside the classroom, thus realia is presented by the use of real things to prepare tea (picture and real objects).

Session four: teacher D

Lesson plan (see appendix D and F, Fig 03)

Duration: 1 h

Title: Reading Comprehension .

Lesson development: The teacher entered his classroom he starts by greeting his learners and inquiring about their daily life in order to establish positive classroom environment. Then , he begins the lesson by presenting the desired quality of work for a short period by giving short and clear instructions, the teacher is still using the white board, after that he asks someone to bring the Algerian map to make the lesson more clear. Therefore; the use of realia is presented (picture of the Algerian map).

2.3.2 Description of the teacher's interview

Eight teachers were asked ten (10) different questions which are as follows:

Question one: How long have you been teaching English language at middle school? This question tends to discover the teacher's experience through his or her period of teaching English language at Middle School.

Question two: How many sessions a week do you teach English language?

This question aims at knowing how many hours do teachers teach English language during one week.

Question three: How can you define the term culture?

This question attempt to highlight the teacher's attitudes towards the meaning of culture according to his or her point of view.

Question four: In your teaching do you take into consideration culture as a part of lessons? If yes give example.

This question aims at evaluating the teacher's awareness, use and consideration of culture in their teaching and within their courses.

Question five: What are the main materials that you use in teaching cultural aspects?

The researcher aims to know the main instruments that teachers use in teaching cultural aspects at Middle School.

Question six: What is realia?(according to you)

This question represents the teachers view in defining the term realia.

Question seven: Do you think that using realia inside the classroom facilitate your task? If, yes how? If no why?

The goal of this question is to know the role of using realia in teaching process.

Question eight: What advantages do you find in learning by using realia ?

Question nine: What disadvantages you face when using realia?

The purpose of the questions eight and nine is to show the positive and the negative features of using realia in teaching process.

Question ten: What is your opinion about integrating visual aids in the learning process? State some of the visual aids you use?

The last question emphasizes on the teacher's view concerning the integration of the visual aids in education and its impact on the learning process.

2.3.3 Interview Analysis and results

The interview was conducted with eight (8) EFL teachers in MS. It aims at finding out teacher's opinions about the importance of teaching cultural aspects through the use of realia in education especially in Middle School.

The interview rate was 100% all the teachers completed the interview which includes (10) ten questions that was analyzed as follow.

Question one: How long have you been teaching English language at Middle School?

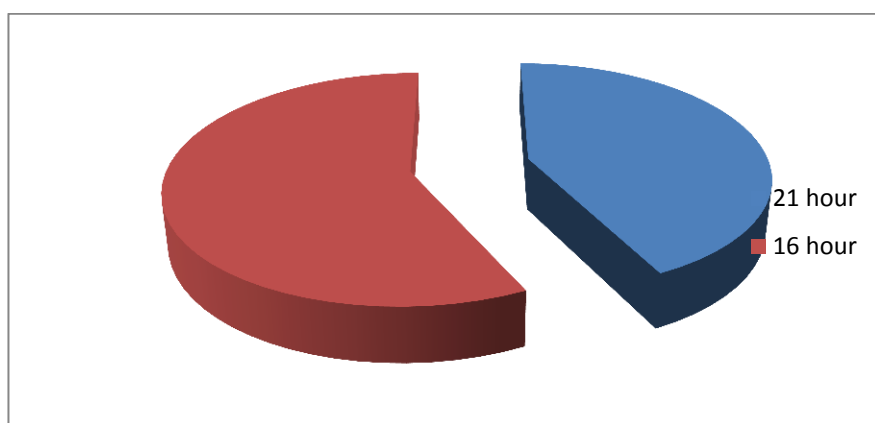
The aim of asking this question is to know the years that each teacher has spent in teaching English language. This table below illustrates teacher's experience

Teachers	Experiences
(03)	From (02) - (05) years
(05)	From (10) - (28) years

Table 2.1 : Teacher's Experience.

The above result shows the teacher's experience in teaching English language in Middle School.

Question two: the - pie chart below present the duration of teaching English language

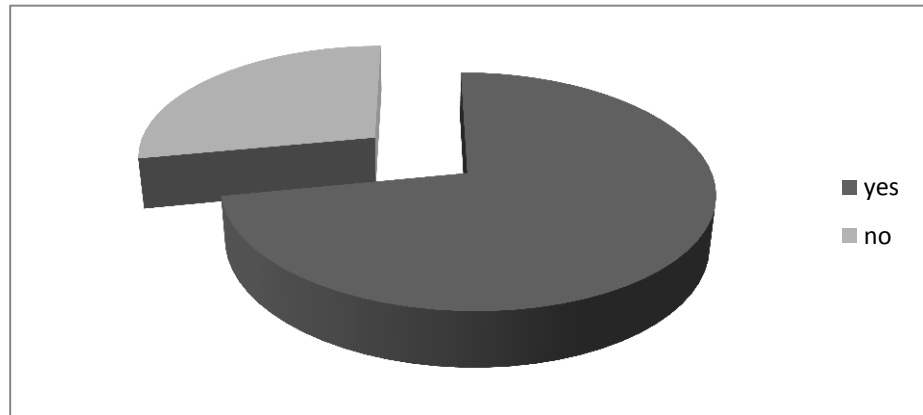


Pie- chart 2.1: The duration of teach English language per week.

The result above proves that the majority of the teachers (75%) practice English language three time a week whereas the others practice it more than four time a week.i.e 21 hours a week.

Question three: This is an open ended question which asks the teacher's about their understanding of the term culture .The majority of them viewed culture as a set of: value, traditions, civilizations, beliefs. The researchers assume that the teacher's views about culture may influence their practice in the classroom.

Question four: pie- chart presents the teacher's emphasis on teaching cultural aspects.



Piechart2.2: Emphasis of teaching cultural aspects

The result above presents the teacher's emphasis on teaching cultural aspects as important parts in their lessons. The majority(80%) of the teacher's responded positively to this question, while the others (20%) responded negatively.

Question five: techniques used in teaching culture. This question provides the teachers with a set of techniques which can be used in teaching culture according to their order of importance. The table below shows the teacher's classification of techniques for teaching culture.

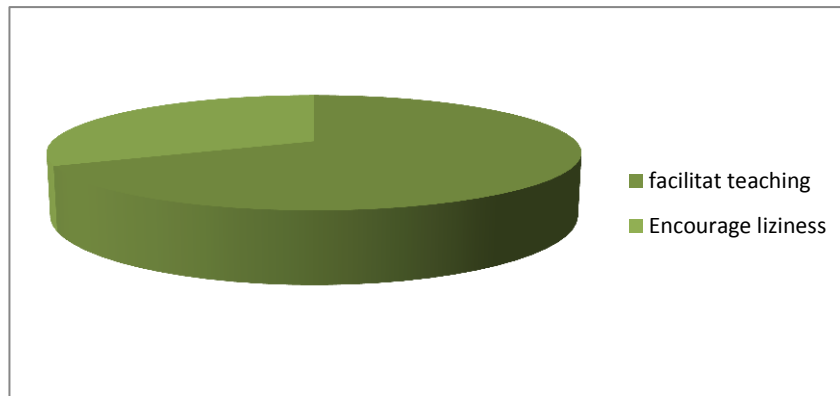
Teaching techniques	1st	2nd	3rd
Relia	50%		
Text book		25%	
Magazine and video documents			25%

Table 2.2 : teacher's classification of techniques for teaching culture

The result above presents the teacher's examples of the teaching material they used in teaching culture. The teaching material which was most often suggested by the teachers were: realia, text book and video documents and magazine.

Question six:

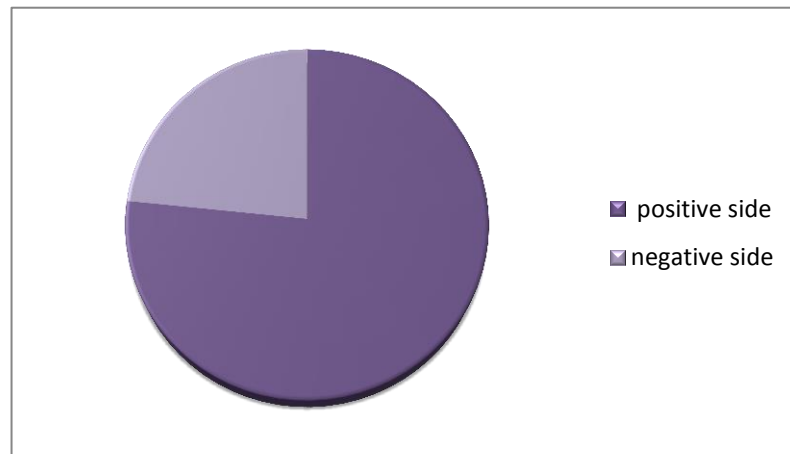
In this question the researcher aims to provide different definitions of what does realia means according to each teacher. The majority of teachers viewed realia as a set of actual and real objects that used in real situations.

Question seven: pie-chart effectiveness of using realia.

Pie-chart 2.3: effectiveness of using realia

The result above presents the effectiveness of using realia in classroom. The majority (90%) of the teachers find that the teaching through realia facilitates their tasks and only (10%) find that it encourages laziness.

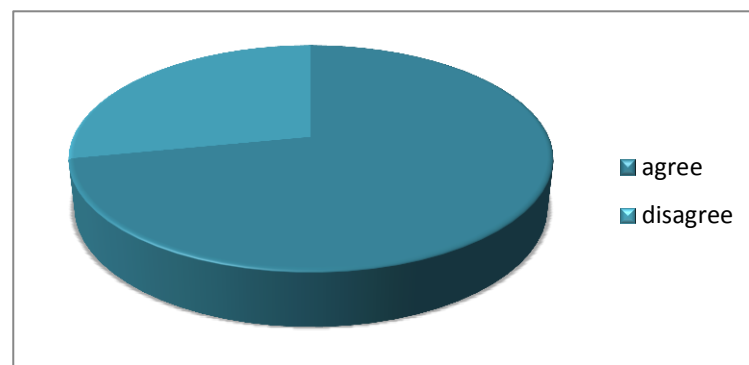
Question eight and nine: pie-chart the benefits of using realia.



Pie-chart2.4: Benefits of using realia..

The result above presents the great deal of using realia in classroom the majority (80%) of the teachers find that implementing realia inside the classroom has a positive side, while (20%) of them find it negative.

Question ten: pie –chart represents the integration of visual aids in education.



Pie- chart 2.5: The integration of using visual aids in Education.

The result of this question shows that (90%) of the teachers mention that the adoption of the visual aids in education can serves the learning and the teaching process, while the others (10%) are against claiming that the learner's age and level are an important factor when using the visual aids.

2.3.4 Result interpretation

The purpose of this study is to examine the situation of teaching cultural aspect through the use of Realia in Middle School. After finishing with classroom observation, the tow observed elements i.e. culture teaching and the use of realia were analyzed separately. The first element that was observed whether or not teachers focuses to the teaching of culture ,it was concluded that the majority of the teachers of English at Tementit Mohammed L'arbi Middle School see that taking culture as a part of their lessons plan is an essential step in teaching and learning process. Hence; the cultural aspects is usually minimally used especially in language skill course such as: reading and listening comprehension, speaking and writing.

The second observed element deals with the teaching techniques and materials such as realia whether or not teachers used for teaching cultural aspects. It was concluded that realia is a helpful for the both of the teachers and the learners, it can engage learners in interactive learning situation, and help them in developing learner's atmosphere. The result of this research presents that the use of realia and visual aids inside the classroom motivate the learners and make the class enjoyable and more interactive.

Finally, it is noticed that teachers gave important views concerning the role of realia in enhancing the whole teaching – learning process. It is beneficial and positive, it increase learner's motivation,interaction, and develop self- competence.

2.3.5. Suggestions and Recommendations

As it has been mentioned before in the chapter one, culture is a basic and inseparable element for teaching and learning foreign language .Thus; culture is a necessary condition to obtain a communicative competence, and based on the findings of this research, the researcher provides some suggestions for better integration of culture through English language course.

A) Using Authentic Materials

Foreign language pupils should be facilitated to see the foreign people and not just hear their language, to achieve that goal Peterson and Coltrane (2003) stated that employing authentic resources from the native community enquire learners engage in authentic experience. These materials refer to some of visual aids such as, television shows, newspapers, websites, photographs, magazines, proverbs, and other materials. Teachers can utilize those authentic materials according to the age and language proficiency level of the learners.

B) Proverbs

One of the interesting techniques that teachers can use as a way to gain their objectives is the proverbs. Medgyes(2002) claimed that the proverbs in the target language and culture emphasis on the difference between the learner's own language and the target's one, this differences shows the historical and cultural background. Using proverbs is a technique to explore culture, as well as a way for learners to develop the beliefs that represented in the proverb of their native culture.

C) Quizzes

Another interesting technique that can serve the learning process is the quizzes. It can be used to evaluate materials that teachers have done previously. It is also useful in acquiring new experiences, and teachers can ask the learners to answer true or false to each of the question in pairs or groups. Learners share their existing knowledge and they will become more interested in finding the correct answer.

As well as, the right answer could be given by the teacher through reading or listening, in this case new information can be acquired.

Examples: answer the following questions:

- People usually have to travel New York.
- Oxford Street is a famous city in London.
- In the UK you can't smoke in the public places.

D) Doing research

Learner's research is one the main powerful instrument that we can use with college learners because it makes a link between their interests with the classroom. For example, we ask learners to search about any information of the target culture depending on the nature of the lesson. In the following class, learners explain to their classmate what they have learned and answer any question about it. Besides this, there are some other types of activity that have been found useful such as: roleplay, games singing, discussion activities and culture capsules. The most essential point is to ensure that learners are actively engaged in the lesson.

2.4. Conclusion

This study shows that teaching cultural aspects through the use of multiple techniques inside the classroom is an important part in both teaching and learning process, because it is beneficial for both teachers and learners. It pushes pupils to improve their learning, and for the teachers how they can select the appropriate strategies to teach better. This research shows that teaching culture through the use of realia serve both of the learners and the teachers at many dimensions in terms of methodology and context.

General conclusion

GENERAL CONCLUSION

The teaching of culture in foreign language pedagogy has become an integral part of language courses. The importance of teaching culture in EFL classroom became a real need especially nowadays, therefore; the topic of teaching culture has been treated as crucial component in EFL syllabus implementation.

The main aim of this study is focused on the importance of implementing cultural aspects in teaching and learning process, and how it is presented through the use of different materials as: merely realia. It aims at examines the case of teaching and learning culture in MS syllabus and to explore if English teachers give attention to the teaching of culture in their plan and their attitudes towards the use of realia as a teaching material.

Based on the results obtained from teacher's interview, they have supported the implementation of teaching cultural aspects in the learning atmosphere by emphasizing on certain techniques which help the learners to achieve effective results.

This research is based on the effectiveness of using realia and some visual aids in teaching and learning process which helps and provides many opportunities for both learners and teachers. Also, it tries to figure out the advantages in using these tools in order to make teachers and learners more conscious of their importance. It has been mentioned that realia is a better way to improve, motivate, support and enhance learner's capacities and in addition for teachers as well to invest time, facilitate their task and to achieve their teaching goals in a good teaching learning atmosphere.

Finally, based on the main findings of this work the researcher provides some suggestion for better integration of culture through the utilization of different materials in the English courses.

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Appendices

APPENDIX A

Lesson plan A

Level: 04 MS

Title: Reading and writing

File: 02

N.lexies: robot, NAZA, issue, magazine.

Leg form: will be able, may, might.

Function: illustrating.

v.aids: pictures, magazines.

Objectives: Writing an article using the grammatical instructions.

procedure	Pupil's task
Stage one: Warm –up T.shows a magazine and asks the pps: what's this? T.What's the name of this magazine? Stage two: T.asks the pps to open their books on p: 57 and look at the picture. It's a part of magazine.Tryto read it. • T.asks these questions: • What's of the magazine? • What's the title of this issue of the magazine? • Which topics does this issue of the magazine deal with? • Which does the illustration on the cover page represent? Stage three: T.asks the pps to read the newspaper article on p 57 to do the activity 03 p 58. T.asks the pps to write an article to say what the NAZA will, may might, will be able. T.Choose the best article to copy it down on their copy books.	Pps do Pps practice Pps listen and answers. Pps read silently Pps try to answer. Pps.Write an article. • Pps write

APPENDIX B

Lesson plan B

File:03

level: 04 MS

Title : words and sounds

Language learning: Read and consider.

Objectives: To enable the pps to know some suffixes: er, ist, ian, or....

Procedure	Pupil's task
Stage one: Warm-up the word T. writes on the BB “teacher”. T. reads the words and asks the pupils to repeat it. Stage two: T.gives to the pps . Words ended by suffix: er, ist ian or and asks them to read and divide the words. Stage three: Activity 01 p:03 T.writes the activity on the BB.	Pps . Look and listen Pps : listen and repeat Pps.do Pps .write the answer on the BB

APPENDIX C

Lesson plan C

File: 01

Level: 04 MS

Function: giving instructions

Language form: imperative, sequencers.

Lexies: sequencers.

Visual aids: real objects.

Objectives: to enable Pps to use sequencers.

Procedure	Pupil's task
Stage one: Warm-up: T. reads the text on p22 and asks the Pps to list the sequencers Stage Two: Step one: asks the Pps to write the recipe on 21 in the right order using the appropriate sequencers. Step Two: T. asks Pps to correct the act on the BB. Stage three: Step one: T. asks Pps to write a recipe of any food from their own using the imperative and time sequencers Step Two: choose a paragraph to be written	Pps write the sequencers on BB PPs do the task on their C B Pps –read the paragraph Pps –do the task

APPENDIX D

Lesson plan D

File 03

level: 04 MS

Function: locating-describing.

Language form: Northern-southern

Lexies: inhabitant-square, km

Objective: locating-describing locating (location, areas, population, climate)

procedure	Pupil's task
Stage one: warm -up T.stichs the map of Algeria and its bordering countries. T.gathers information about Algeria. Stage two: T.reads the text P 75 twice and asks PPs to name the countries bordering Algeria. T.stich the chart on P 132 on BB and read again then asks pps to fill in the chart with the right information. T.asks the PPs to use information describes Algeria form the information on BB. Stage three: T.asks the PPs to write a short a paragraph describing Algeria.	Pps give their information. Pps listen and answer pps do it. Pps describe it. Pps write a paragraph about Algeria.

Appendix F

Visual aids (realia)

Fig :01



Fig :02



Fig :03



Appendix

Teacher's interview

Dear teachers:

In order to finish this research, some teachers of English language of middle school were ready to lend a hand of help. An interesting conversation was set with this interview in attempt to find answers to our research.

1. How long have you been teaching English language at Middle School?
2. How many sessions a week do you teach English language?
3. How can you define the term culture?
4. In your teaching do take into consideration culture as a part in the lessons?
f yes give example.
5. what are the main materials that you use in teaching cultural aspects?
6. what is realia ?(according to you)
7. Do you think using realia inside the classroom facilitate your task? if yes, how ?if no, why ?
8. What advantages do you find in learning buy using realia ?
9. What are disadvantages you face when using realia ?
10. What is your opinion about integrating visual aids in the learning process? State some of the visual aids you use?

Thank you very much for your collaboration