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**Investigating the Role of culture in fostering EFL Classroom cultural competence. The case of second-year University of Msila**

*Dissertation submitted to the Department of Letters and English Language in partial fulfilment of the Requirements for the Degree of Master*

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## **Declaration**

We hereby solemnly declare that the work we are going to present in this thesis

**Investigating the Role of culture in fostering EFL Classroom cultural competence. The case of second-year University of Msila**

Is our own to the limits of our knowledge, has not been submitted before to any other institution or university or degree and all sources that we have used and quoted from have been indicated by means of complete references. This work is to be carried out and completed at Mohamed Boudiaf University M'sila, Algeria.

**Date : June 2021**

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## **Abstract**

This study aims at investigating the role of culture in fostering English foreign language learners in the classroom. It attempts to examine the teaching/learning situation of the English cultures that are in need to consider for arousing the students' interest in foreign language learning and improving their intercultural competence in the class, and to find out the role of culture in EFL relations and as a bridge of knowing the others. Following a descriptive research design, there was an attempt to describe the culture dimension from a variety of perspectives. A questionnaire is addressed for both students and teachers at the Department of English University of Msila, hoping to obtain the appropriate data for the current study. And the findings were both quantitatively and qualitatively analysed. The results showed that teachers should design a lesson for their students needs and for the students to have the opportunity to learn English language. The work is concluded by general discussion of the results. Moreover; the dissertation is accompanied with some recommendations in relation to this study for learners envisaging further studies with the same realm.

## **Dedication**

All the praises go to “**ALLAH**” for His enduring help and guidance

First of all,

- I dedicate this work to to the memory of my dear mother “**MALIKA**” and my brother” **MOURAD**”, I proudly thank you for your support and love, I tell you that your effort with me were not spent in vain , rest in peace.
- To my father “**ABDELHAFID** “
- To my brothers” **HICHEM**” and “**AMAR**”
- To my sister “**Wafa**”
- To my fiancé “**SALAH**” and his family
- To the people who supported me

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## **General Introduction**

During the last decades, the English language has been firmly established as the undeniable international language all over the world. As a result, a great interest in teaching/learning it is increasingly raising learners, students and teachers. The act of teaching English as a foreign language (EFL) does not necessarily entail the teaching of grammar and vocabulary. In fact, one of the key components of teaching any language requires the teaching of its culture and to understand the societies. Therefore, each society has certain cultural norms and factors that differentiate from other societies and its members share the same aspects of life such, as religion, beliefs, traditions, history, etc. These aspects contribute in collecting the relationship between the individuals among a given society. Actually, several researchers (Byram, 1989; Moran, 2001; Brown, 2007) have highlighted the need and the significance ingredient of foreign culture teaching and learning in the EFL classroom. Thus, Cultural knowledge should be studied and cultural competence should be developed. Therefore, fostering one's culture is as necessary as learning a target one.

### **1. Statement of the problem:**

The problem that learners suffer from is that they learn English or any other language but they do not value its culture which serves as the store of their cultural dimension expansion. They do not still see the importance of learning culture with its language. Hence, this research tries to investigate to what extent does culture help foster learners' lack of intercultural competence.

### **2. Research Questions:**

-The present study addresses the following research questions:

**Q1-** Does culture teaching foster the EFL cultural competence?

**Q2-** To what extent is culture important to EFL students?

**Q3-** Do EFL teachers at the University of M'sila know about and give importance to culture teaching?

### **3.Aims of the study:**

1.To check and bring to teachers' awareness whether culture can foster cultural competence in teachers' teaching or not?

2.To investigate about the role and importance of culture for EFL students

3.To bring to teachers' awareness that culture is important.

### **4.Research hypothesis**

-From the above questions and objectives, we can assume that:

*Culture is extremely important in fostering EFL classroom learning if it is property introduced by teachers.*

### **5.Literature review: Background Study**

#### **On the composites of culture**

In the Bodley (1994) terms he says 'culture is made up of at least three elements or components: what people think, what they do, and the material products they produce. The problem with defining culture as shared values and beliefs, as some anthropologists do, is that there can be a vast difference between what people think they ought to do (value) and what they actually do (behaviour).'

This is often quite apparent in two different societires sharing the same culture. So, in perspective,Culture is the sum total of learned, shared and socially transmitted behaviour that includes ideas, values, and customs of groups of people to which all these characteristics are but a representation that distinguishes them from one another. The true spokesman in all this relation is language that transmits these values from generation to generation through speech acts.

## **On the distinction between society and culture**

In this respect, Nadel in his work says it is necessary to make a distinction between “Culture” from its companion term “society.” According to him culture is the way of life of the people; while a society is an organised, interacting aggregate of individuals who follow a given way of life. In simple terms a society is composed of people; the way they behave is their culture. (Nadel, S.F. 2006)

For Erna Herawati (2006), culture is produced in a given society within the framework set by the socio-economic structure. The cultural process perpetually occurs among the different groups and classes in a society, and also affects social structure.

## **Fostering EFL Classroom cultural competence.**

In the past years, culture has no place in the educational curriculum because the grammar translation method was mostly overwhelming the teaching sphere. Byram (1997) and Haneda (2007) also explain that cultural competence has often been ignored in EFL because language teaching has been influenced by the study of grammatical forms. Lázár (2003) claims intercultural communicative competence can actually be enhanced in EFL through different means such as speaking with members of a particular cultural background and using textbooks, media, documentaries, and movies which focus more on the transmission and introduction of culture.

## **6. Research methodology:**

In this research, the descriptive analytical methods are used. A combination of quantitative and qualitative methods is used also in data collection. Data is collected through questionnaires as an essential tool to obtain more reliable and valid data and to accede to the attitudes and opinions of the respondents. The questionnaire is designed for second-year LMD students because they have many individual differences in learning the English language, and they are aware of the difficulties that hinder them from learning the language. The population of this research consists of 80 LMD second year students at the University of M'sila, where the study

sample consisted of 27 students will represent the sample that will be selected Randomly, A combination of quantitative and qualitative methods are used in data collection .

### **7.The structure of the research paper – (Chapter Divisions)**

This study consists of two main chapters; the first one is theoretical part while the second is devoted the field work. The chapter one is divided into three sections:

Section one tackled a general overview about culture. Section two is about EFL learners and classroom culture and Section three explores the role of culture in fostering EFL classroom cultural competence.

Besides, the second chapter represents the practical part, it provides description, analysis and interpretation of the result of the research obtained from students and teachers questionnaire.

### **8. Significance of the study:**

This study is considered significant for both students and teachers. For students, it could be useful to ensure that all of them students have the opportunity to learn English language and reach their full potential—regardless of their place of birth, family of origin, religion, gender or cognitive abilities. This study is also deemed beneficial to English language teachers. The results would raise their awareness of the challenges that students encounter due to these individual differences. In this way manner, teachers should design instructional lessons that are tailored to diverse students' needs that go well beyond traditional tasks, using a variety of tools and information to do so adequately.

### **9. Limitations of the Study**

During the investigation to individual differences and their impact on English language learning, the researchers have encountered some limitations. One of these limitations is the

current situation of Covid 19 as the time was limited. In addition, students were not serious enough when they were asked to justify their answers on the questionnaire. Furthermore, the present study was only limited to the second year EFL students at M'Sila University therefore we do not know its potential effectiveness on students of the other years. Also, the sample size is too small; it will be difficult to identify significant relationships from the data.

## **Chapter One: A General Overview about Culture**

### **Introduction**

Throughout the previous decades, English has been set up as the international language worldwide. As a result of its spread, it leads to a great interest in teaching and learning English as a Second Language, this interest does not only involve knowledge and use of the grammar, phonology and lexis but also some aspects of the target language culture.

This part highlights the different definitions of what “culture” is, its characteristics, different elements, the abstract and concrete culture. Then, it briefly examines the aspects of culture represented in: beliefs, behaviours, values, symbols and myths. After that, the researcher will shed some light on the interconnectedness of language and culture.

### **Part One: Culture in its Dimensional Variation**

#### **1.1.1. Definition of culture**

The word Culture is derived from the Latin word” Cultura “which means “growing or cultivation”. The term culture is one of the concepts that have assorted many meanings that witnessed various shift; it becomes the focal interest of a large number of anthropologists, linguists, and sociologists.

To give a clear definition to culture is a problematic; any attempt to provide one will deal or miss the other constituents. To begin with, culture is the ways of thinking, the way of acting and the material objectives that gather people. It is the blueprint for how these people live, think and act. Moreover, it includes tradition inherited from one generation to another, known as a collaboration of shared meaning or common combination of history; geographical location; language and religion.

Culture is the set of features- social, economic and intellectual aspects which help identify a community, a group of people, a given society, known or recognized by their historical traits, physical setting, geographical location, habits, taboos, reactions, feelings and a given material world and social position or by beautiful deeds, heroic endeavours or aesthetic achievements as architecture, paintings, sculpture. (Bouazid (2014.p.45)

However, the term culture was first used by the anthropologist “Tyler” in his book primitive cultural (1971) as cited in Croft 1980) who defines it as.... that complete whole which includes knowledge, belief, art, law, morals, custom, and any other capabilities and habits acquired by man as a member of society (p.531). So, according to “Tyler”, culture collect elements which are learned and shared by its member in a society more specifically (Goodenough’s 1957) ....” a society’s culture consists of whatever, it is one that men have to know or believe in in order to operate in a manner acceptable to its members and to do so in any role that they accept for any one of themselves” (p167)

On the other hand, (Byram 1989, p.15) defines culture as “the whole way of life of the foreign country including but not limited to its production in the arts philosophy and high culture in general “. Hence, according to the same author, culture expresses art and philosophy. If one wants to examine culture; they should analyze the image in a particular society. Moran (2001) claimed that ....” the evolving way of life of a group of persons consisting of a shared set of practices associated with a shared set of products based upon a shared set of perspectives on the world and set within a specific social context” (p24). So, for him, “culture is the combination of shared products, practices and context components.

However, Brown (2007) defined it simply as a way of life as the context within which people exist, think, feel and relate to each other as the glue that binds groups of people together (p.188).

Defining culture is limitless and endless; the aim of mentioning all the previous definitions is to keep the process of defining culture in different perspectives.

### **1.1.2. Characteristics of culture**

Culture is believed to have numerous characteristics, one of them suggested by (Daniels 2004p92):

- **Culture as learned and taught:** it is transmitted from one generation to another not inherited or innate but people acquire it unconsciously.
- **Culture is shared:** Cultural knowledge is shared between individuals of the same community and provide a cultural identity.
- **Culture is social in nature:** Culture develops within society through interaction and communication
- **Culture is Dynamic Adaptive and ever changing:** Culture is not static but a dynamic adaptation according to the environment where changes may happen because cultures influence one another.

### **1.1.3. The different Aspects of culture**

In their attempt to define culture, scholars claimed that there are different aspects of culture which are conducted for making different societies and could share different cultures through several aspects which are vital to the understanding of culture. These include- values, behaviours, beliefs, taboos. Those aspects are vital to understanding culture, hence, elaborated below;

- **Values:**

Damen (1987) defines values as all “what is seen to be good, proper, and positive, or the opposite” (p. 192). In other words, values are the collective concept of what are good, bad, desirable, proper, and improper, just and unjust. Moreover, values are a set of moral and rules that shape people’s lives and guide them.

- **Behaviours**

Behaviours are the way how people should act toward the others, a set of particular rules to perform, rules to follow or respect among members (mother, father, teacher, president).

Behaviours are largely controlled by rules and social norms which oblige people to behave in a particular way or to avoid certain acts.

- **Beliefs:**

A belief refers to the fact that something is accepted as a truth; it is the basis of the one’s actions and beliefs. For Merrouch, (2006), a belief is “conviction in the truth of something that one learned by living in a culture, it is the basis of one’s action (p21).

- **Taboos:**

A taboo is an act or a word that people living in a given culture should avoid because religion or custom considers it something offensive, forbidden, unmentionable verbal or non-verbal.

#### **1.1.4. The Abstract vs the Concrete typology of culture**

Abstract culture exists in the minds or habits of the members in societies that shared the ways of doing and thinking: in other words, when it comes to beliefs, attitudes, norms and values which are related to human cognition, people must have this abstract knowledge to

achieve appropriate communication. However, the concrete is represented in the things which are observable and tangible in a society and physical objects created by human being.

#### **1.1.5. The symbolic meanings to Cultures**

Symbols refer to all the things used to represent an object or express a specific idea in a given culture. Hofstede (1991) typifies symbols with the “*words, gestures, pictures or objects that carry a particular meaning which is only recognized by those who share the culture*” (cited in DeLong, 1996, p. 29). A symbol is anything that conveys a particular meaning recognized by people who share a culture that embodies a cultural value that helps to communicate ideas. Furthermore, Symbols mean different things to different people that are why it is impossible to hypothesize how a specific culture will symbolize something. For example, in Arab weddings, brides are familiar to use ‘*henna*’, a paste made primarily of dried ground ‘*henna*’ leaves and cover their hands and feet. Also, in Islam, for example, women are to wear the veil (Hijab) to cover their heads.

#### **1.1.6. Culture as embedded in language**

To begin with, culture expresses language and takes the role of explaining it. Baker and Jones (1998) claimed that:” all languages are embedded in the culture of the language where they are spoken “the target language culture and the learner’s native speakers are the main factors that give success to learning. However, language embodies cultural reality and people give experience through communication. Moreover, culture and language are inseparable. Politzer (as cited in Brooks, 1960) points out:

As language teachers we must be interested in 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 instructions, he will associate American concepts or objects with the foreign symbols” (pp.85.86).

## **Conclusion**

It is rather undeniably that culture remains one of the most controversial topics that are still on debate. This chapter has provided several definitions to the concept of "culture" given by (Tylor 1971; Goodenough 1957; Byram 1989.... etc) and mentioned its components, elements, factors that serve the study. Indeed, culture is deeply embedded in all features of human life including language which seems to be the inseparable pivot that cultures rotates around.

## **Chapter One: Part two: EFL learners and classroom culture**

### **1.2. Part Two: EFL learners and classroom culture**

#### **Introduction**

Many scholars (Byram, Fantini, Deardof...etc) have put emphasis on the fact that intercultural competence has become a vital skill in such interconnected world. A skill that is the concern of all those who want to improve in intercultural competence. Hence, developing intercultural competence in EFL learners should be considered as a target. This part is devoted to EFL learners and classroom culture, it starts by EFL learners' identification then it drifts to the talking about classroom culture between teachers and students. Also, it introduces readers to the concept of cultural competence and clarify its main dimension, its nature then its characteristics. Finally, it gives a hint on how EFL learners should be culturally competent and vise versa.

#### **1.2.1. EFL learner's identification:**

What is meant by an EFL learner? EFL means learning English in non-English speaking countries where learners are considered as EFL recipients because English is not their official language; it is a term used to describe the study of English by non-native speakers in countries where English is not the dominant language.

#### **1.2.2. Classroom culture**

Classroom culture can be defined as, "...The often unspoken and frequently unconscious assumptions about how people (both the teacher and the students) will behave during the lessons—where will people sit or stand- Who will speak? when? and what about? What types of behavior are appreciated, tolerated, or frowned upon?

The answer to these questions can be influenced by a number of factors that affect classroom culture, for instance, the relationship between teacher/ student image/ relationship and the differences of status, age, cultures, gender.... etc are valued too. Also, the setting of the lesson that allows for group activities and more interaction between learners, the attendance and punctuation are issues that need to consider as they affect classroom culture. Moreover, the participation in class can be influenced positively or negatively by classroom culture such as whether the students are encouraged to participate in class or no.

Classroom culture has played a role in emphasizing the interactions in real life situations to FL learners, also it globalized people from different cultures and linguistics backgrounds are brought closer to each other. Moreover, classroom culture accepts values, beliefs, and behaviors that may conflict with one's own. Meanwhile, the FL teacher will guide the students to new identities.

### **1.2.3. Cultural competence:**

The concept of Cultural Competence does not is more than being able to speak the native language, but it requires certain dimensions to know about interlocutor's cultural background, it is about communicating successfully with people from different cultures using skills more than languages forms that led to promote the spirit of understanding, cooperation and tolerance towards otherness. It also has a relationship with the knowledge of the conventions, customs, beliefs and systems of meaning of another country.

Fantini, Arias-Galicia and Guay (2001) speculate saying that "cultural competence" is the "language-culture ability individuals develop for use in their native societies" (p. 4). They refer to cultural competence as an "acceptable and intelligible" performance within one's society. Moreover, it can be defined as "the ability of professionals to function successfully with people from different cultural backgrounds, including, but not limited to, race, ethnicity,

culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin” (Kohli et al., 2009, p. 3). Cultural competence includes the knowledge, skills, attitudes, beliefs, behaviors and actions. Students from different cultures need to have supportive people with enough spaces to foster and celebrate their diversity in schools.

Researchers in educational leadership who focus on social justice have stressed the role school leaders play in promoting the academic achievement of all students, regardless of race, ethnicity, gender, ability, sexual orientation, religion, or socioeconomic status (Brooks, Jean Marie, Normore, & Hodgins, 2007; Brown, 2004; Bustamante, Nelson & Onwuegbuzie, 2009; Frattura & Capper, 2007; McKenzie et al., 2008; Theoharis, 2007).

#### **1.2.3.1. Definition of intercultural competence:**

Although this term is in wide use today, there is no consensus on the terminology around the intercultural competence. The terms used to refer to this concept vary by discipline such as cultural competence, global competence and maturity competence (Deardoff, 2006:65). In defining the term, Intercultural competence is “the ability of a person to behave adequately in a flexible manner when confronted with actions, attitudes and expectations of representatives of foreign cultures” (Myer (cited in Zenagui, 2007:18). Accordingly, intercultural competence refers to the total abilities of understanding and accepting people of different social identities and with other distinctive prospects.

In short, intercultural competence refers to the “individual’s ability to communicate and interact across cultural boundaries” (Byram, 1997:7). It involves an understanding and awareness of one’s own and other cultures. It promotes understanding and respecting people who have different cultural affiliations from oneself, all along, responding appropriately, effectively and respectfully when interacting and communicating with such people. It also can

be defined as “the complex of abilities needed to perform effectively and appropriately different from oneself (Fantini, 2005, 01).

Hence, according to Byram, (2005), Intercultural competence is the learners’ “ability to ensure a shared understanding by people of different social identities and their ability to interact with people as complex human beings with multiple identities and their own individualities “(Byram, 2005).

Moreover, the concept of intercultural competence has been well fostered and given a new meaning, it enables EFL learners to manipulate communication at any given cultural environment. It leads to the depth exploration of the cultural differences and the negotiations of incompatible worldviews. One of the influential definitions related to educational context is from Huber & Reynolds (2014: 16) who state that intercultural competence (IC) is the combination of attitude, skill, knowledge along with understanding and skills which are applied through intercultural activities.

Additionally, Byram (1997: 70) defines intercultural competence as” individuals who possess the ability to interact with other people from different countries and cultures using their own language, their skill to interpret, analyze about cultural differences, also using their knowledge about intercultural communication as well as their attitudes of interest towards other cultures, values, and norms”.

Thus, from all of these concepts, the intercultural competence is a kind of ability in which individuals need to have the intercultural knowledge, skill, attitude as well as intercultural awareness to perform in interaction effectively and appropriately using those abilities with other people who have different cultures and identities so that the mutual understanding of each other is achieved.

### **1.2.3.2 Nature of intercultural competence:**

Intercultural competence suggests knowing about the different cultures with the intent to understand and be able to describe their customs, values and norms so that you can facilitate the exchange of information with people pertaining to other cultures through an exchange of ideas, habits and feelings. In short, the nature of intercultural competence is this ability of sharing through send and receive messages that are mutually intelligible and without prejudices.

### **1.2.3.3. Characteristics of intercultural competence:**

Regarding the important elements of intercultural competence (IC) that should be mastered by any individual in this discursive era, many interculturalists; however, have different elements of IC (Chen & Starosta, 1996; Byram, 1997; Fantini, 2009; Bennet, 1993; Byram et al., 2002; Deardorff, 2004, 2006, and Huber & Reynolds, 2014). From all of these, the three important elements namely attitude, skill, and knowledge are a part of IC that cannot be expelled from the area of intercultural competence (IC).

Huber & Reynolds (2014: 19) stated, more than five decades ago, that the scholars had conducted and investigated the nature of intercultural competence based on their context with detailed lists of the elements of intercultural competence (IC). In this research, however, the elements of IC are taken from the respect of Huber & Reynolds, (2014: 19-22) since the proposed elements are developed through educational context. The elements are broken down into attitudes, knowledge and skills.

#### **A. Attitude:**

The concept means to have curiosity and openness, readiness to suspend disbelief and belief about other cultures and belief about one's own. In other words, this means willingness to relativize one's own beliefs, and behaviors, not to assume that

they are the only possible and naturally correct ones (Ibid, 12). Most importantly, the foundation of intercultural competence is in the attitudes of its intercultural speakers through the effective “international speakers” who have the ability to look at themselves from an outsider’s perspective, an ability of “decenter”, it covers several points:

- 1) Appreciating any cultural diversity and pluralism of thoughts and actions.
- (2) Respecting other people’s cultural affiliations.
- 3) Being open-minded too, curious about as well as willing to learn from other people who have diverse orientations and perspectives.
- 4) Having empathy with people who have cultural affiliations.
- 5) Being willing to ask about people’s previous knowledge and experience.
- 6) Having the tolerance of ambiguity and uncertainty
- 7) Having a chance to engage and mingle with people who have different goals and aims.

### **B. Knowledge:**

Knowledge is another component of intercultural competence. It does not primarily mean knowledge about a specific culture but rather knowledge of how social groups and identities from various cultures function and how they are involved in intercultural interaction. If it can be anticipated with whom one will interact, then knowledge of that person’s world is useful. If it cannot, then it is useful to imagine an interlocutor in order to have an example of a specific country or countries and their social groups.

- 1) The knowledge in one’s own and in one’s interlocutor’s country, and of the general processes of societal and individual interaction can be defined as having two major dimensions: knowledge of social processes, and knowledge of illustrations “processes and products”, the latter includes how other people are likely to perceive you (Ibid). The knowledge includes:

- 2) Comprehending the heterogeneity and internal differences within all cultural groups. 3) Comprehending the influence of people's language due to their experience interacting with others.
- 4) Being aware of and understanding of people's assumptions, perceptions, stereotypes, prejudices, as well as overt and covert discriminations.
- 5) Communicative awareness such as the awareness of people's language in which the language may be shared in different ways that perhaps it is difficult to understand through other people's language themselves, the awareness of peoples' cultural affiliations may produce the verbal and non-verbal communicative conventions.
- 6) Knowledge of the practices, norms, values, beliefs, discourse, and products that are likely conducted by the people who have their own particular cultural orientations.
- 7) Comprehending the cultural process of any individual communication and their constructed knowledge of nature.

### **C. Skill**

The last components of ICC are skills. They are just important as attitudes and knowledge. It represents the practical dimension of Intercultural competence in terms that intercultural mediators need to be able to see how misunderstanding can arise and how they might be able to resolve them; they need the attitudes of de-centering but also the skills of comparing. By putting ideas, events, documents from many cultures side by side and seeing how each might look from the other perspective. Intercultural mediators can see how people might misunderstand what is said with a different identity. Accordingly, many abilities and skills interfere in this operation.

- 1) The skill of multi perspective, it is the ability to decentre from one's own perspective and compare as well as consider other people's perspectives.

- 2) The skill of interpreting other people's cultural practices, beliefs, values and relates those with one's own self.
- 3) The skill of discovering information about any cultural affiliation and its insights.
- 4) The skill of empathy, it is the ability to respond and understand other people's values, thoughts, feelings, and beliefs.
- 5) The skill of cognitive flexibility, it is the ability to adapt and change one's way of thinking based on the cultural situation.
- 6) The skill of adapting one's attitude, critically evaluating and making judgments about people's beliefs, values, norms, discourse, practices to new cultural environments.
- 7) The skill of linguistic, sociolinguistic, discourse, and intercultural competence following with plurilingual skills that all of these are proposed to meet the communicative demands of any intercultural encounter.

The above-mentioned components are interdependent in a way or in another. Yet, all these crucial elements are needed to be employed and put into real practices via making some activities during the intercultural encounters. The intercultural competence (IC) provides a strong foundation to be an intercultural speaker and mediator in this discursive era.

### **1.2. 3.3.1 How to be culturally competent**

To be culturally competent or literate is to know a fair amount about the history of art, music, literature, architecture, dance etc. Also, you need to have a comprehensive mind about the different assets of culture, the values and the norms about how different people live and interact within their own societies. This amount of knowledge is termed cultural competence and can be synthesized in the skills, aptitudes and attitudes towards the others' cultures.

### **1.2.3.3.2 How to be culturally literate**

1) Do a lot of cultural activities and do a lot of living and observing and become an information sponge through the pursuit of an education in the liberal arts.

2) Haunt the library and read anything that looks remotely interesting. Go to the symphony and read the program notes. Go to museums and use the audio tour. Get into conversations with culturally literate and well-rounded people and ask them about the things they are expert about: people love to talk about the stuff they are passionate about. Join civic organizations that support the arts and sciences and become a fly on the wall. Go to meet up groups or local civic groups that meet regularly to discuss music, science, art, technology, humanities, philosophy (**Paula Billups**)

### **Conclusion**

This part overviewed four related issues. It highlighted the concept of EFL learners and then tackled the interrelationship of classroom culture between the students and the teachers.

Then, it gave an overview of intercultural competence from different scholars' different angles. Moreover, It also showed how the learner could be competent and culturally literate.

## **Chapter One: Part Three**

### **Part Three: The Role of culture in fostering EFL Classroom cultural competence.**

#### **1.3.The role of culture in EFL interpersonal relations**

As culture embodies everything related to human's life including habits, values, norms, and personal attitudes, it is paramount then to tackle the interpersonal. When a person thinks about his own deeds he discovers mistakes and in his own state he feels an urgent need to someone to correct and listen to him. Indeed, we think in language which is gemmed with artefacts and we believe to share our ideas through language. We need someone to talk to. This is the interpersonal through which culture can immerse through discussion of one's life, through the exchange of habits and values. Culture and its study in a classroom or through books and movies can escalate to the other side easily. Hence, its role in any class can help getting closer to one another. Culture will bread and butter for any discussion.

##### **1.3.1. The role of culture in fostering classroom cultural competence**

As we have previously mentioned, to ensure the interpersonal relations, we need a strong liaison in terms of culture and relationship. To ensure one can transmit something perfectly, one needs to cultivate culture among the class members. Hence, culture will play the role as mediator between the owner or the possessor and the cultural competent. We may enter into communion with someone but as we lack cultural competency, we can not hold a good discussion. Culture has to foster intercultural relations through the cultural ,the interpersonal.

##### **1.3.2. Culture -a means of interrelation between EFL class members**

In any EFL classroom, students interact with one another and with their teacher. They, for sure have a text or any other type of discourse to analyze, comment or work it out. They use the target language via the discussion of culture behind. What brings them closer to one another is the language and culture which paves the way for strong relationship; otherwise,

they have no other thing to relate or to debate. Accordingly, we can say that most of the hot debates are bred by culture.

### **1.3.3. Culture -a bridge for cross cultural ties**

Indeed, thanks to culture that people travel and meet other people to exchange ideas and views. This curiosity for discovery is incited by the cultural vestiges and the heritage cultural potentials display. We can say that culture is the real bridge that joins people from different borders to meet and criss cross over their ties. One cannot imagine two or more people meet to look at one another without even evoking a cultural debate of any sort.

### **1.3.4. Culture-an intra and interpersonal phenomenon of knowing the others.**

Before culture is used as means to enter into communion with others, it is first perceived internally by its user. A kind of test that an individual places on himself, to train in cultural background to prepare to transgress for an outside conversation of give and take interaction. This is what is termed intra-that is between oneself-As to the interpersonal, the individual who has enough training can now shift to the external world for more intercultural relation based, of course, on the degree of intercultural competence and literacy he has got. So, thanks to culture that this sort of relationship moves from the internal processing of culture to the outside world, creating ;thus, a bond between people and nations.

### **Conclusion**

The role of culture in any classroom is to reinforce ties between students and consolidate bonds among the learners themselves to be more culturally competent, to deepen relations and debate topics of common interests. In this way, learners will not live by the hatred feelings based on segregation but rather seeks outlets to solidify the cultural ties for long.

## **CHAPTER TWO: Research Methodology and Design**

### **2.1. Part One: Theoretical Background**

#### **Introduction**

All the research projects have to show a kind of rigorous organization in terms of form and contents. Hence, concerning methodology, the approach, the strategies of work and research design and methodology have to clearly appear in the process of writing and the outline. Data collection tools including the instrumentation, surveys are to be presented too. Also, the selections of the population and the sampling, together with the pilot study of the questionnaires, have to be considered. While writing the research, the researcher was very careful as the ethical considerations she is to obey. The results of the findings are very important to categorize and study for they reveal the validity of the work. They reflect the deep analysis of the collected data which serv for any future research. **Recommendations for further studies are amply noted.**

### **2.1.Part One: Research Methodology and Design**

#### **Introduction**

The present part of chapter two has a practical tendency and deals with the implementation of the research project. Its aim is to provide answers to the research questions posed and ensuing hypothesis. For this intention, this chapter is divided into two parts. The first part is about the description of the research methodology, design, the setting and an overall view about research design and methodology; whereas the second part provides the data analysis and interpretation of results obtained from both students' and teachers' questionnaires.

#### **2.1.1. Part one: Description of Research Design and Methodology:**

This part deals with a detailed description of the methodology, it describes the setting,

sample and population used for data collection and explains the procedures for data collection and analysis. A relevant research design is selected as an overall plan and a procedure for the present study. In addition, types of methods are used to investigate the research problem and questions posed. So, let us start by describing and defining what is meant by research design.

### **2.1.2. Research Approach:**

In this study, the researcher uses a classroom educational holistic approach which reveals an overwhelming view about how to Investigate the Role of culture in fostering EFL Classroom cultural competence.

### **2.1.3. Research Design:**

The research design is the overall design set by a researcher to guide him/her design time, setting, appropriate instruments for collecting data and analyzing it in its required framework. Many definitions in this realm have been construed. For example, Mouton (1996) defines research design as “a set of guidelines and instructions to be followed in addressing the research problem” (p.107). In the same vein, Parahoo (1997) described a research design as an overall plan that entails the appropriate tools, time, and setting for data to be collected and analyzed. Finally, and according to Thyer (1993, p. 94) a research design is “being a blueprint or detailed plan for higher research studies to be conducted”. In the same vein, Parahoo (1997) described a research design as an overall **plan that entails the appropriate tools, time, and setting for data to be collected and analyzed.**

The research design selected for this study is the descriptive analytical research based on a causal relationship. To achieve the purpose of the research, certain methodological decisions were taken concerning the research method, research tools, selected sample and research setting that are explained in the first part.

#### **2.1.4. Research Methodology**

In doing research, the researcher has to select the appropriate methods he wants to adopt. Hence, the choice of the methodology is based on the objectives of the study he envisages to accomplish. The term research refers to “the systematic method consisting of enunciating the problem, formulating a hypothesis, collecting the facts or data, analyzing the facts and reaching certain conclusions either in the form of solutions(s) towards the concerned problem” Kothari (1990, p.2). According to Crotty (1998, p.216), “the research method can be either qualitative, quantitative, or both, regardless of the type of research that is engaged in”.

Also, the researcher has adopted a mixed methodology known as triangulation to collect more data for solving the current problem through combining a quantitative and a qualitative method. Hence, the use of this mixed methodology in a single study could help the researcher to understand well the research problem (Bhawna and Gobind (2015, p.50). In the same line, Bell (1987) said: “qualitative researchers draw on quantitative techniques and vice-versa” (p.04). Indeed, studies proved that using both qualitative and quantitative approaches may provide a better understanding of research issues and complex phenomenon than either approach alone (Venkatesh et al, 2013). The two methods are explained as follow:

##### **2.1.4.1. Descriptive Research**

The study describes and investigates the Role of culture in fostering EFL Classroom cultural competence. The study consists of a case study related to second year tertiary level. The study also treats the different cultural interactions within the classroom atmosphere setting.

##### **2.1.4.2. Qualitative Method**

Denzin and Lincoln (1994) hold that qualitative research involves studying ‘things in their

natural settings, attempting to make sense or interpret phenomena in terms of the meanings people bring to them' (as cited in Biggan, 2008, p.86). In this respect also, Marczak, DeMatteo and Festinger (2005, p.17) said that: "qualitative research is often used as a source of hypotheses for later testing in quantitative research". On the merits of qualitative research Biggan, (2008), (p.86) reiterated that it is linked to in-depth exploratory studies where the opportunity for quality responses exists". Thus, to collect qualitative data the researchers used written surveys-questionnaire for students and for teachers.

#### **2.1.4.3. Quantitative Method**

In its simplest form, Biggan (2008, p.86) speculated about the use of quantitative method saying: "This refers to research that is concerned with quantities and measurements such as proportion and number". Hence, to collect quantitative data, the researchers used questionnaires used auxiliary questions, *yes, no* questions, ticking answers questions, Likert scale questions and other alternative answers questions.

#### **2.1.5. Population and sampling:**

Researchers need a population and a sample of this in order to conduct their study. In our research, our population, sample and sampling were fully described as shown below. Our population is Second year EFL student's tertiary level - University of Mohamed Boudiaf, M'sila. The population comprises 3 groups of 32 students each. The sample selected for this study represents nearly one third of the population 25.92% of the total population making the selection of 27 students selected randomly. Also, twelve teachers were randomly selected from a population of 26 teachers of the Department.

### **2.1.5.1. Sampling method**

Sampling is the process of drawing samples that would be a representative of the population of the study. Kothari (1990) defines sampling as the selection of part of an aggregate or totality on the basis on which a judgment of inference about the aggregate or totality is made. Since the purpose of this study is to examine the current situation of EFL learners' participation, both teachers and students of English department are concerned by this study. In this work, the simple random sampling technique was used. A code is attributed to every questionnaire that is then selected randomly and studied anonymously. Some ethical principles were taken while selecting the sample.

### **2.1.5.2. Data Collection Procedures**

The researcher started her research through intensive readings with the intent to collect the data. Then, she started her procedure by distributing the students' questionnaires among the respondents who were assured that all the results of the study would be applied to research work only and their responses would have nothing to do with researchers' evaluation to them. Further, recipients were respected in terms of their free will to participate in the study or abstain from. Ethical consideration as to time, secrecy, places and names of respondents will remain confidential. The recipients' outcome and final results were retained for future improvement and amelioration by other researchers for similar studies.

### **2.1.5.3. Data Collection Tools**

Since this work sought the use of both qualitative and quantitative data to collect multifarious data, and meet the different objectives set, a set of required information that would help researchers interpret as accurately as possible the phenomenon under investigation was deeply promoted. Hence, both students' and teachers' questionnaires were used as enriched instruments for surveying and collecting data.

### **2.1.6. Students' Questionnaire- Aim and Description**

Participants were informed that the research aim will investigate the Role of culture in fostering EFL Classroom cultural competence under the teacher's guidance and the extend to which will benefit learners in the day to day intercultural interaction.

#### **2.1.6.1. Questionnaire for students:**

Gillham (2000, p.1) affirms that: "the great popularity of questionnaires is that they provide a 'quick fix' for research methodology; no single method has been so much abused". In this study, the researcher made the selection of the questionnaire more practical, easy to design, administer and analyze. Recipients find it easier to answer the questions. In the present study, the questionnaire for students is composed of four sections-section: one (identification of the respondents), section two (Two questions), section three (Eight questions and section four (One questions. (See appendix 1). As for the questions wording, we selected (*Yes, No*) questions, *Likert scale, open-ended questions and ticking the right answers questions* to simplify everything for respondents, to avoid confusions and ambiguity and collect a maximum lot of data.

#### **2.1.6.2. Teachers' Questionnaire-Aim and Description**

The questionnaire for teachers which comprises four sections is devoted to know and collect data related to the teachers' perception about the role of culture and the effective use and fostering of learners' intercultural competence within the classroom. The questionnaire contains open ended questions, ticking questions, Likert scale questions, and definition questions.

### **2.1.7. Limitations / Delimitation**

The study is limited to the number of respondents, second Year tertiary level, who, due to Covid pandemic, did not attend the day of the questionnaire distribution. Some students did not give back their questionnaires which had more or less effected the work in terms of validity and reliability.

### **2.1.8. Ethical Consideration and Trustworthiness**

Ethics in research has become a main objective for researchers in order to avoid rejection for cause of copyright violation. Hence, this study is in its entirety free of plagiarism and surveys were conducted with the permission of the recipients' consent in what concerns the appointment, the place, the availability, and the objectives of the study. Everything was done in a perfect transparency. Every quoted matter was acknowledged for and even the paraphrased material is also referenced appropriately.

### **Conclusion**

It is good to finish the theoretical part with a bit of ethical consideration to show that the different elements are present in what concerns research design and methodology description and process. There is no violation to any point or misuse in what concerns the population, the sampling and the collected data instruments with a minute description to the teachers' and students' questionnaires. Hence, the research procedure was neat and well set, paving the way for the next practical part of the analysis which is displayed in section two of this work.

## 2.2. Part Two: Analysis of Results and Findings

### 1. Analysis of Students' Questionnaire

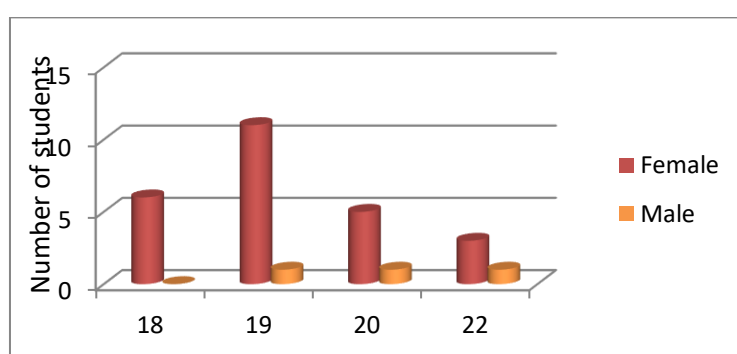
#### Section One: Background Information

1. What is your gender?

2. Age?

Age		18	19	20	22
Gender	Male	03	00	01	01
	Female	24	06	11	05
<b>Total 27</b>					

**Table 1:** On students' profile



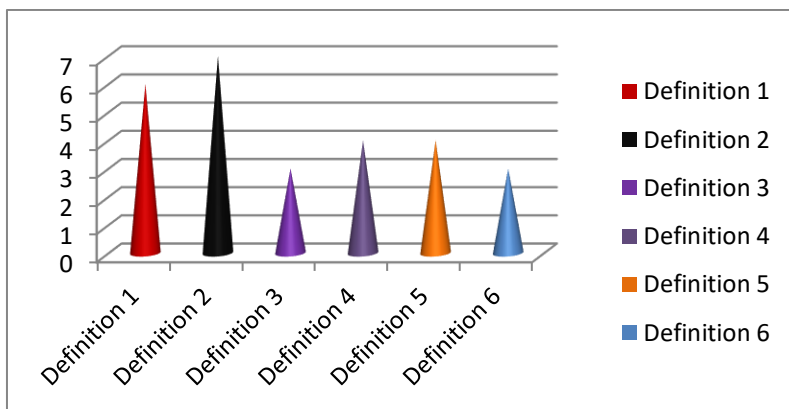
**Fig 1:** On students' profile

(Table 1 and Fig one) represents the majority of the females that represent the sample. 24 females against three males with an ageing rate of 11 of 19 years old, 06 with 18 years old, 05 twenty and 03 twenty two.

#### Section Two: On Learners' Perception to Culture

<b>Learners' Definition of Culture</b>	<b>Yes</b>	<b>%</b>
1. a set of traditions that shift from one generation to another	06	22,22
2. The arts and other manifestations of human intellectual achievement	07	25,93
3. A part of history and our own way in life	03	11,11
4. Culture means language, religion and traditions	04	14,81
5. Customs, traditions shared by society-it is their lifestyles	04	14,81
6. Is the way people think and behave	03	11,11

**Table 2:** How learners define culture



**Fig 2. How learners define culture**

On the definition of culture, learners suggest six types of definitions-Hence among the 27 students, the biggest category with a 07 students with a rate of **25,93 who suggested as definition-The arts and other manifestations of human intellectual achievement ;** ranked second, another group of 06 with a rate of 22.22% opening for a set of traditions that shift from one generation to another, then come two groups of 04 each with a rate of 14.81 suggesting (1) Culture means language, religion and traditions and culture is Customs, traditions shared by society-it is their lifestyles respectively. Finally, two other groups of 03 with a rate of 11.11%, suggesting that culture is a part of history and our own way in life and it is the way people think and behave.

## 2. What is your perception of the characteristics of culture?

<b>Options</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>Dis</b>	<b>SD</b>
<b>1. Culture is always local and cannot cross the boundaries</b>	<b>03</b>	<b>08</b>	<b>07</b>	<b>06</b>	<b>03</b>
<b>2. Culture is the ownership of individuals</b>	<b>01</b>	<b>11</b>	<b>02</b>	<b>11</b>	<b>02</b>
<b>3. Cultural knowledge is shared between individuals of the same community</b>	<b>05</b>	<b>11</b>	<b>05</b>	<b>03</b>	<b>03</b>
<b>4. Culture develops within society through interaction and communication</b>	11	<b>09</b>	<b>06</b>	<b>01</b>	<b>00</b>
<b>5. Culture is not a static phenomenon-it changes according to circumstances</b>	<b>06</b>	<b>12</b>	<b>03</b>	<b>03</b>	<b>03</b>
<b>6. Culture excludes the traditions we inherit and pass on to the next generation</b>	<b>09</b>	<b>09</b>	<b>05</b>	<b>02</b>	<b>02</b>

**Table 3: on the characteristics of culture**

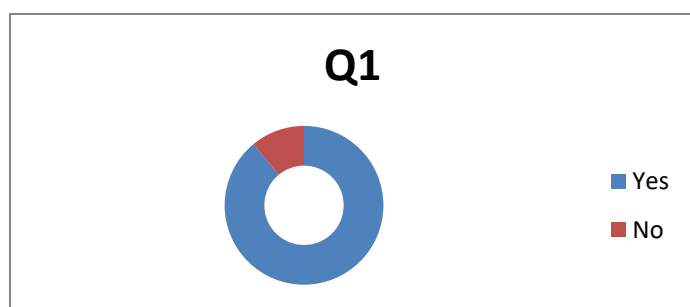
On the learners' perception of culture, and considering the strongly agree and the agree statements, against the disagree and the strongly disagree, we notice that for option one- Culture is always local and cannot cross the boundaries (SA and A) 11 against (Dis and SD) 09, with the second option- Culture is the ownership of individuals (SA and A) 12 against 13 (Dis and SD), for option three. Cultural knowledge is shared between individuals of the same community, 16

(SA and A)against only 06 (Dis and SD), for option four,Culture develops within society through interaction and communication,20 (A and SA) against 01 for (Dis and SD). As for option five, Culture is not a static phenomenon-it changes according to circumstances,18 (A and SA against 06(SD and Dis). For the last option,Culture excludes the traditions we inherit and pass on to the next generation,18 (A SA) against 04 (Dis and SD).

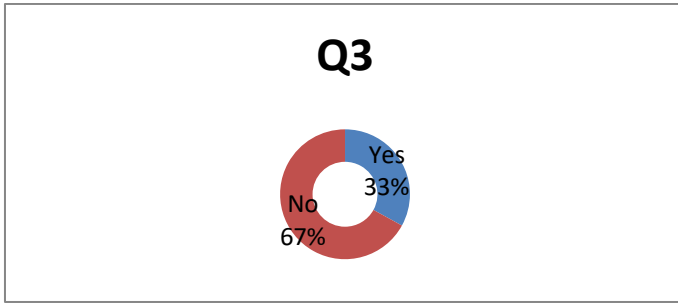
### SECTION Three:EFL Learners' Classroom Culture

	<i>Questions</i>	<i>yes</i>	<i>%</i>	<i>No</i>	<i>%</i>
<b>Q.1.</b>	When you are in your English sessions, do you like your teacher to tell you about English-speaking countries culture? Why? <b>Justifications:</b>	24	88.89	03	11.11
	1.to give us an idea on how people live	03	11.11	00	00
	2.to get familiar with the culture once we face it.	07	25.93	00	00
	3.because it reflects the language we learn	10	37.04	00	00
	4.because the English we learn cannot be separated from its culture	07	25.93	00	00
<b>Q.3.</b>	<b>Q3-</b> Have you ever compared your Algerian homeland culture with other foreign cultures? -Why? <b>Justifications</b>	09	33.33	18	66.67
	1.no, because they are totally different	00	00	09	33.33
	2.no because they cannot be compared in terms of religion, traditions etc.	00	00	09	33.33
	3.yes, to see the difference between one culture and the other.	04	14.81	00	00
	4.yes, it is good to compare between Algerian culture with other foreign ones, to see and discover its representation.	03	11.11	00	00
<b>Q.4.</b>	<b>Q4-</b> When you face facets of other cultures, do you easily accept them?	17	62.96	<b>10</b>	<b>37.04</b>
<b>Total 27</b>					

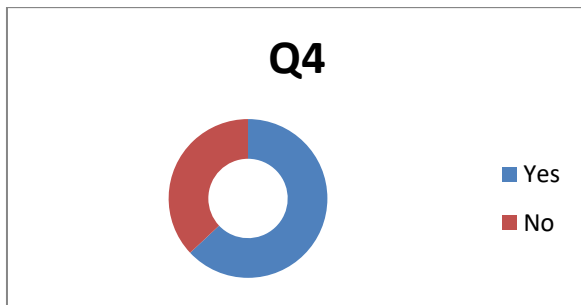
**Table 4(a): EFL learners' Classroom culture**



**Fig.3. EFL learners' Classroom culture**



**Fig 4. EFL learners’ Classroom culture**



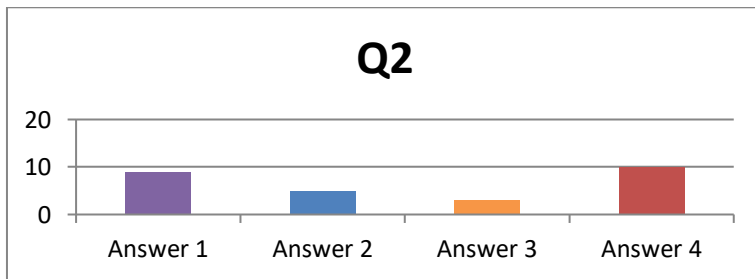
**Fig 5 EFL learners’ Classroom culture**

For SECTION Three:EFL Learners’ Classroom Culture, question one related to When you are in your English sessions, do you like your teacher to tell you about English-speaking countries culture? Why?-24 students out of twenty answered with Yes, with a rate of 88.89% giving as justifications to get familiar with the culture once they face it, to give them an idea on how people live, because it reflects the language we learn, and because the English they learn cannot be separated from its culture. As to question three , Have you ever compared your Algerian homeland culture with other foreign cultures? -Why?,18 students with a rate of 66.67% against 09 with a rate of 33.33 answered with no giving the justifications as- no, because they are totally different, no because they cannot be compared in terms of religion, traditions etc. Whereas those who answered with yes, issued their justifications as follows .yes, to see the difference between one culture and the other, and yes, it is good to compare between Algerian culture with other foreign ones, to see and discover its representation. As to Q4- When you face facets of other cultures, do you easily accept them? 17 with a rate of 62.96 against 10 with a rate of 37.04 opted for this.

	<b>Q.2. What benefits do you gain when knowing about foreign cultures?</b>	<b>Nb</b>	<b>%</b>
1.	know how people live and act in their social spheres	<b>09</b>	<b>33.33</b>
2.	compare the different cultures for more curiosity to discover	<b>05</b>	<b>18.52</b>

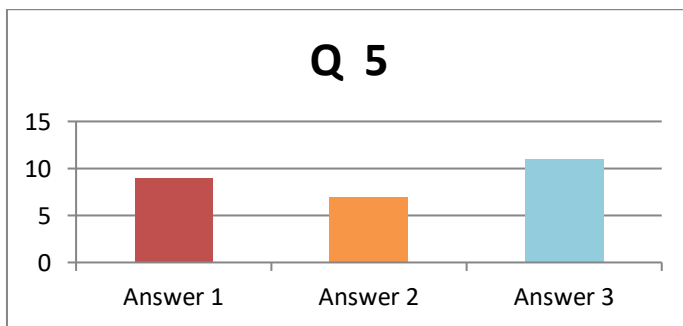
3. to complete what I miss about others' cultures	<b>03</b>	<b>11.11</b>
4. To enrich my cultural repertoire about peoples' habits and ways of life.	<b>10</b>	<b>37.04</b>
<b>Q5: How do you learn about foreign cultures daily aspects?</b>		
1.Through textbooks and other media	<b>9</b>	<b>33.33</b>
2.Through your practice of cultural activities in the class	<b>7</b>	<b>25.93</b>
3.Through your contact with other technological tools	<b>11</b>	<b>40.74</b>
<b>Total</b>		
<b>27</b>		

**Table 4(b)** on learners' manner on how they learn and benefit from their foreign culture



**Fig 6** on learners' manner on how they learn and benefit from their foreign culture

Concerning fig 6 question two- What benefits do you gain when knowing about foreign cultures? 09 students with a rate 33.33% answered they know how people live and act in their social spheres, 05 with a rate of 18.52 said they compare the different cultures for more curiosity to discover, 03 with a rate of 11.11% answered to complete what they missed about others' cultures and finally, 10 with a rate 34.04 for to enrich their cultural repertoire about peoples' habits and ways of life.

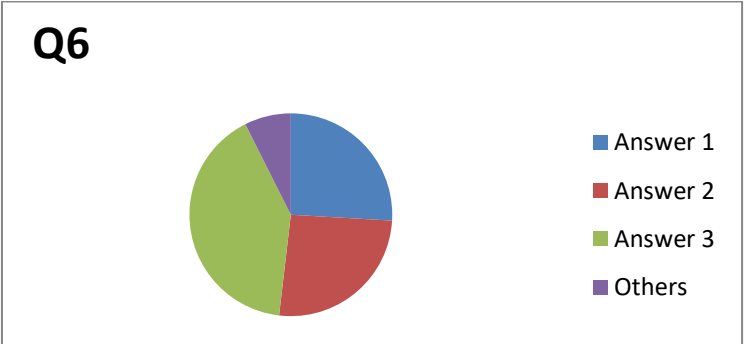


**Fig.7. How do learners learn about foreign cultures daily aspects**

Concerning fig 7 related to Q.5- how do learners learn about foreign cultures daily aspects, 09 students with a rate of 33.33% said through textbooks and other media ,07 with a rate of 25.93% Through your practice of cultural activities in the class ; whereas 11 with a rate of 40.74% favoured through their contact with other technological tools.

	<b>Q.6. According to you, what topics do you like your teacher to treat in culture sessions? Why?</b>	<b>NB</b>	<b>%</b>
<b>1.</b>	Those related to values and morals	<b>7</b>	<b>13.46</b>
<b>2.</b>	Those that treat Customs and traditions	<b>07</b>	<b>13.46</b>
3.	Those that report on Life styles	<b>11</b>	<b>21.15</b>
4	Others	<b>02</b>	<b>3.85</b>
<b>Justifications:</b>			
	1.whatever we know we need elders to teach us about morals of good conduct	<b>09</b>	<b>17.31</b>
	2.we have a great envy to know more about peoples' habits and customs	<b>07</b>	<b>13.46</b>
	3.There is always a difference between what we know and what teachers teach in terms of peoples' lifestyles	<b>06</b>	<b>11.54</b>
	<b>4.others:</b>		
	1. knowing about food,songs is also a good topic to treat	<b>01</b>	1.92
	2.How people organize parties, cultural events and festivals adds something to the cultural richness.	<b>02</b>	3.85

**Table 5:** On learners preferences to cultural topics



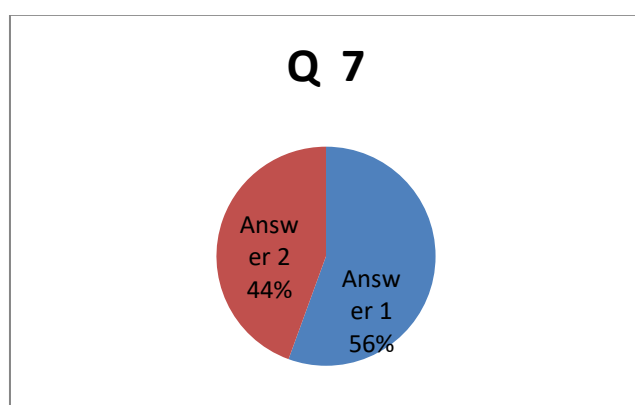
**Fig 8** On learners preferences to cultural topics

In what relates to question Six According to you, what topics do you like your teacher to treat in culture sessions? Why? two groups of 07 students with a rate 13.46 preferred those related to values and morals and those that treat customs and traditions. Another group of 11 students with a rate of 21.15 prefer those that report on life styles. For others only a group of two with a rate of 3.85% .For the justifications the 27 students defended their choices through the following-a group of 09 students with a rate of 17.31% said whatever they know they need elders to teach them about morals of good conduct, another group of 07 with a rate of 13.46% said they have a great envy to know more about peoples' habits and customs, 06 students with a rate of 11.54% for there is always a difference between what they know and what teachers teach in terms of peoples' lifestyles and for other they justified their answers through a group of one with a rate of 1.92% for knowing about food,songs is also a good topic to treat and

finally a group of 02 students with a rate of 3.85% for How people organize parties, cultural events and festivals adds something to the cultural richness.

<b>Q.7.- DO you think the teaching/learning of English culture in ELT in Algeria is:...Why?</b>	<b>Nb.</b>	<b>%</b>
1. Neglected and Not given its due	<b>15</b>	<b>57.69</b>
2. is not an integrated part of the syllabus.	<b>12</b>	<b>46.15</b>
<b>Justifications:</b>		
<b>1. Neglected because...</b>		
<b>1.</b> It is not enough treated and considered	<b>06</b>	<b>23.08</b>
<b>2.</b> People do not consider culture as important as knowing its language	<b>09</b>	<b>34.62</b>
<b>2.is not an integrated part of the syllabus...</b>		
<b>1.</b> it is not clearly included in the official program	<b>08</b>	<b>30.77</b>
<b>2.the importance is given to the language rather than to culture</b>	<b>04</b>	<b>15.38</b>

**Table 6: On teaching culture State in Algeria**



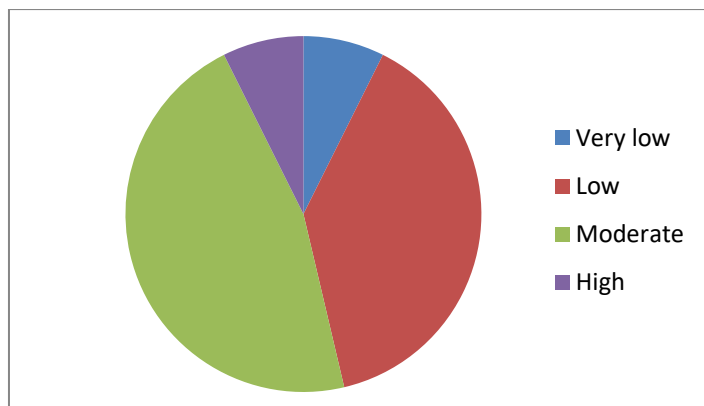
**Fig 9-On the neglect of Teaching/ Learning of Culture in the syllabus**

**In what concerns Q.7 which relates to the teaching/ learning of culture and its integration in the curriculum, 15 teachers with a rate of 57.69 reponded by Neglected and Not given its due ,whereas 12 with a rate of 46.15 said it is not an integrated part of the syllabus..hence,for those who supported the neglect,justified their answers saying è It is not enough treated and considered (06 teachers with a rate of 23.08% and 09 other teachers with a rate of 34.62 saying people do not consider culture as important as knowing its language.As culture is not an integral part of the syllabus,08 teachers with a rate of 30.77% claimed it is not clearly included in the official program , whereas another group of 04 teachers with a rate of 15.38% claimed the importance is given to the language rather than to culture**

<b>Q.8. To what extent the learning of culture in your EFL classroom has improved your communicative competencies to cope with foreign cultures?</b>	<b>Nb.</b>	<b>%</b>

1. Very low -	02	7.69
2. -Low	10	38.46
3. Moderate	12	46.15
4. High	02	7.69
<b>Total 26</b>		

**Table 7: on learning culture and communicative competence**



**Fig 10 : on learning culture and communicative competence**

As a response to **Q.8** . To what extent the learning of culture in your EFL classroom has improved your communicative competencies to cope with foreign cultures? 10 students with a rate of 38.46 opted for low,12 opted for moderate with a rate of 46.15 and two other groups of 02 opted for vey low and high with a rate of 7.69

#### **-Section Four: On Fostering Intercultural Competence Through Culture**

<i>Learners' appreciation</i>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>Dis</b>	<b>SD</b>
1.Making my own decisions is a part of my own culture	10	07	06	02	02
2.I prefer things I know better than those I do not know	15	07	01	02	02
3.My opinion is my opinion I do not like it to be shared.	09	08	01	07	02
4.I like my own words to be not challenged	08	06	00	10	03
5.I am very sociable, so I can easily adapt my behaviour to others around me.	15	08	00	02	02
6.I am proud of my behaviour towards people I meet	18	07	00	01	01
7.I need to interpret the behaviour of others who look different and strange to me.	10	09	02	02	04
8.I like meeting other people to get rid of routine and feel more comfortable.	18	08	02	01	00
9.I like integrating other cultural norms with mine.	20	06	00	01	00
10.I always evaluate people on their first impression without pre-conceived ideas.	10	07	03	02	04

11.I always accept the others' ideas without showing any reluctance or rejection. I respect the others a lot.	07	07	06	04	03
	<b>Total: 27</b>				

**Table 8: On Fostering Intercultural Competence Through Culture**

**Concerning section Four-** On Fostering Intercultural Competence Through Culture and on learners' appreciation, a number of options were favoured. **1.** Making my own decisions is a part of my own culture 10 (SA) ,07(A), .I prefer things I know better than those I do not know 15(SA),07(A), **3.** My opinion is my opinion I do not like it to be shared.09(SA),08(A), I like my own words to be not challenged,08(SA),06(A), I am very sociable, so I can easily adapt my behaviour to others around me,15(SA),08(A), **6.** I am proud of my behaviour towards people I meet,18(SA),07(A), I need to interpret the behaviour of others who look different and strange to me,10(SA),09(A), I like meeting other people to get rid of routine and feel more comfortable,18(SA),08(A), .I like integrating other cultural norms with mine,20(SA),06(A), I always evaluate people on their first impression without pre-conceived ideas,10(SA),07(A), I always accept the others' ideas without showing any reluctance or rejection. I respect the others a lot,07(SA),07(A). In short, the numbers in Strongly disagree and Agree overpass the rest of alternatives which shows that the learners' appreciation that culture fosters intercultural competence is very positive.

## Discussion of Students' Questionnaire

Students' questionnaire comprises four sections: **section One** is related to students' profile. Twenty seven recipients made the whole sample which is divided into three males and twenty-four females. displayed according to the ages-18 (06); 19(11); 20(06), 22(04).

**Section Two** which is related to Learners' perception to culture(table 2) represents two important questions-One to the definition of culture that most of the learners come up with good definitions- a set of traditions that shift from one generation to another, the arts and other manifestations of human intellectual achievement, it is language, religion and traditions. Customs, traditions shared by society-it is their lifestyles. For the second question on learners' perceptions to the characteristics of culture and considering only those who strongly agree and agree, we noted, 11 out of 27 strongly agree and agree that Culture is always local and cannot cross the boundaries, 14 opted for Culture is the ownership of individuals, 16 opted for Cultural knowledge is shared between individuals of the same community and lastly, 20 students said Culture develops within society through interaction and communication

Section Three which relates to learners' classroom culture comprises 08 questions-For question one, When you are in your English sessions, do you like your teacher to tell you about English-speaking countries culture? Why? 27 recipients answered positively through the following justifications-1. to give them an idea on how people live, to get familiar with the culture once they face it., because it reflects the language they learn, and because the English they learn cannot be separated from its culture. Question Two which reports on the benefits learners gain when knowing about foreign cultures, 10 said To enrich their cultural repertoire about peoples' habits and ways of life, 09 to know how people live and act in their social spheres, 05 to compare the different cultures for more curiosity to discover and 03 to complete what they missed about others' cultures

As to question Three, have you ever compared your Algerian homeland culture with other foreign cultures? -Why? 18 students against 09 answered with no, saying that they cannot compare Algeria to England because of religion, different habits and norms and values. Question Four, When you face facets of other cultures, do you easily accept them? 17 recipients against 10 answered positively. **Q5:** How do you learn about foreign cultures daily aspects? all the students answered positively saying 1. Through textbooks and other media (09 students), 2. Through their practice of cultural activities in the class (07 students) and 3. Through their contact with other technological tools (11 students)

For question Six, according to you, what topics do you like your teacher to treat in culture sessions? Why? (11 students) opted for those that report on Life styles, 07 for those related to values and morals and other 07 for those that treat Customs and traditions. Concerning question Seven, do you think the teaching/learning of English culture in ELT in Algeria is: neglected and it is not an integral part of the curriculum, ... Why? 15 students said it is neglected and not given its due because It is not enough treated and considered (06 students), People do not consider culture as important as knowing its language (09 students).

Also, 12 students said it is not an integrated part of the syllabus. because, it is not clearly included in the official program (08 students) and the importance is given to the language rather than to culture (04 students). For question Eight which reads Q.8. To what extent the learning of culture in your EFL classroom has improved your communicative competencies to cope with foreign cultures? ,12 students answered with moderate, 10 with low, 02 with high and 02 with very low.

As to Section Four, On Fostering Intercultural Competence Through Culture, the majority of learners (10) for strongly agree and 07 for agree opted for Making their own decisions as part of their own culture, (15) for strongly agree against (07) for agree saying they prefer things they

know better than those they do not know,(09) for strongly agree against(08) for agree for their opinion is their opinion they do not like it to be shared.For the option they like their own words to be not challenged,(08) strongly agreed and (06 ) agreed,(15) other students strongly agree against (08) with agree who think they are very sociable, so they can easily adapt their behaviour to others around them..Most of the answers on section four are very positive-let us summarize the rest of the options-

They are proud of their behaviour towards people they meet, strongly agree (18), agree (07), they need to interpret the behaviour of others who look different and strange to them (strongly disagree (10), (agree (09); they like meeting other people to get rid of routine and feel more comfortable. (18) strongly disagree,(08 ) (agree), they like integrating other cultural norms with theirs. (20) strongly agree,(06) agree, for they always evaluate people on their first impression without pre-conceived ideas.(strongly agree (10) against (07) agree, for they always accept the others' ideas without showing any reluctance or rejection and finally, they respect the others a lot with (strongly agree (07) and (agree(07) .

### 3. Analysis of Teachers' Questionnaire

#### Section One: Background Information

Gender				
Male	Female			
03	07			
<b>Teaching Experience</b>	<b>35+ - 15</b> (02)	<b>12 08</b> (01)	<b>08 07</b> (02)	<b>07</b> (01)
<b>Age</b>	<b>65(1)</b>	<b>57(02)</b>	<b>30(2)</b>	<b>31(2)</b> <b>32(3)</b>
<b>Have you ever visited an English-speaking country</b>			<b>Yes</b> <b>02</b>	<b>No</b> <b>08</b>

**Table 9-On teachers' Profile**

#### **Comment**

Concerning teachers' profile, table 09 shows 10 teachers -03 male and 07 females ranging in age -between 30-65-30(2),31(02),32(03),57(02)65(1)-Their teaching experience ranges as 07 years (01),08 years (01),12(02),15(01 and over 35(02)

#### Section Two: On Teaching and Learning Culture

<b>Q.1. How do you define culture?</b>	<b>Nb</b>	<b>%</b>
1.culture is everything in life	02	20%
2.culture is our style in life, including habits, norms, values and attitudes	04	40%
3.culture is food, clothes and the way we react and talk	01	10%
4.culture is whar we share with others	03	30%
<b>Total 10</b>		

**Table 10. On teachers' definition to culture**

Q.1 table 10 showed the teachers' different definitions to culture with a great majority attributed to option 2 with 04 out of ten teachers.

<b>Q.2. Do you think that teaching the English language requires teaching its culture?</b>	<b>Nb</b>	<b>%</b>
1.not necessary	00	0%
2.to some extent	01	10%
3.very necessary	09	90%
<b>Total 10</b>		

**Table 11: Teachers' perception on whether teaching language implies teaching its culture**

As to teaching language with its culture as a necessity, 09 teachers with a rate of 90% opted for this.

<b>Q.3.: Are your students curious and interested in learning the English culture?</b>	<b><u>Nb</u></b>	<b><u>%</u></b>
1. Not curious-	00	0%
2. Slightly curious	02	20%
3. curious	04	40%
4. very curious	04	40%
<b>Total 10</b>		

**Table 12: On teachers' view about learners' interest in learning the English culture**

#### **Comment**

To respond to learners' curiosity, 04 teachers claimed that their learners were curious, and (04) very curious. This reveals the truth about learners' eagerness to discover the other culture.

<b>Q.4. Do you think that the teaching of culture should be ...?</b>	<b><u>Nb</u></b>	<b><u>%</u></b>
1. The teacher's initiative	03	30%
2. indicated in the syllabus	06	60%
3. the learners' own enterprise	01	10%
<b>Total 10</b>		

**table 13: On how the teacher of culture should be.**

Most teachers (06) with a rate of 60% believe that the integration should be part of the syllabus against 03 teachers who think teachers should take the initiative and teach it.

<b>Q.5. How often do you integrate the aspects of culture in your teaching?</b>	<b><u>Nb</u></b>	<b><u>%</u></b>
1. Never	01	10%
2. Sometimes	03	30%
3. Always	05	50%
4. I don't know	01	10%
<b>Total 07</b>		

**Table 14: on teachers' integration of cultural aspects in their teaching**

#### **Comment**

As to the integration of the aspects of culture in the classroom, 05 teachers selected always against (03) with sometimes. This shows that the aware teachers teach culture though it is not prescribed in the syllabus and believe it is vital.

<i>Learners' appreciation</i>	<b>SD</b>	<b>DS</b>	<b>A</b>	<b>SA</b>
<b>Q.6. select the right answer</b>				
1. I always try to convince learners of the relationship between language and culture, the integration of culture in and ELT classroom	<b>01</b>	<b>00</b>	<b>05</b>	<b>04</b>
2. I always familiarize my students with American and British traditional songs, traditions, food, music, arts, customs ....)	<b>01</b>	<b>01</b>	<b>04</b>	<b>04</b>
3. I like my students sharing the same customs as the English-speaking countries to integrate it locally.	<b>02</b>	<b>02</b>	<b>03</b>	<b>03</b>
<b>Total 10</b>				

**Table 15: On Teachers' appreciation of culture practice**

On teachers' appreciation to culture integration, to its familiarization to students, to its sharing in the class, the majority of teachers were in favour through their responses in agree and strongly agree.

<b>Q.7 Which strategies and techniques you practice the most in your classroom in teaching culture?</b>	<b>Nb</b>	<b>%</b>
1. exposing learners to foreign cultures for familiarization	03	30%
2. let students discuss and compare cultures	02	20%
3. having oral interaction about parts of culture displayed in texts	03	30%
4. Give two or three texts and ask learners in groups to sort the aspects of culture existing in this piece of discourse	02	20%
<b>Total 10</b>		

**Table 16 :On teachers' use of strategies in the class when teaching culture**

In what concerns the strategies teachers use in culture introduction and its integration in class, teachers resort to oral debate, the reading and the analysis of texts, oral interactions and extensive reading to culturally rich material.

### **Section Three: On Classroom cultural Knowledge**

<b>Q. Q8. What is cultural knowledge? and what is cultural literacy?</b>	<b>Nb</b>	<b>%</b>
<b>What is cultural knowledge?</b>		
1. to know about language	05	50%
2. to be culturally literate	05	50%
<b>What is cultural Literacy?</b>	<b>Nb</b>	<b>%</b>
1. to possess previous knowledge about culture	06	60%
2. to have an amount of cultural competence	04	40%

**Table 17: On Teachers' cultural Knowledge and literacy definitions**

All the teachers targeted gave appropriate definitions to cultural knowledge (05) with a rate of 50%. Also, they showed their ability to define cultural literacy with other (05) with a 50% rate.

<b>Q.9. How do you convince your learners to take up cultural Knowledge courses to easily understand?</b>	<b>nb</b>	<b>%</b>
<b>1.to read about foreign cultures</b>	<b>05</b>	<b>50%</b>
<b>2.to be open to others' cultures</b>	<b>04</b>	<b>40%</b>
<b>3.to see others' cultures and compares them with local culture</b>	<b>01</b>	<b>10%</b>

**Table 18: On teachers' conviction about learners to take up courses in cultural knowledge**

#### Comments

Concerning question 09 related to how teachers convince learners to take up courses in cultural knowledge, most teachers (05) claimed that students should read about culture and be open to other cultures (04) against (01) who said they should see other cultures and compare them to his own.

<b>Q. 10. Do you think that it is of teachers' responsibility to deliver cultural knowledge?</b>	<b>yes</b>	<b>%</b>	<b>No</b>	<b>%</b>
	<b>06</b>	<b>60%</b>	<b>04</b>	<b>40%</b>
<b>Total 10</b>				

**Table 19: On teachers' responsibility to deliver cultural Knowledge**

#### Comment:

Whether teachers should deliver cultural knowledge or not, question ten, teachers answered positively with yes (06) teachers with a rate of 60% against (04) with no.

<b>Q.11. How often do you discuss with your students' facts of prejudices' and stereotypes about foreign cultures?</b>	<b>Nb</b>	<b>%</b>
<b>1. Always</b>	<b>04</b>	<b>40%</b>
<b>2. Sometimes</b>	<b>03</b>	<b>30%</b>
<b>3. rarely</b>	<b>02</b>	<b>20%</b>
<b>4. never</b>	<b>01</b>	<b>10%</b>
<b>Total 10</b>		

**Table 20: On teachers' discussion with learners about stereotypes of foreign culture**

On teachers' discussion with learners about foreign languages stereotypes and prejudices, teachers who said always (04); sometimes (03), rarely (02) and never (01)

<b>Question 12</b>	<b>yes</b>	<b>%</b>	<b>No</b>	<b>%</b>
<b>Q12- Do you train your students to be broad- minded and to encourage them to critically analyse traditions and styles before they decide to live in USA and Britain?</b>				
<b>Yes, justifications</b>				
1.to get them aware of any cultural shock they may face	<b>09</b>	<b>100%</b>	<b>01</b>	<b>0%</b>
4.to prepare them psychologically and not accept everything blindly.	<b>10</b>	<b>100%</b>	<b>00</b>	<b>0%</b>
<b>Total 10</b>				

**Table 21:** On teachers' encouragement to learners to critically analyse traditions of other countries before going to live there.

Concerning teachers' training to students to be open-minded and critically analyse and understand the foreign cultures before their integration, ten teachers with a rate of 100% said to prepare them psychologically and not accept everything blindly against 09 teachers with a rate of 90% who claimed to get them aware of any cultural shock they may face.

<b>Question 13</b>	<b>yes</b>	<b>%</b>	<b>No</b>	<b>%</b>
<b>Q13.-Do you believe that the Algerian syllabus encourages intercultural communication among learners? If yes, in what aspect?</b>				
<b>Yes, justifications</b>				
1.in understanding cultural diversity	<b>08</b>	<b>80%</b>	<b>02</b>	<b>20%</b>
3.in perfectly understanding the value of culture and its basic elements	<b>09</b>	<b>100%</b>	<b>01</b>	<b>0%</b>
<b>Total 10</b>				

**Table 22:** On the Algerian syllabus and its promotion to intercultural communication

**Comment:**

On teachers' belief that the Algerian syllabus encourages intercultural communication among learners, 09 teachers responded with yes in that it is in perfectly understanding the value of culture and its basic elements against (08) teachers with yes, with a rate of 80% in understanding cultural diversity.

**Section Four: On Intercultural competence**

<b>Q14- what is your own perception of intercultural competence?</b>	<b>Nb</b>	<b>%</b>
1.to know how to communicate culturally with people	<b>05</b>	<b>50%</b>
2.To understand the different secrets about mastering culture elements	<b>02</b>	<b>20%</b>
3.to be able to communicate competently using a sound cultural interaction	<b>03</b>	<b>30%</b>
<b>Total 10</b>		

**Table 23:** On Teachers' perception of intercultural competence

**For question 14 on teachers' perception of intercultural competences, 05 teachers said to know how to communicate culturally with people, 03 teachers with a rate of (30%) to be able to communicate competently using a sound cultural interaction and 02 teachers with a rate of (20%) to understand the different secrets about mastering culture elements**

<b>Question 15</b>	<b>yes</b>	<b>%</b>	<b>No</b>	<b>%</b>
<b>15.Is intercultural competence vital for the integration of the individuals in a foreign society?</b>	<b>09</b>	<b>90%</b>	<b>01</b>	<b>10%</b>
<b>Yes, justifications</b>				
1. to be able to understand the tricks of the other culture before integrating into it.	<b>04</b>	<b>40%</b>	<b>00</b>	<b>00%</b>
2. before integration one should master and know perfectly the characteristics of the host culture.	<b>05</b>	<b>50%</b>	<b>00</b>	<b>00%</b>
<b>Total 10</b>				

**Table 24:** On the vitality of Intercultural competence integration

### Comment

As to whether intercultural competence is vital for the integration of the individuals in a foreign country or not, 09 teachers out of ten claim yes-05 teachers said before integration one should master and know perfectly the characteristics of the host culture, and 04 teachers said to be able to understand the tricks of the other culture before integrating into it.

<b>Q.16. Have you ever achieved some of the goals of intercultural teaching you set for your learners' learning?</b>	<b><u>Nb</u></b>	<b><u>%</u></b>
<b>1. not really</b>	<b>02</b>	<b>20%</b>
<b>2. Somehow</b>	<b>5</b>	<b>50%</b>
<b>3. yes, very much</b>	<b>03</b>	<b>30%</b>
<b>Total 10</b>		

**Table 25:** On teachers' goals achievement for intercultural teaching

### Comment

For question 16, concerning teachers' achievement of their goals in intercultural teaching, 05 teachers answered with somehow, 03 with yes, very much and 02 with not really. In short 08 out of ten answered positively which is a sign of satisfaction.

#### 4. Discussion of Teachers' Questionnaire

The Teachers' questionnaire comprises four sections. Concerning teachers' profile, table 09 shows 10 teachers -03 male and 07 females ranging in age -between 30-65-Their teaching experience ranges as 07 years (01),08 years (01),12(02),15(01 and over 35(02).Most of the teachers are young.For the first question, 07teachers defined well culture.For teaching English and teaching its culture,09 teachers out of ten claimed it is necessary.For the curiosity about learning the English culture,08 teachers answered with curious and very curious.For whether teaching culture is the responsibility of the teacher,06 teachers rendered this to the government integration of this in the syllabus against only through teachers who attributed the responsibility to teachers themselves.

For the integration of culture in the classroom, teachers answered with always-(05 ) teachers and with sometimes (03).For the relation between language and culture and the introduction of foreign language and the integration of British and American culture,12 teachers agree and 11 strongly agree with a totality of 23.

For question Seven, which treats the different strategies and teaching practice,10 out of 10 teachers suggest to expose learners to the foreign culture, to discuss culture in the class, to have oral integration of cultural issues through oral debates, and teaching culture through texts. For section Three, teachers succeeded to define cultural competence and cultural literacy with a rate of 100%. For question 9 related to teachers' conviction about learners to take up cultural courses, teachers claim the following-students need to read about foreign culture and foreign language. In what concerns teachers' discussion about foreign culture in the class, teachers answered with always (04) out of 10 against sometimes (03).

As for training learners for cultural understanding and analysis (question 12), 09 teachers suggest for learners' getting awareness and 10 to get them prepared. For question 13, (09) teachers suggest the Algerian syllabus should integrate culture.

Section Four Question 14, on the intercultural competence, (05) teachers claimed to introduce this in the class to enable learners to know how to communicate (05 teachers) against (03) teachers who favoured the idea of helping learners to communicate competently.

For question 15; (09) teachers out of 10 see intercultural competence as vital because this would help them achieve their goals. In this respect, (05) teachers answered with somehow and (03) with yes very much.

## **5. Discussion of results and Findings:**

Both results of students' and Teachers' questionnaire revealed positive for the results obtained were mostly for the application of culture when teaching any foreign language. Hence, the findings were all in favour of the introduction of culture in the classroom. Both teachers and students were convincingly aware of the importance of culture and its integration in the class. Teachers, in their responses, insist that learners should know how to define culture, cultural competence and intercultural relations and to bridge any gap for further understanding. Learners need to understand and critically analyse the different assets of culture to be ready for any integration in a foreign country. Learners in their answers insist also on the government's integration of culture within the official syllabi.

Teachers on their turn see intercultural competence as vital in any intercultural communication. Teacher's self-commitment to the use of culture in the class is a must for them. They have to expose learners to various cultural contexts through oral presentation or through reading texts. Teachers see the absolute necessity to teach a language with its culture and the best example is for the Anglo-saxon and American culture.

Learners enjoyed being introduced to the different cultures, they gave good definitions to culture, its characteristics and types. Learners like the introduction of foreign cultures in the classroom and were ready to compare and analyse their own culture with that of others.

## GENERAL CONCLUSION

Our dissertation comprises two chapters. Chapter one is divided into three parts. The first part to recall to mind studies culture in its multidimensional variations and it encapsulates definition of culture, its characteristics, its different aspects-Culture in its typology embraces the concrete vs the abstract, it also contains symbolic meanings and is in itself embedded in language.

This is the contents of chapter one part one. As to Part two, this includes EFL learners and classroom culture. In this part, the researcher tries to identify the EFL learners with all his qualities to evoke in another point classroom culture where learners are supposed to meet and interrelate, and communicate using culture that they learnt as a basic principle for their intercultural competence. Before this, the researcher thought to define cultural competence as it is the core of cultural bonds between interlocutors of various cultures. In addition, talking about this necessitates an overview about the nature of cultural competence, its characteristics, how to be culturally competent and literate.

Part three which is devoted to the role of culture in fostering EFL classroom cultural competence subdivides into four elements. The role of culture in EFL interpersonal relations as a basic point that helps set up relationships. The role of culture in fostering classroom cultural competence, Culture -a means of interrelation between EFL class members and a bridge for cross cultural ties. The final point being Culture-an intra and interpersonal phenomenon of knowing the others.

Chapter two is mainly devoted to research methodology and is divided into two parts-. Part One: Research Methodology and Design and part two relates to Analysis of Results and Findings. The first part mainly treated the purpose of the study, the research design and

approach, the choice of the methods, the population and the sampling. Data collection instruments were also evoked including two main questionnaires-one for teachers and one for students. The work has also treated the analysis of both questionnaires and the results were amply discussed.

The results and findings proved positive. Culture has a great role in fostering classroom intercultural competence among learners and thanks to culture introduction and discussion in class that learners started to be aware that culture can in reality reinforce their cultural interpersonal relations with the other and be ready to enter into communion with.

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# Appendices

## Appendix A

### Teacher's Questionnaire

Dear Teachers,

In purpose of examining the situation of the teaching /learning of intercultural competence and communication within ELT classes, I request you to kindly fill In the questionnaire below:

#### Section One: On teacher's Personal information:

Gender: Male  Female   
Teaching Experience: ..... Age: .....  
Have you ever visited an English-speaking country: Yes:   
No

#### Section Two: On Teaching and Learning Culture

**Q1: How do you define culture?**

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

**Q2. Do you think that teaching the English language requires teaching its culture?**

Not necessary-  To some extents -  Very necessary

**Q3: Are your students curious and interested in learning the English culture?**

Not curious-  Slightly curious  curious  very curious

**Q4: Do you think that the teaching of culture should be**

The teacher's initiative  indicated in the syllabus  the learners' own enterprise

**Q5- How often do you integrate the aspects of culture in your teaching?**

Never  Sometimes  Always  Don 't know

**Q.6. select the right answer**

**1. I always try to convince learners of the relationship between language and culture the integration of culture in and ELT classroom?**

Strongly disagree  disagree  Agree  strongly agree

**2. I always familiarize my students with American and British traditional songs, traditions, food, music, arts, customs ....)**

Strongly disagree  disagree  Agree  strongly agree

**3. I like my students sharing the same customs as the English-speaking countries to integrate it locally.**

Strongly disagree  disagree  Agree  strongly agree

**Q7. Which strategies and techniques you practice the most in your classroom in teaching culture?**

1.....

.....

2.....

.....

**Section Three: On Classroom cultural Knowledge**

**Q8. What is cultural knowledge? and what is cultural literacy?**

**1. Cultural knowledge is:**

.....

.....

.....

**2. Cultural Literacy**

is:.....

.....

**Q.9. How do you convince your learners to take up cultural Knowledge courses to easily understand?**

.....

.....

**Q.10. Do you think that it is of teachers' responsibility to deliver cultural knowledge?**

Yes  NO

**Q.11.-How often do you discuss with your students' facts of prejudices' and stereotypes about foreign cultures?**

Always  sometimes  rarely  never

**Q12- Do you train your students to be broad minded and to encourage them to critically analyse traditions and styles before they decide to live in USA and Britain?**

**If yes, Why**

.....

.....

.

**Q13.-Do you believe that the Algerian syllabus encourage intercultural communication among learners? If yes, in what aspect?**

.....  
.....

**Section Four: On Intercultural competence**

**Q14- what is your own perception of intercultural competence?**

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

**15.Is intercultural competence vital for the integration of the individuals in a foreign society?**

Yes  No

**If yes, why?**

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

**16. Have you ever achieved some of the goals of intercultural teaching you set for your learning:**

Not really  Somehow  Yes, very much

**Thank you for your collaboration!**

**Appendix B-**  
**Students' Questionnaire**

**Dear Students-**

You are kindly invited to participate in this student's survey on the role of culture in fostering classroom competence. The purpose of this questionnaire is to collect some data from your feedback Please, devote some of your time to reflect on each question addressed. Your answers will remain confidential and they will be only used in finding ways to improve the academic experience of our students in the future.

**I- Students' Profile**

- **Gender :**                      **Male**                       **Female**
- **Age :**                                            **Level:**                      **Second Year**

**II- Section TWO: On Learners' Perception to Culture**

**1.What is culture for you?**

.....

.....

.....

**2.What is your perception of the characteristics of culture? ( Please tick the appropriate value on the scale against each item in the list below.**

1	2	3	4	5				
Strongly Agree	Agree	neutral	disagree	Strongly disagree				
				SA	A	N	D	SD
				1	2	3	4	5
1.Culture is always local and cannot cross the boundaries								
2.Culture is the ownership of individuals								
3.Cultural knowledge is shared between individuals of the same community								
4.Culture develops within society through interaction and communication								
5.Culture is not static phenomenon-it changes according to circumstances								
6. Culture excludes the traditions we inherit and pass on to the next generation								

**III – EFL Learners' classroom Culture**

**Q1-When you are in your English sessions, do you like your teacher to tell you about English-speaking countries culture?**

**Yes:**                                            **No:**

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

**Q2-What benefits do you gain when knowing about foreign cultures?**

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

**Q3- Have you ever compared your Algerian homeland culture with other foreign cultures?**

Yes:  No:

**If yes, say Why?**

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

**Q4- When you face facets of other cultures, do you easily accept them?**

Yes  No

**If no, please say why?**.....

.....  
.....

**Q5: How do you learn about foreign cultures daily aspects?**

- 1.Through textbooks and other media
- 2.Through your practice of cultural activities in the class
- 3.Through your contact with other technological tools

**Q6-According to you, what topics do you like your teacher to treat in culture sessions?**

- 1. Those related to values and morals
- 2. Those that treat Customs and traditions
- 3. Those that report on Life styles
- 4.-Others :

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

**Q7- DO you think the teaching/learning of English culture in ELT in Algeria is:**

1. Neglected and not given its due

2. An integrated part of the syllabus.

Say Why? ..

.....  
 .....

**Q8.**To what extent the learning of culture in your EFL classroom has improved your communicative competencies to cope with foreign cultures?

Very low -       Low       Moderate       High -

**IV-Section Four: On Fostering Intercultural Competence Through Culture**  
**. Please tick the appropriate value on the scale against each item in the list below.**

1	2	3	4	5				
Strongly Agree	Agree	neutral	disagree	Strongly disagree				
				SA	A	N	D	SD
				1	2	3	4	5
1.Making my own decisions is a part of my own culture								
2.I prefer things I know better than those I do not know								
3.My opinion is my opinion I do not like it to be shared.								
4.I like my own words to be not challenged								
5.I am very sociable, so I can easily adapt my behaviour to others around me.								
6.I am proud of my behaviour towards people I meet								
7.I need to interpret the behaviour of others who look different and strange to me.								
8.I like meeting other people to get rid of routine and feel more comfortable.								
9.I like integrating other cultural norms with mine.								
10.I always evaluate people on their first impression without pre-conceived ideas.								
11.I always accept the others' ideas without showing any reluctance or rejection. I respect the others a lot.								

**Thanks for your cooperation**

## الملخص

تهدف هذه الدراسة إلى التحقق من دور الثقافة في تعزيز متعلمي اللغة الإنجليزية الأجنبية في الفصل الدراسي، وتحاول دراسة حالة التدريس / التعلم للثقافات الإنجليزية التي تحتاج إلى أخذها في الاعتبار لإثارة اهتمام الطلاب بتعلم اللغة الأجنبية وتحسينها. كفاءتهم بين الثقافات في الفصل، ومعرفة دور الثقافة في علاقات اللغة الإنجليزية كلغة أجنبية وكجسر لمعرفة الآخرين. بعد وصف بحث وصفي، كانت هناك محاولة لوصف البعد الثقافي من مجموعة متنوعة من وجهات النظر. يتم توجيه استبيان لكل من الطلاب والمعلمين في قسم اللغة الإنجليزية بجامعة المسيلة أملاً في الحصول على البيانات المناسبة للدراسة الحالية. وتم تحليل النتائج كماً ونوعاً. أظهرت النتائج أنه يجب على المدرسين تصميم درس لاحتياجات طلابهم وللطلاب فرصة لتعلم اللغة الإنجليزية. ويختتم العمل بمناقشة عامة للنتائج. الأطروحة مصحوبة ببعض التوصيات المتعلقة بهذه الدراسة