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The Impact of Understanding Culture on Foreign Language learning at Sudanese Universities and Foreign Institutions in Khartoum

أثر فهم الثقافة في تعلم اللغة الأجنبية

في الجامعات السودانية و المعاهد الأجنبية بالخرطوم

A Complementary Research for the requirements of the degree of M.A in English (Applied Linguistics)

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October, 2017

Dedication

This Thesis is dedicated:

To the soul of my father

To my affectionate mother

To my great and kind husband, prof. Hassan Bairam

To my lovely sons, Bassam, Huzaifa, Feras and hussam, and daughters; Yara and Nagla

To my son in law: Dr. El-Tijani, and daughters in law: Hager and Salsebiel

Acknowledgements

Abstract

This study tackled the Impact of understanding culture on foreign languages learning in Sudanese Universities and foreign institutions in Khartoum. It is observed that, a majority of students do not have the ability to understand foreign languages as their own language. The weakness is observed specifically, when translating proverbs or answering the textbooks comprehension questions where these comprise the deeper part of the culture. The objective of this study was to investigate, foreign language instructors about the importance of teaching culture in foreign language classes as a means to assist understanding the target language. Descriptive and analytical methods had been followed in this study. Soft and hard copies of the study questionnaire were used for data collection. The result of the questionnaire showed that, more than ninety percent of the participants agreed upon the importance of teaching culture in language classes. They also agreed that, culture should be a part of the foreign language curriculum. It is recommended that, culture teaching has to be a part in the syllabus of language teaching, and also to integrate culture teaching in the language classes as well as applying teaching native syllabus in foreign language classes.

مستخلص

تناولت هذه الدراسةأثر فهم الثقافة في تعلم اللغة الأجنبية في الجامعات السودانية و معاهد اللغات الأجنبية بالخرطوم

من الملاحظ أن غالبية الطلاب ليس لديهم المقدرة لفهم اللغات الأجنبية كفهمهم للغتهم. و تظهر نقاط الضعف خاصة عند ترجمة الأمثال أو عند الإجابة على أسئلة الفهم و التحصيل التي تمس جوهر ثقافة اللغة المستهدفة. الهدف من هذه الدراسة التحقق من رأي اساتذة اللغات عن أهمية تدريس الثقافة مع اللغة المستهدفة. أستخدم الباحث الأسلوب الوصفي و التحليلي في هذا البحث. أستخدمت الاستبيانات الورقية و الرقمية لجمع البيانات. تشير نتائج البحث إلى أن أكثر من تسعين في المئة من المشاركين يؤيدون أهمية تدريس الثقافة عند تدريس اللغة. كما تقترح تدريس الثقافة في المنهج كجزء من تدريس اللغة, و دمج الثقافة مع اللغة عند اعداد منهج اللغة, و إستخدام منهج الناطقين باللغة في فصول تدريس اللغة الأجنبية.

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Abbreviations

CALL	Computer Assisted Language Learning
EAP	English for Academic Purpose
ELT	English Language Teaching
ESP	English for Specific Purpose
FLC	Foreign Language Culture
FLT	Foreign Language Teaching
TEYL	Teaching English for Young Learners

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Chapter One

Introduction

1-0   Background

Although my mother tongue is Nobiin, (the language of Northern Sudan and Southern Egypt), my first language is Arabic. BothNobiin and English are as second languages for me. The most important point is that, I have been in England (Kent) for more than four years studying at three deferent colleges in different towns (Bookkeeping and Accounts of 'Ideal School in Glasgow Edinburgh'. Interior Design, (Regency Academy of Fine Arts, London). Import & Export Diploma, IMPEX Consultants, London). Had my own business (Import & Export Agency), worked in factories and 'Biological Crops Protection Field, (B.C.P)', as well as in Old Age & Elderly Care Homes / Nursing Homes. In addition to looking after my children who were schooling and gardening at different levels, helping them in their homework, driving them a long way from and to schools, attending parents' assemblies (and other traditions, fun pleasure journeys) and many other English ceremonies and activities. Which gave me a wide chance to be in direct contact with British language and culture.

Often when people think of Britain, they think of people drinking tea, wearing bowler hats, eating fish and chips, but there is more to Britain than just those things. Gaining some understanding of the lives of people living in a country is to look at their valued customs (the usual way of behaving or acting) and traditions (custom, opinion or belief handed down from one generation to another, often orally or by practice), and their daily Life and Social Customs like; Houses, Kinds of Shops, Sports, Pubs, Vacations, Leisure, Work, Family, Food and Drink, Clothes, Music, Money, Social Class, Etiquette. As deep as I know, they are very polite and etiquettes. Therefore, others have to be careful when interact with them.

It is not enough to know the language, its linguistics and pronunciation standardized and natural, to interact with others, but also need to know how that language is used to create and represent meanings and how to communicate with others and to engage with the communication of others in its context. Also studies of interethnic communication suggest that lack of shared schemas in interaction is more likely to lead to communication breakdown than differences at the level of linguistic code (Ellis and Roberts 1987:24 as cited in Byram, Morgan et al. 1994:8; cf. Grosman 1998).   The best example of that is; the interpreter who was asked to accompany a foreigner, and he kept saying "follow me', "You come this way", "You sit here", "Don't go too fast", "Don't be late". Next day, he was astonished to know that the foreigner doesn't want his companionship, thinking that the young man wasn't polite. The other examplereflects the "grammar of culture"; Speakers of British and American English display some striking differences in their use of grammar. In this detailed survey, John Algeo, (January 2006) considers questions such as:

∗Who lives on a street, and who lives in a street?

∗Who takes a bath, and who has a bath?

∗Who says neither do I, and who says nor do I?

∗After "thank you", who says Not at all and who says you're welcome?

∗Whose team are on the ball, and whose team is?

Another example regards the grammar of culture; (Howell & Vetter,1976: 374) 'language in behavior'. When an American sees a bus coming, he uses the present progressive ("the bus is coming"), where Japanese uses the present perfect ("the bus has come"). In this case, the difference between the two cultures lies in the 'conceptual organization of experience' (Henle, 1970: 3) which they choose, or rather are conditioned, to adhere to. For instance, the friendly Chinese greeting "Where are you going?" may receive surprising refusal from people of foreign

cultures. As Nida stated; *"Differences between cultures may cause more severe complications in understanding than do differences in language structure" (Nida, 1964:130).*

In any culture or region, language there are much more than semantics, much more than written or spoken words can contain. There is a pragmatic side and hidden meanings as well.''*Linguistic pragmatics deals with language use and the relationships between language form and language use. The central question is how to interpret utterances in discourse, that is how we get from what is said to what is meant, since meaning cannot just be derived from decoding the meaning of the words* (Cameron, 2001:48)''. Even in Arabic, we have to know and understand Parsing's well and some of old Arab traditions, to understand 'The Holly Qur'an'.

However, because the culture is so distinct and there are so many aspects which are difficult for foreigners to understand, so the role of culture that it plays in teaching and learning of foreign/ second language can't be avoided while designing course for foreign language students as well as in the class situations. Language instructor should bear in mind the importance of culture and must have a prior knowledge of the culture of the subject or lesson he/she is going to teach. It is important for students to know that studying foreign culture is not an arbitrary but an important activity. Certainly, the idea of culture isn't new to second language teachers. Teaching culture has meant focusing a few lessons as leisure activities on holidays, customary clothing, folk songs, and food.

The present study is therefore an attempt at providing the importance of teaching culture in foreign language classroom, and what effect has on student's learning outcomes as the evaluation of instructors,followed by the findings of researchers using various instruments to measure the impact of teaching culture on second/foreign language classroom.

The research aims at defining culture, its relationship with language and what role it plays in teaching and learning foreign or second languages and to what extent do instructors apply teaching culture in language classes.

Key words: foreign language and culture teaching … integratingculturein language classes...

1.1The statement of the problem

The study basically intends to present the importance of teaching culture in foreign language classroom, to enhance student's understanding and develop their motivation towards studying foreign languages.

1.2 The Objectives of the Study

This proposed research attempts to achieve the following objectives:

1-   Learning to understand a foreign culture help students of another languages to use words and expressions more skillfully and authentically.

2-   To analyze the impact of learning culture of the target language on understanding the foreign language.

1.3 Research question:

The study seeks to answer the following questions:

1-   Is it necessary to learn the culture of the target language to acquire a foreign or second language?

2- Do language instructors apply teaching culture in their language classes?

3- How effective is culture teaching in the foreign language classes in the development of student's understanding in terms of academic performance and foreign language understanding?

4- Do language instructors well trained to use mediation activities and CALL in language classes, or to differentiate teaching practices according to the existence of learners from different linguistic and cultural background?

1-4 Hypotheses:

1- Combining target culture and language in foreign language classroom is important.

2- Language instructors differentiate their teaching activities and practices according to the existence of learners from different linguistic and cultural backgrounds.

3- Language instructors integrate cultureand native syllabus, and incorporate different techniques in teaching foreign languages.

1-5 Research Methodology:

The researcher followed Descriptive and Experimental Methodology in the research

Descriptive:

To trace the results of previous studies on the effects of teaching culture within the foreign language classes.

The experimental;

Will use questionnaire with foreign language instructors and lecturers in some of Sudanese universities and foreign school teachers in Sudan.

1-6 Significance of the Study:

This proposed study seeks to contribute to the literature on the topic of 'The Impact of Understanding culture on Foreign Language learning Program at Sudanese Universities and foreign institutions'

The contribution of the research can help students perform better in foreign language classes. Also would create some kind of student's awareness to study foreign languages.

1.7 Limit of the research:

The research limited to the foreign language instructors and lecturers in some of Sudanese universities and foreign school teachers in Sudan.

1.8 Summary of the study

This study investigates "The Impact of understanding culture on second/foreign language classes in Sudanese Universities and foreign Institutions in Khartoum, stating the aims and the objectives of the research.

Chapter One, provides a general description and theoretical framework and outlines, which focuses on the definition and description of the study. Three hypotheses were stated to be tested by the data collected through the questionnaire for language constructors in Sudanese Universities. The significance of the research problem and research methodology were discussed.

Chapter Two, shows general review of the literature in the field of the importance of teaching culture in the second/foreign language classes. It also overviewed a detailed account of the theoretical background of the research's literature review and previous studies, which went through different active and valuable points.

Chapter Three, the researcher described the methodology of the research, tools and the procedures used for conducting the study. The chapter provided full descriptions of population of the study and selected sample. Moreover, it gave full descriptions of the tool of the research. In addition to that, it discussed the validity and reliability of the study tool and procedure that followed for conducting the research.

 Chapter Four, the data generated from language instructors were processed to manageable dimensions for the analysis. The chapter has been discussed the results obtained from the questionnaire for language instructors. In the light of findings the study of hypothesis have been stated and confirmed.

Chapter five is the conclusions which gives a summary of the study and provides conclusions, recommendations, and suggestions for further studies.

CHAPTER TWO

LITERATURE REVIEW and PREVIOUS STUDIES

2.0 Introduction

This chapter reviews relevant literature and previous studies on the issue of 'The Impact of Understanding Culture on second and foreign languageLearning classes'.

It is observed that, the majority of students do not have the ability to understand foreign languages as their own language. The weakness is observed specifically, when translating proverbs or answering comprehension questions on textbooks when it touches the deeper part of culture.Kramsch (1993) states: "Culture in language learning is not an expendable fifth skill,the teaching of speaking, listening, reading and writing. The topic had been studied andpresented against a rich research and literature backdrop that explored culture and language concepts and their interrelatedness from different perspectives.

The first part will tackle the following issues: Notion of culture in relation to language, first language culture compared to foreign language culture in language classes; and how culture motivate and impacts Foreign Language Learning.There have been few critical reviews of the literature,and some previous studies regards applying culture integration in language teaching.

2.1 Notion of culture in relation to language

Culture defined in Oxford Dictionary as;

Mass noun

1-   The arts and other manifestations of human intellectual achievement regarded collectively. '20th century popular culture'

 1.1-   A refined understanding or appreciation of culture. 'Men of culture'

2-   The ideas, customs, and social behavior of a particular people or society.

'Afro-Caribbean culture'

Count noun 'people from many different cultures'

 2.1-   With modifier 'the attitudes and behavior characteristic of a particular social group. 'The emerging drug culture'

Many language experts had tackled the notion of the language and its relation to its culture, Bruner related the meaning in our mind with our culture saying; 'although meanings are "in the mind," they have their origins and their significance in the culture in which they are created', Bruner (1996: 3). In Sapir's definition of the relation of culture and language, he noted that: 'Language does not exist apart from culture, that is, from the socially inherited assemblage of practices and beliefs that determines the texture of our lives' (Sapir, 1970: 207). This definition shows that culture is seen as something which is acquired or learned, and transmitted from one age group to the next through transition phase, which supports Bruner's point of view, 'human beings do not terminate at their own skins; they are expressions of a culture' (Bruner, 1990: 12).

According toDuranti's, (1997: 24), culture is 'something learned, transmitted, passed down from one generation to the next, through human actions, often in the form *of face-*

to-face interaction, and, of course, through linguistic communication'.According to Howell & Vetter, culture seems to have a grammar of its own, 'A grammar of culture consists of rules for the generation of patterns of behavior', (Howell & Vetter, 1976: 376). Bruner & Goodman had their view of culture regulation,'we can be conditioned to see and hear things in much the same way as we can be conditioned to perform overt acts as knee jerking, eye blinking, or salivating' (Bruner & Goodman, 1947: 34, cited *in Howell & Vetter, 1976).*

2.2 First language culture compared to foreign language culture in language classes;

Contrastive-comparative approach canhelp the learner in appropriating other cultures. The study of culture, increasesLearners' curiosity about foreign language and makes them interested in target countries languages, which raises their motivation. Learning a second language necessarily involves comparison with the learner's first language, which is generally perceived as causing 'interference' in the learning of the second one(s).

*"*When two sets of materials to be learned are quite different, relatively there will be little interaction that is, learning one has little effect upon learning the other.If they are similar in such a way that the learning of one serves as partial learning of the other, there may be facilitation, or positive transfer. If, however, the similarities either of stimuli or responses are such that responses interfere with one another, then there will be greater interference as similarity increases" (Osgood 1953).

It's observed that, when the cultures of the foreign language taughtintroduced, the learners' interests in those classes increased a lot and the classes based on culture became to be preferred more than traditional classes. Brown (2007) pointed out the interrelatedness of language and culture:

"Language is a part of a culture, and culture is a part of the language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture, the acquisition of a second language is also the acquisition of a second culture" (pp. 189-190).

Much has been written about the role of culture in foreign language instruction (Morain, 1986; Grittner, 1990; Bragaw, 1991; Moore, 1991; Byram and Morgan, 1994.

'Communication requires understanding, and understanding requires stepping into the shoes of the foreigner and sifting her cultural baggage, while always 'putting [the target] culture in relation with one's own' (Kramsch, 1993: 205).

Culture was separated from language learning and used to taught on courses known as background studies, area studies, British life and institutions, Landeskunde (in Germany), civilization (in France) and civilita (in Italy), Pulverness 1995: 8, Byram 1989: 58-60, 1998: 2, Bassnett 1997: xiii, Kramsch 1993: 8, Tomalin &Stempleski 1993: 6, Mountford&Wadham-Smith 2000: 1). Estonian universities in the Soviet era also provided courses for students of English, such as Geography and history of Great Britain and British life and institutions. Creating and interpreting meaning is done within a cultural framework, the forms of language that convey meaning, is the language in its cultural context. As Polizer said;'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' (Politzer, 1959: 100-101).

2.3 How does Culture motivation can impact Foreign Language Learning from previous studies?

Culture classes help learners observe similarities and differences among various cultural groups.They have a motivating and a humanizingeffect on the learning process and the language learner. Two contradiction results had been founded in two deferent studies regard lesson scores and attitude to foreign language culture. The negative one:

An investigation held by, Shiva AzadipourIslamic Azad University, about the relationship between motivation, culture, and success in foreign language learning in globalizing world. The study showed that culture can play a motivating role in language learning success. Considering Gardner's instrumental and integrative motivation, a learner with a high degree of integrative motivation is likely to make more efforts to form bonds with people of the target culture. The goal of the activities was to encourage and estimate their respect, tolerance and empathy to people of different cultures. The results showed that respect for others, adaptation and integration with people of target culture were the highest rated amongothers. An unexpected result was that there was no significant relationship between students' lesson scores and their attitude toward foreign language culture. The researcher justified that by globalization process by which "people of the world are incorporated into a single world society, global society". Therefore learners who belong to a global English-speaking culture are ready to suspend disbelief about others and adopt new cultural aspects while respecting and maintaining their own culture.

In contrast, in a study investigated the potentiality that Culture Studies has to motivate Taiwanese junior-high-school pupils to learn English, and tried to establish the relations between pupil interests in Culture Studies and their orientations, attitudes, and motivation

toward learning English. Quantitative results indicate that in general, pupils were interested in knowing more about English-speaking countries; that Culture Studies is a useful way trying to increase Taiwanese pupil motivation to learn English.

2.4 Practical Application and implementation ofintegrating culture in language teaching classes:

Ratcliffe,15 May 2013   investigates what primaries have been doing to prepare for the change Primary pupils. Language lessons became a compulsory part of the primary curriculum in 2014. When children at the Dog Kennel Hill School in London enter Fátima Duerden's classroom, they felt that they are walking into Spain. It wasn't just the lilt of the Spanish language spoken inside that sets it wasapart from the rest of their south London School. The walls are decorated in Spanish posters and books, their teacher is known by her first name, Fátima, as in a Spanish classroom – and with help from technology, pupils learn alongside Spanish peers."*I make sure we set up at least two Skype sessions a term with our partner schools in Spain,*" says Duerden, who trained as a teacher in Portugal, her home country, and worked as a Spanish teacher, modern foreign language and international coordinator at Dog Kennel Hill."It gives children a chance to discuss a topic they are learning with a native speaker. The children respond very positively because it's interactive and it gives them a chance to use vocabulary and grammar in a real-life context." "When you scratch beneath the surface you'll see there is an enormous diversity of things happening under the label of languages at key stage two – from a few words and a song to quite rigorous teaching. For some the new curriculum and the emphasis it places on grammar and written language will be a challenge, for others it'll be business as usual.""Languages are taught through interactive methods but also through cultural identity and understanding," she says.

Another practical attempt at integrating culture in (English for specific purposes) ESP through a comparative-contrastive approach was made in a course of English for students

of Civil Engineering at Ljubljana University, Slovenia, in the academic year 2009–2010. Alongside the more conventional content expected in this type of course, a number of specialized (e.g. wood-framed construction in the USA vs. masonry construction in Slovenia) and semi-specialized (e.g. imperial system of units, homes in Britain and America) cultural topics were discussed. The cultural component was integrated into the syllabus in many ways. The analysis of student questionnaires showed that students welcomed the inclusion of cultural information in the course as described. Above 30 of the 32 students involved in the study believed that cultural knowledge was either occasionally important or very important for professional communication in their chosen field. A third of the students (9) would have appreciated even more instruction of this type, and not a single student felt too much emphasis was given to culture (Kavalir 2010 for more details).

In comparison with Greek students of (general) English in (Prodromou's 1992) study, where 60% of respondents believed British life and institutions should be part of the content of their English lessons and 26% felt the same way about American life and institutions. Slovenian students thus seem to exhibit more cultural curiosity; it should be noted, however, that they seem to have a more positive attitude to foreignness and acquire more "knowledge of the world" throughout their education compared to their peers in other countries (Zhang, Lin and Hoge 2007). It is also true; that there will typically be a variety of cultural influences on student behavior apart from national and regional influences, such as classroom and institution culture (Holliday 1994:54-55).

2.5 "Culture Talk" can be treated as valuable learning opportunities, as Anne Jund noted:

 In research questions related to how international students negotiate the representations of their distinct cultures and how they deal with the multiple, contradictory aspects of culture in a global educational setting, another empirical attempt conducted by, Anne Jund, (2010, 14 Number 1).Interactional data were collected from her own students who were enrolled in a Language program at a university in the United States. As the students were communicate with one Another during a group task,she focused her analysis on the Interactional work being accomplished by them. The findings reveal interesting insights into how the students arranged and rearranged cultural objects, activities, and actions into categories, while discussing the topic of traditional clothing in various cultures. The analysis focused on the interactional work being compelted by the students as they participate in a classroom task about traditional clothing. Results show how participants used cultural affiliations and disaffiliations systematically in their talk to establish competing discourses and to make available multiple identities, which were then taken up and transformed by co-group members. Implications of the study relate communicative practices that take place in university EAP courses and the possibilities for teachers to move beyond a compare-contrast approach to teaching and learning culture toward pedagogy of intercultural understanding. The analysis of the data for the study has also led to consider how competing discourses that emerge in classroom "culture talk" can be treated as valuable learning opportunities'. Within Classroom contexts, students engage in a variety of communicative tasks, many of which ask them to draw on understandings from their own cultural, linguistic, and ethnic backgrounds. In this way, culture and cultural difference are "talked into being" as speakers communicate stories and attempt to collaboratively make sense of their experiences.

2.6 Australiancase study "used different approaches";

Another empirical study, 'A case study from an Australian tertiary Spanish programmer. Ana lobo, Griffith University' (August 2005), stated; the main aim of the study conducted was to discover what students and teachers understand by "culture" in the Spanish learning context. There are twenty countries in the world that share the official language of Spanish. Argentina, Bolivia, Colombia, Costa Rica, Cuba, Chile, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, The Dominican Republic, Spain, Uruguay and Venezuela. Each one has a very unique culture even though their countries share the use of Spanish as an official language. The term "Hispanic Cultures" used in the article to refer to the concept of cultures of the Hispanic world.

The Participants; four classes participated in the study. Each student completed three questionnaires, one at the beginning of the semester, one in the middle and one at the end. In addition, they were also interviewed twice during the semester, once at the beginning and once at the end. All the teachers described their teaching approach in different ways. The First-year teacher described his method of teaching as communicational/interactive. The Second-year teacher claimed to be using the "Natural Approach", an approach described by the teacher as promoting production emerging naturally from comprehension to production. The third-year teacher used a teaching approach described as "content-based and project-based", as it involved the students in real life projects and activities and was conducted fully in the target language. The study has shown that, overall, the students did not believe that their understanding of "Hispanic Cultures" had increased considerably throughout the semester. The results were more positive in the interviews, perhaps because they were face-to-face interviews and the students could elaborate on their responses. The responses did show that, a significant impact had been made on their Hispanic cultural acquisition throughout the semester.

2.7 Integrating Culture and Language Teaching in TEYL Conference

In Integrating Culture and Language Teaching in TEYL Conference, Prof. Sretko Divljan,(Jagodina, 2013), stated that; integrating culture into the English language primary curriculum has become of major importance all over the world. The aims of foreign language teaching have shifted from achieving "native speaker competence" to achieving "intercultural communicative competence", such an approach assigns another important role to the foreign language teacher/learner: that of "intercultural mediator", (i.e. someone who is capable of critically reflecting on the relationship between two cultures). He concluded; cultural and intercultural content does not have to be taught explicitly but, instead, can be incorporated in and integrated with teaching language content. This way, pupils are exposed to the kind of information that raises their intercultural awareness and, at the same time, allows teachers to contextualize grammar and/or vocabulary appropriate for the age and level of pupils they teach.

2.8 Teaching of Culture both Within and Beyond Language;

Chinese study held by Weiqiang Mao, (The teaching of culture both within and beyond language), he stated that:"the teaching of culture both within and beyond language should be considered as an integral part of teaching English as a foreign language in China. Syllabus concerning the EFL instruction should be further renovated to include the cultivation of intercultural communicative awareness, rather than simply the testing of cultural information. Meanwhile, teachers should develop in the first place an acute awareness both of the traditional Chinese culture and of the cultures related to the English-speaking countries, so that they would be able to present the foreign cultures as they are to help students form a positive attitude in the bombardment of the exotic cultures,Weiqiang Mao(December 2009:147).

2.9 Influences of culture awareness in Language teaching and learning

Zahra GhorbaniShemshadsara, (November 1, 2011) stated; 'a shift from a traditional to intercultural stance in EFL enhances students' awareness of the inextricable and interdependent relationship between language and culture and teaching culture as an integral component of language teaching. It also helps to develop teachers' intercultural perspectives that may have an impact on their language teaching methodology and syllabus design. Strasheim (1981) argues 'there is no question that the successful integration of culture and language teaching can contribute significantly to general human knowledge, that language ability and cultural sensitivity can play a vital role in the security, defense and economic well-being of the country and that global understanding ought to be a mandatory component of basic education (Stratiem 1981, cited in Hadley, 1993). Hadley (1993) declares that cultural understanding must be promoted in various ways, so that students are sensitive to other cultures prepared to live more harmoniously in the target language community. As Stern (1992) echoes, "One of the most important aims of culture teaching is to help the learner gain an understanding of the native speaker's perspective" (p. 216). It is a matter of the L2 learner "becoming sensitive to the state of mind of individuals and groups within the target language community" (p. 217). Wieto (2010) stated that; a shift from a traditional to intercultural stance in EFL enhances students' awareness of the inextricable and interdependent relationship between language and culture and teaching culture as an integral component of language teaching. It also helps to develop teachers' intercultural perspectives that may have an impact on their language teaching methodology and syllabus design. This shift is a challenge that EFL teachers and learners have to deal with to meet the goals of foreign language education in our modern world.

2.10 Teachers can design lessons and materials that move beyond a compare-contrast approach to culture

As Influences of culture awareness in Language teaching and learning, teachers can design lessons and materials that move beyond a compare-contrast approach to culture. For example, after recognizing that much of the dialog about clothing and fashion taking place with students was following a compare-contrast model,Zahra Ghorbani Shemshadsara, began searching for alternative resources and came across the work of Barthes (1967, 2006). He was a semiologist whose ideas contributed extensively to contemporary theories of fashion, which then incorporated into the class as a way of introducing students to his concept of fashion as a system of signs and symbols that provide mental clues about a person's individual and group identity. This led to a fascinating class discussion about how cultural attitudes are reflected in perceptions of what is "in-fashion" and what is "out-of-style." Thus, they were able to extend their classroom "culture talk" beyond conversations such as "Japanese wear kimono and Chinese wear chi pao," which have provided the other students with an opportunity to better understand cultural relationships between members of the global community. '*To negotiate a concept of culture that takes into account the multiple, changing, and conflicting meanings of culture can be a challenging task for language learners and teachers'* (Kubota, 2004).

2.11 Target culture games, stories and songs should be included in language curricula

Even when a teacher is convinced of the value of teaching culture, he/she might not know precisely how to go about it, and this is an issue not only in ESP but in foreign language teaching in general. There is a gap between the broad theoretical consensus that culture should be included in language curricula and the lack of impact of the culture concept. Ivana BančevićPejović; in her attempt of applying teaching

English culture to young learners in Serbia, suggested that, teachers should not try to present English games, stories and songs as exclusive in classroom. There should always be time for playing games, stories and singing songs in different versions. For example people in Serbia celebrate White Sunday ("Belepoklade") when children make masks and go from door to door collecting candies (it used to be eggs, apples, dried fruit…). In English speaking countries they celebrate Halloween in the similar way, and in Mexico they celebrate the Day of the Dead. In Muslim countries they celebrate twice a year Eid al-Fitr means" the feast of breaking the fast". The fast, in this instance, is that of Ramadan, which recalls the revealing of the Qur'an to Prophet Muhammad. The other festival, Eid al-Adha, is the "feast of the sacrifice." It commemorates the end of Hajj, and annual pilgrimage by millions of Muslims to the holy city of Mecca in Saudi Arabia that is obligatory once in life time, but only for those with means. It recalls the story of how God commanded Ibrahim to sacrifice his son Ismail as a test of faith. The story describes Satan's attempt to tempt Ibrahim so he would disobey God's command. Just as Ibrahim attempts to kill his son, God intervenes alamb is sacrificed in place of Ismail. This story has institutionalized the ideal of sacrifice in Islam and continues to be commemorated each year. Muslims remind themselves of the need to submit to the will of God. Yet the reasons for celebration are different, springing from differences in religion.

2.12 teachers have to acquire the pedagogical knowledge base to help their students access the language in academic texts across the curriculum

In Kenyan study, they have deferent view in teaching English as a foreign/second language as stated; The major point of convergence is the notion that in order to improve the teaching of English at the secondary school level and maximize student success, teachers have to acquire the pedagogical knowledge base to help their students access the language in academic texts across the curriculum. This has important implications for the

preparation of both elementary and secondary school teachers of English for speakers of other languages and content instruction teachers who teach English Language.

2.13 Using videos in teaching culture and language through the theoretical construct of the 3Ps (Products, Practices, Perspectives)

French attempting; Aleidine Kramer Moeller, (Eau Claire, WI: Crown Prints), pp. 75-91. His paper presents an overview of the research on teaching culture and describes effective pedagogical practices that can be integrated into the second language curriculum. Particularly, the overview tries to advance an approach for teaching culture and language through the theoretical construct of the 3Ps (Products, Practices, Perspectives), combined with an inquiry-based teaching approach utilizing instructional technology. This approach promotes student motivation and engagement that can help overcome past issues of stereotyping and lack of intercultural awareness. In his practical attempt, he used the technology in teaching French language. Video was incorporated in a university first-semester French coursework, and students were required to listen to French scripted videos which introduced the students to French people, customs, traditions, food, cities, and dwellings presented in culturally authentic situations. The overall finding revealed that students were able to significantly improve their knowledge of French culture from watching videos and participating in the activities associated with the videos (Herron et al., 1999).

2.14 Environment influences cultural awareness of the learner

Another study held by; Mohamed Amin Mekheimer'Cross-cultural Communication'(2011, pp. 43 -25). In his study to show the target culture's impact on an EFL college senior during learning EFL, A perusal of the responses of Ahmed (Arab student who grew up in English environment) and his development history corresponds to the significant role that the target culture played in his language development on two

levels: sharing an understanding about and building on his past experience in the US and the British school in his town. Ahmed's heightened cultural awareness of the English language as it is spoken in its indigenous milieus and his mature communicative responses in difficult situations relate to the influence of his early identity/subculture which he earlier developed as well as to the family atmosphere and parenting style which provided a nurturing milieu for his subsequent linguistic development. On this situation Ahmed commented;(It is to my opinion that I have slowly, but surely adapted myself and virtually settled myself into the English cultural environment by listening to the BBC and the VoA, and all cultural elements that come with these two rich sources - one that gives you all what you wanna know about America and all the same about English as spoken in England, sort of "Buy 2 Get 1 Free). It looks from the interview that Ahmed did not only acquire the target culture associated with English which helped him more with speaking the language fluently and creatively, but it also instilled him with very favorable and positive attitudes towards the native speakers of the language and an innate impetus to learn English. Such needs will also be readily acknowledged by the learners themselves: "if we treat culture and language as linked, we invite students in; if we mobilize and operationalize our students' lived experiences, we invite them in; and, if we open up our teaching to different modalities, we allow the language and culture nexus to flourish" (Rowsell et al. 2007:153).

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter is devoted to the description of the methodology used to investigate 'The Impact of Understanding culture on foreign language learning in second/foreign language classes in Sudanese universities and foreign institutions in Khartoum'. "An investigation of language instructors' perceptions and practices".

The present study adopts the descriptive analytic method, which depends on the description of the population of the study and the sample size collection. It also explain the data collecting instruments, how they are prepared, and the procedures taken for validity and reliability beside the approach taken for implementation. It gives overview of the statistical treatment used for analyzing data and getting results.

3.1 Research Population and Sample

For conducting this study, a questionnaire for language instructors is being used.

The population of this study are the language instructors in Khartoum universities and foreign institution in Khartoum. 51 participants had responded to the questionnaire which had been sent through the internet.

3.2 Data Collection Instruments

The researcher investigated the method of the data collection gathered from some previous studies, so as to find the most appropriate one which would work effectively in giving the required data results. The questionnaire designed for language instructors in

Khartoum universities and foreign institutions in Khartoum. The researcher adopted two instruments for collecting data, questionnaire and observation. The questionnaire consists of two sections introductory section that deals with personal information including the age, gender and years of experience and qualifications. The second section deals with investigation into the impact of teaching culture in language classes.

The questionnaire consists of six groups of questions. Each group has it is own options.

The first and the fifth group's answer options areranging from "to a large extent, to a moderate extent, to some extent, to little extent, not at all and don't know.

The second group's answer options are ranging from, very important, important, slightly important, unimportant and don't know.

The third group's answer options are, yes, no and don't know question.

The fourth group's answer options are ranging from very often, often, sometimes, rarely and never.

3.3 Procedures of Data Collection

To investigate the problem, and obtain higher levels or reliability, the researcher paid direct visit to different universities, namely Khartoum University, El-Zaeem El-Zahary University and Sudan University of Science and Technology, and distributed questionnaires by hand to some language instructors who welcomed to fill in the questionnaire, specially linguistic students of batch four of M.A, the researcher's colleagues in Sudan University of Science and Technology, while others of higher degrees, ignore the researcher's existence. The researcher also distributed her questionnaire in some internet groups to gain more participants of language instructors, by using a specific link and submission after finishing, which was very useful for quick, wide range of distribution, fast as well as its service of instance analysis.

3.4 Validity of Tools

Many linguists defined the term validity.

The definition gives the reader clear vision of what the researcher should do, to achieve the goal in the right way. Here are some quotations of the term validity definition.

Validity refers to the factors that collection tool measures what is supposed to measure,Best and Kahan (1986) for instance, Halliday and Hassan cohesion taxonomy was utilized by many researchers,Onner (1984). MicculyStotan, Richard Son and Wolffrom (1990), another definition by Gay Mills(2009: 154) who defined it as 'validity refers to the degree to which test measure what it supposed to measure'.

In order to assure the validity of the tools, the researcher took two steps,first the tools were given to research's supervisor, Prof. Mohammed El-Amin El-Shingity, to see whether the tools could answer what they were intended to measure. He made some modifications by deletion, adding and reforming some of the instruments. Before the tools were tested, they were given to the supervisor for the final evaluation.

3.5 Reliability of the Tools

The concept of the term reliability defined by Lado (1962:160) as 'the stability of some resource to the same sample' that means the questionnaire is reliable if the testers get nearly the same source in the same test on different occasions. The researcher chose the questionnaire as source for the data, because all participants are mature,serious andreliable in their works, which the researcher assumed it was reliable data. Reliability is expressed as "reliability coefficient".

3.6 The Content of the Questionnaire

The questionnaire consists of five questions, each question consist of two to five sub questions which designed to check the hypothesis of the study.

Chapter Four

Data analysis, Results and Discussion

4.0 Introduction

In this chapter the analysis of the data collection is made. The results are displayed in tables, graphs and texts. The participants of this study were 50 teachers and selected randomly from Khartoum universities and foreign institutions and M.A students of English Department of Sudan University of Science and Technology. The teachers were both males and females.

4.1 Data Analysis

Bellow, SPSS package results of the questionnaire are displayed and discussed.

4.2 PersonalInformation

The following two tables displayed the degree and experiences of instructors and teachers who took part in the study:

Table 4.2.1 Gender

1- Gender:

Gender	Frequency	Percent %
Male	35	68.6
Female	16	31.4
Total	51	100

Figure 4.2.1 Gender

Chart Title

	Male	Female	Total
Frequency	35	16	51
Percent %	68.6	31.4	100
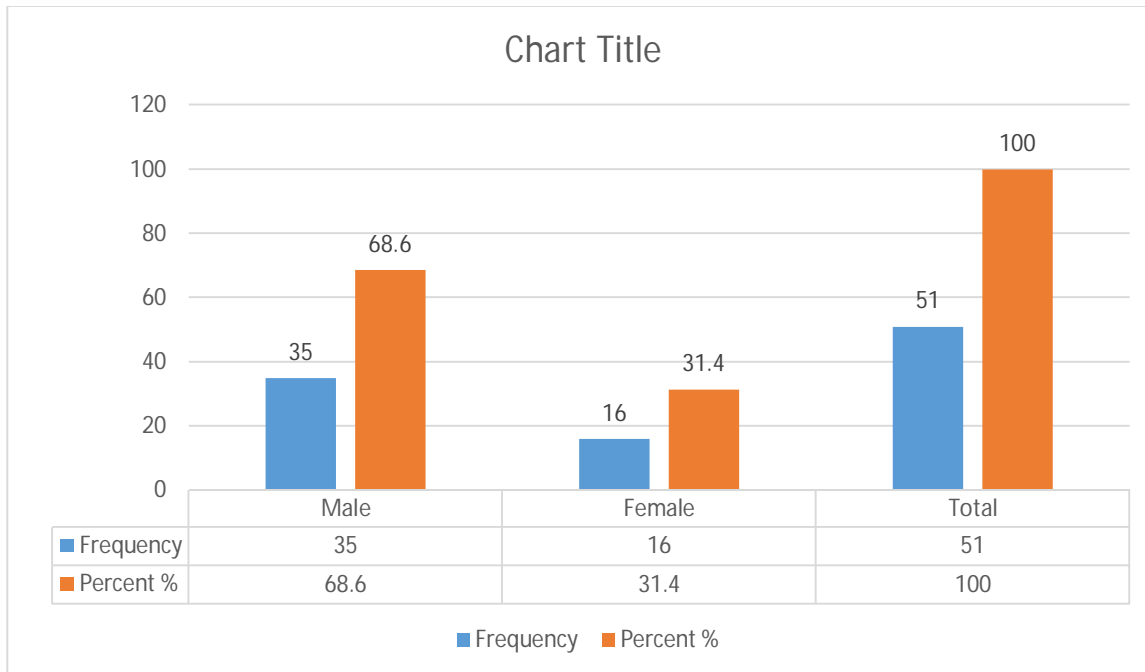
Table 4.2.2 Age group:

Option	Frequency	Percent %
23-30	15	32
31-35	6	12.8
36-40	6	12.8
41-45	10	21.2
above	10	21.2
Total	47	100

Figure 4.2.2 Age group:
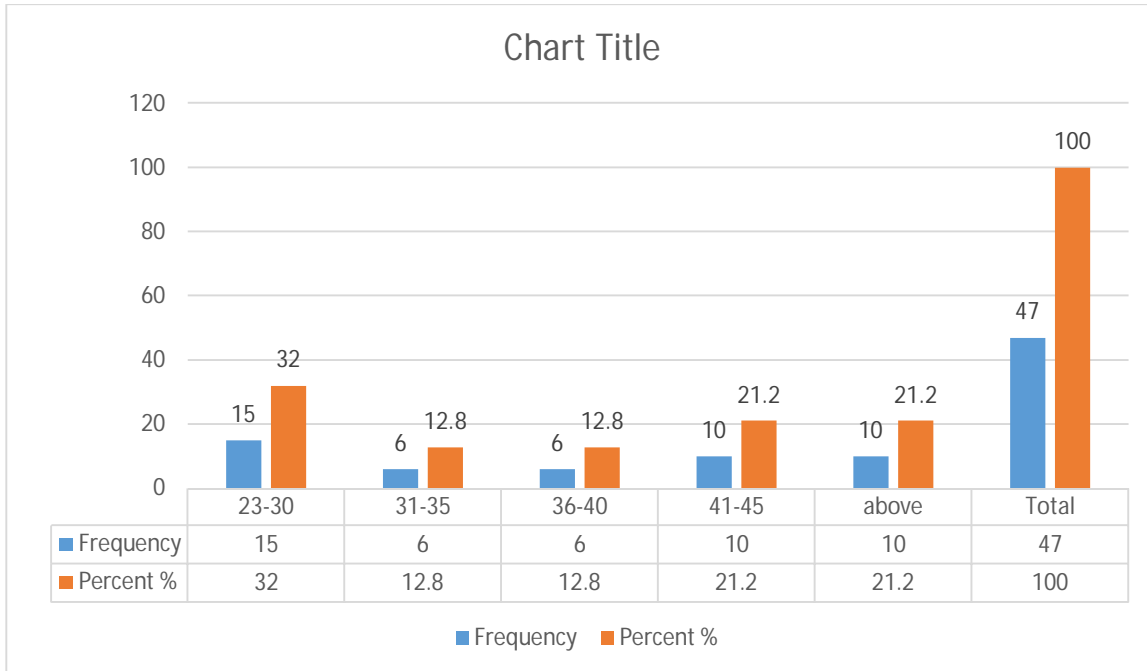
Table 4.1.1 Academic Qualifications:

Qualification	Frequency	Percent %
B.A	7	15.2
Postgraduate-Diploma	2	4.3
M.A	28	60.9
PHD	10	19.6
Total	47	100

Figure 4.1.1 Academic Qualifications
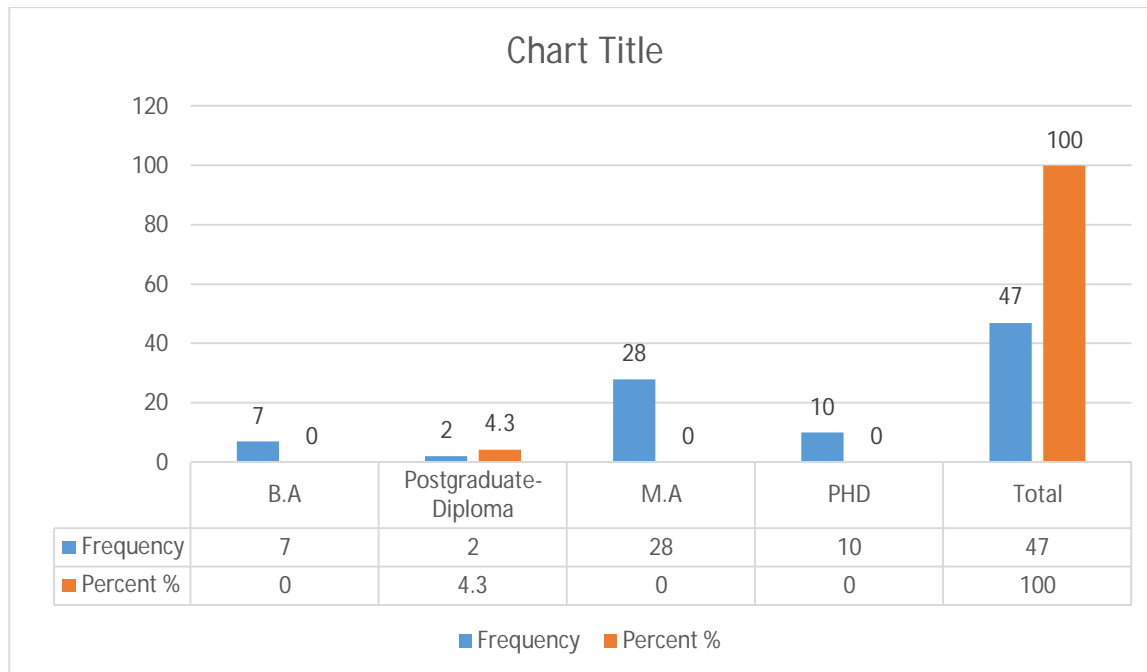
Chart Title

	B.A	Postgraduate-Diploma	M.A	PHD	Total
Frequency	7	2	28	10	47
Percent %	0	4.3	0	0	100

The table and the figure is about participants academic degrees, it show that, more than 80% are Master and PHD holders.

Table 4.1.2

Working experience in Sudanese Universities or international institutions:

experience	Frequency	Percent %
1-5 years	5	10.6
5-10 years	18	38.4
10-15years	9	19.1
15+ years	14	31.9
Total	46	100

Figure 4.1.2

Working experience in Sudanese Universities or international institutions:
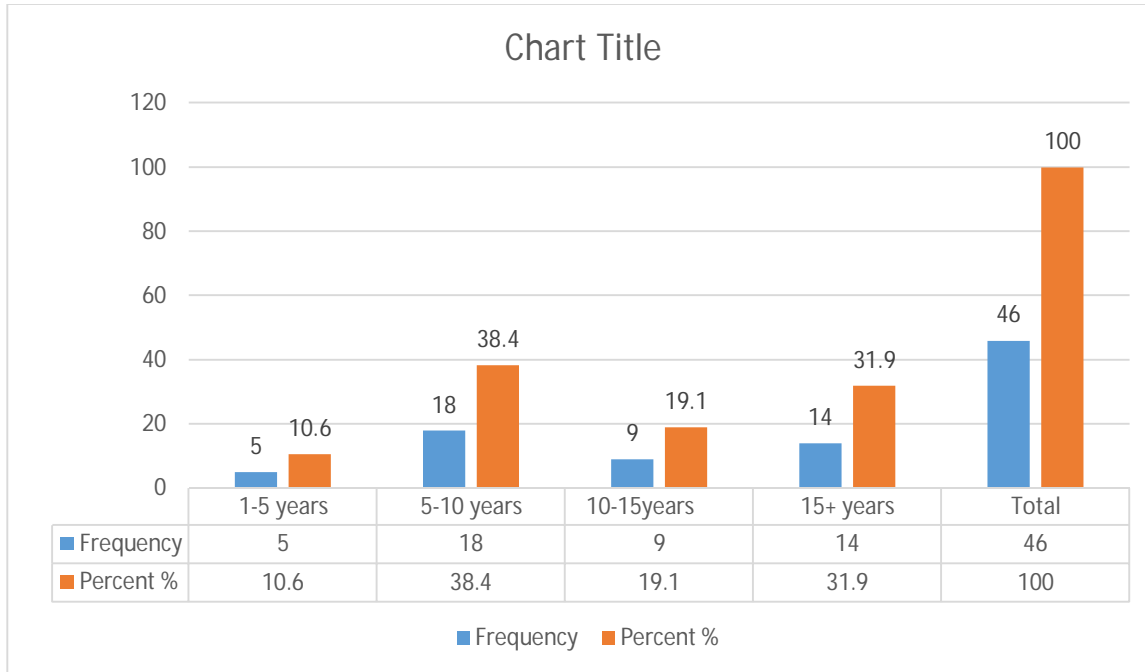
	1-5 years	5-10 years	10-15years	15+ years	Total
■ Frequency	5	18	9	14	46
■ Percent %	10.6	38.4	19.1	31.9	100

Chart Title — ■ Frequency ■ Percent %

The table and figure above show that the distribution of the sample by statement as follow:

1-5 (10.6%), 5-10 (38%), 10-15 (19.1%), 15 and above (31.9%). It is quite clear that the result of working experiences exhibits that above 50% have been teaching more than 10 years in the field of English, which means that the majority of teachers have a good experience background.

Table 4.1.3

Teacher training courses, have attended, that are related to issues of linguistic and cultural diversityof FLT classroom?

Courses	Frequency	Percent %
Teachers' forums Courses	10	22.7
workshops	8	18.2
conferences	8	18.2
seminars Individual	5	11.4
collaborative research on a relevant topic	2	4.5
Reading professional literature (e.g. books, journal articles, theses)	8	18.2
Meetings with your ELT advisor	3	6.8
Others	0	0
Total	44	100

Figure 4.1.3 teacher training courses, they have attended, that are related to issues of linguistic and cultural diversity of FLT classroom
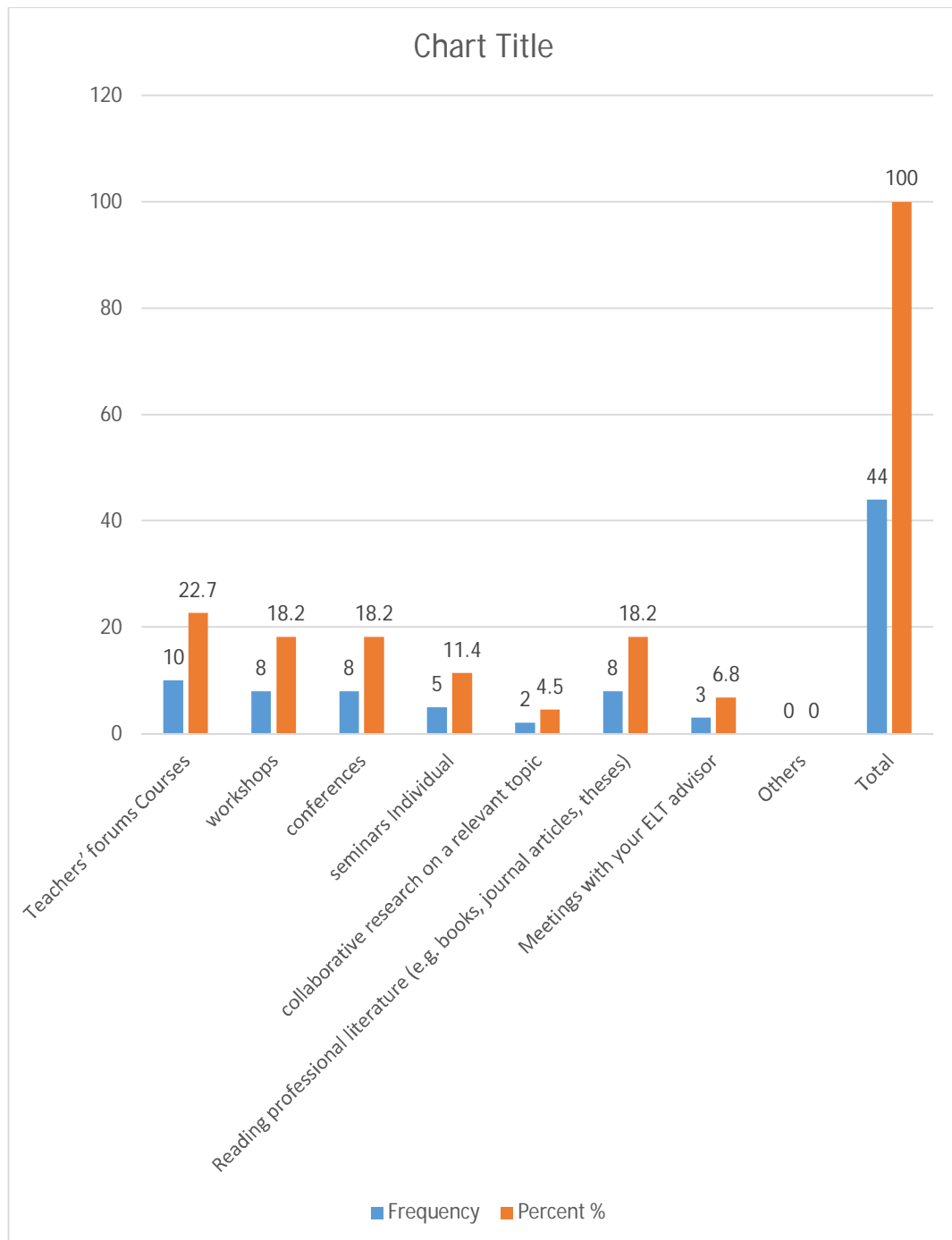
4.2. Teachers Evaluation of incorporating some aspects of teaching culture. There will be a table for each item for statement in the teacher's questionnaire.

Question in this part of the study, teacher's questionnaire deal with teacher's evaluation of, 'To what extent do they incorporate the following aspects of teaching culture; in their FLT classroom, the following answers were received:

Table 4.2.1Question 1-A,

A- 'To what extent do they help learners to understand their own social and cultural behaviors better?

Option	Frequency	Percent %
To a large extent	24	53.4
To a moderate extent	11	24.4
To some extent	7	15.6
To little extent	2	4.4
Not at all	1	2.2
Total	45	100
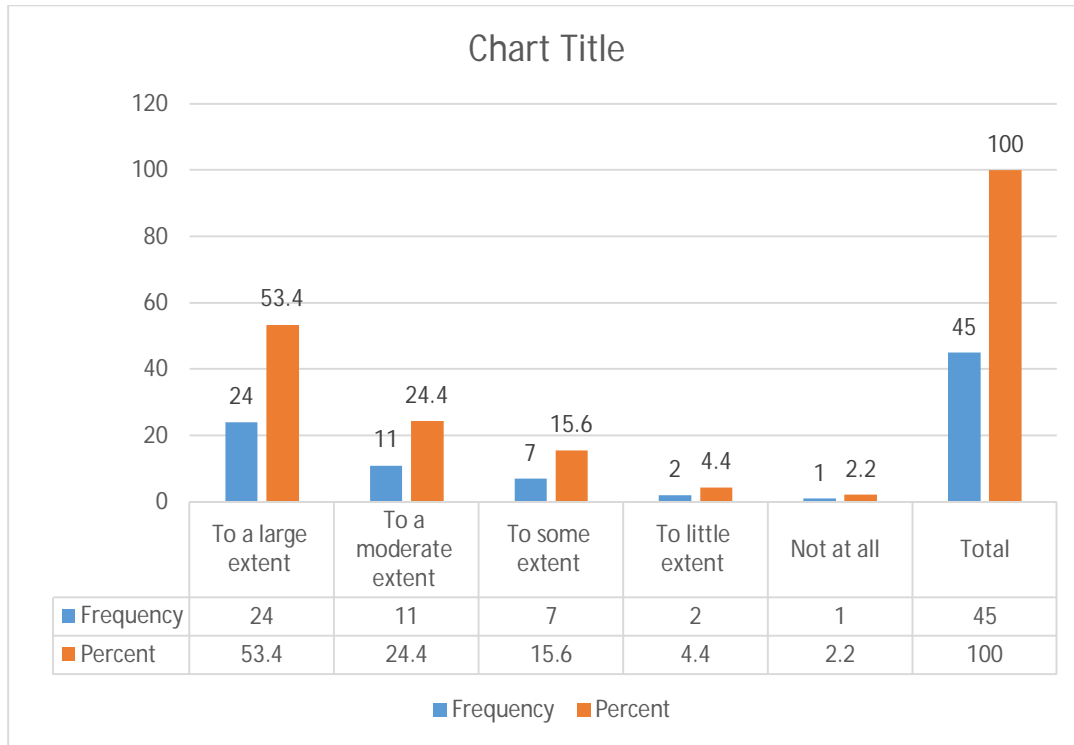
Figure 4.2.1 Question A

 In answering question A, a majorityof 78% said that they held their students understand their own social and culture behavior better.

Table 4.2.2 Question 1- B

To what extent do teachers prepare learners to live in a society that is founded on cultural and linguistic diversity?

Option	Frequency	Percent %
To a large extent	18	39.1
To a moderate extent	16	34.8
To some extent	9	19.6
To little extent	1	2.2
Not at all	2	4.3
Total	46	100

Figure 4.2.2 Question 1- B
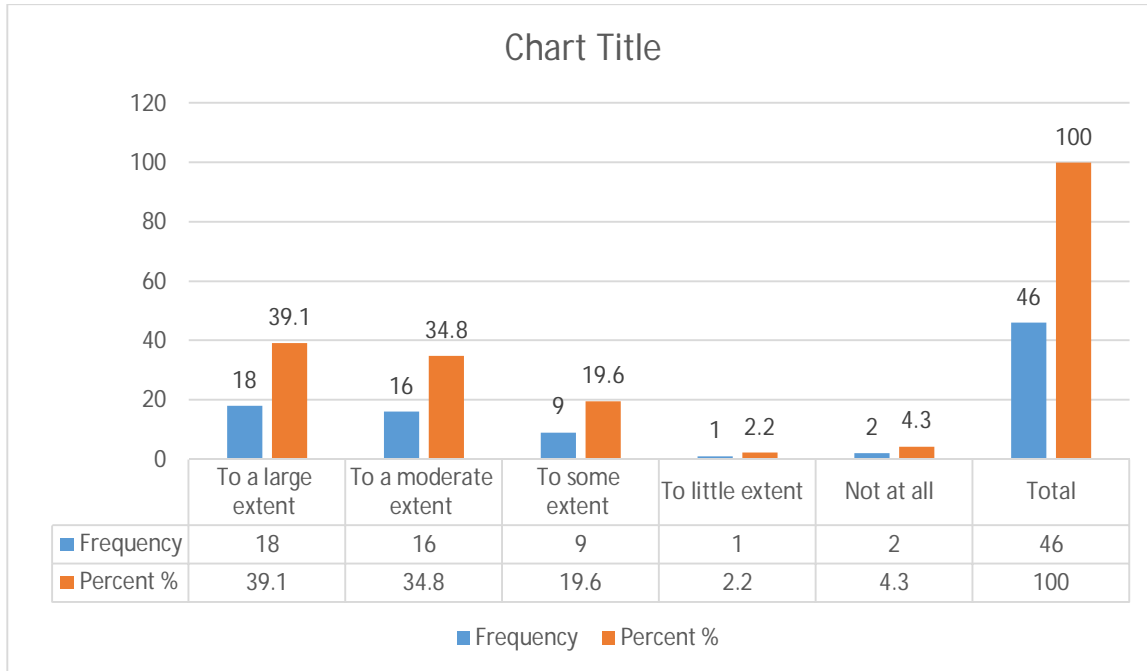
The table and figure above show that 90% of language teachers prepare learners to live in a society that is founded on cultural and linguistic diversity

Table 4.2.3 Question 1- C

To what extent do teachers develop learners' awareness of the similarities and differences between their home and other cultures?

Option	Frequency	Percent %
To a large extent	29	61.7
To a moderate extent	12	25.6
To some extent	4	8.5
To little extent	1	2.1
Not at all	1	2.1
Total	47	100

Figure 4.2.3 Question 1- C

Chart Title

	To a large extent	To a moderate extent	To some extent	To little extent	Not at all	Total
Frequency	29	12	4	1	1	47
Percent %	61.7	25.6	8.5	2.1	2.1	100
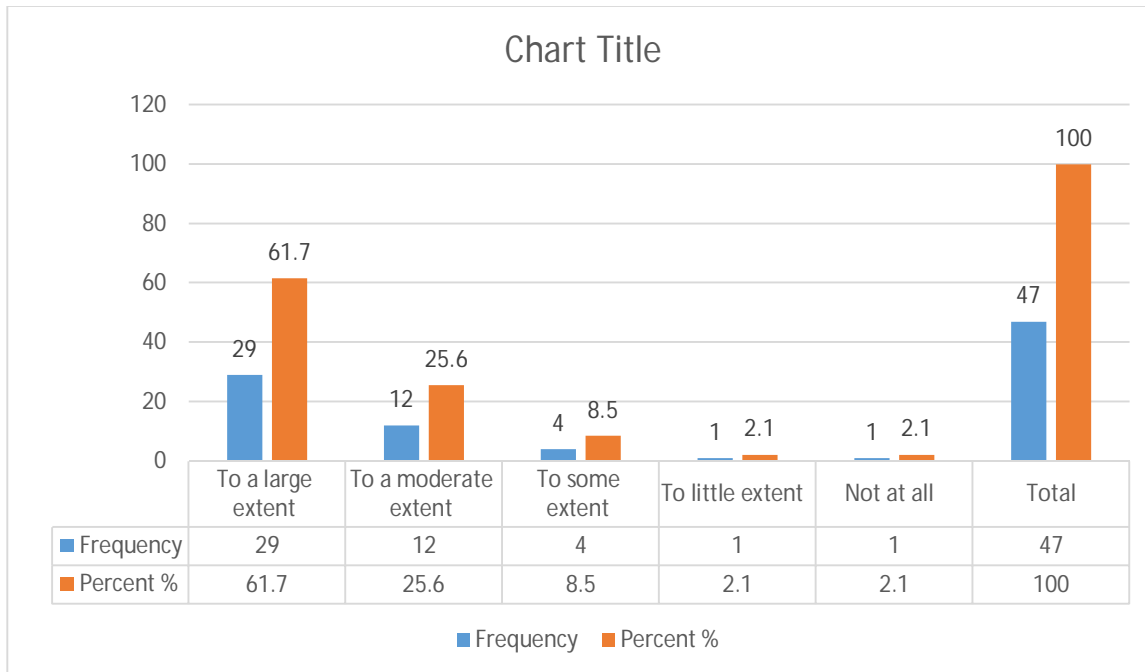
The figure and table above show that more than 90% of language teachers develop learners' awareness of the similarities and differences between their home and other cultures

Table 4.2.4 Question. 1- D

To what extent do teachers familiarize their learners with the target culture (habits, customs, literature, music, art ...etc.)

Option	Frequency	Percent %
To a large extent	20	44.4
To a moderate extent	17	37.9
To some extent	6	13.3
To little extent	2	4.4
Not at all	0	0
Total	45	100

Figure 4.2.4 Question 1- D

	To a large extent	To a moderate extent	To some extent	To little extent	Not at all	Total
Frequency	20	17	6	2	0	45
Percent %	44.4	37.9	13.3	4.4	0	100
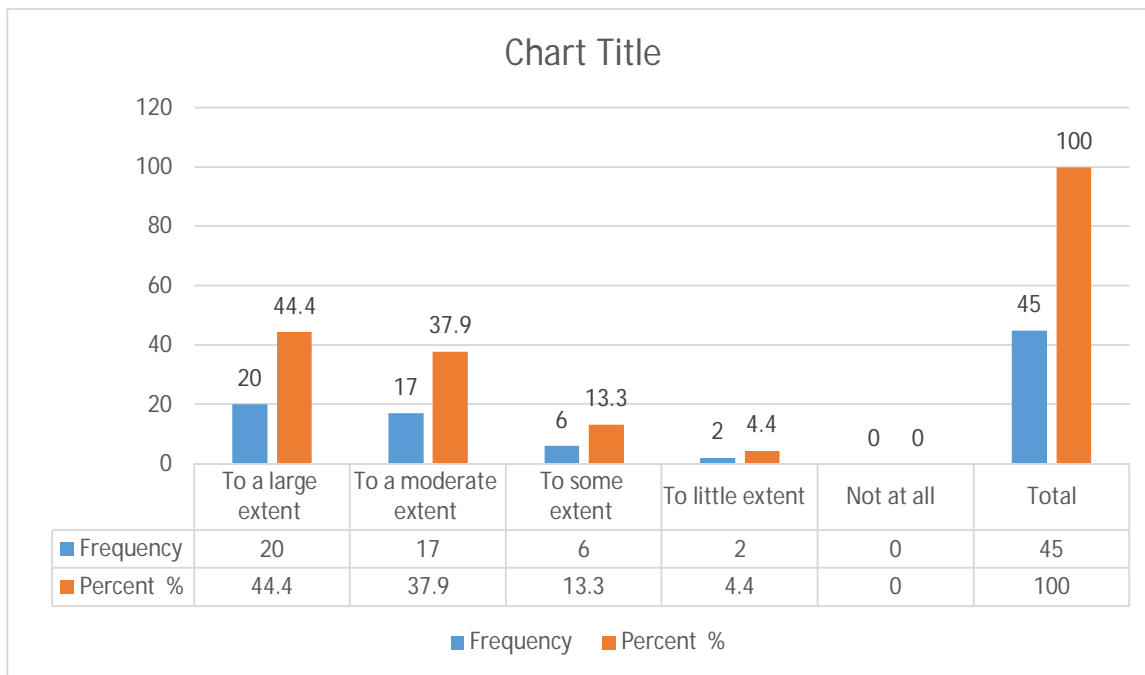
2 - How important are the following aspects in teacher's opinion:

Table 4.2.5 Question 2 - A

How important is teaching the FL and the Foreign Culture in an integrated way for their FLT classroom?

Option	Frequency	Percent
Very important	30	65.2
Important	14	30.4
Slightly important	1	2.2
Unimportant	0	0
Don't know	1	2.2
Total	46	100

Figure 4.2.5 Question 2 - A
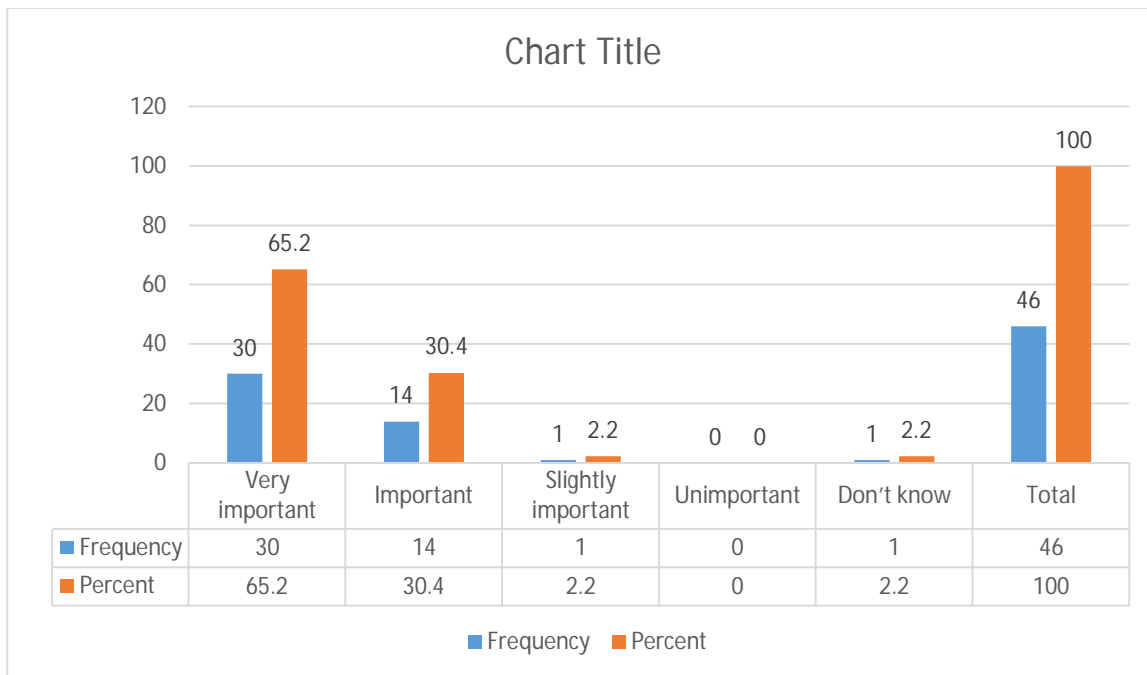
The answer in the table and the figure above show that more than 95% of language instructors support the important of teaching foreign language and its culture in an integrated way.

Table 4.2.6 Question 2 - B

B- How important is teaching the native materials in the classroom?

Option	Frequency	Percent %
Very important	26	57.8
Important	16	35.6
Slightly important	0	0
Unimportant	2	4.4
Don't know	1	2.2
T0tal	45	100

Figure 4.2.6 Question 2 - B
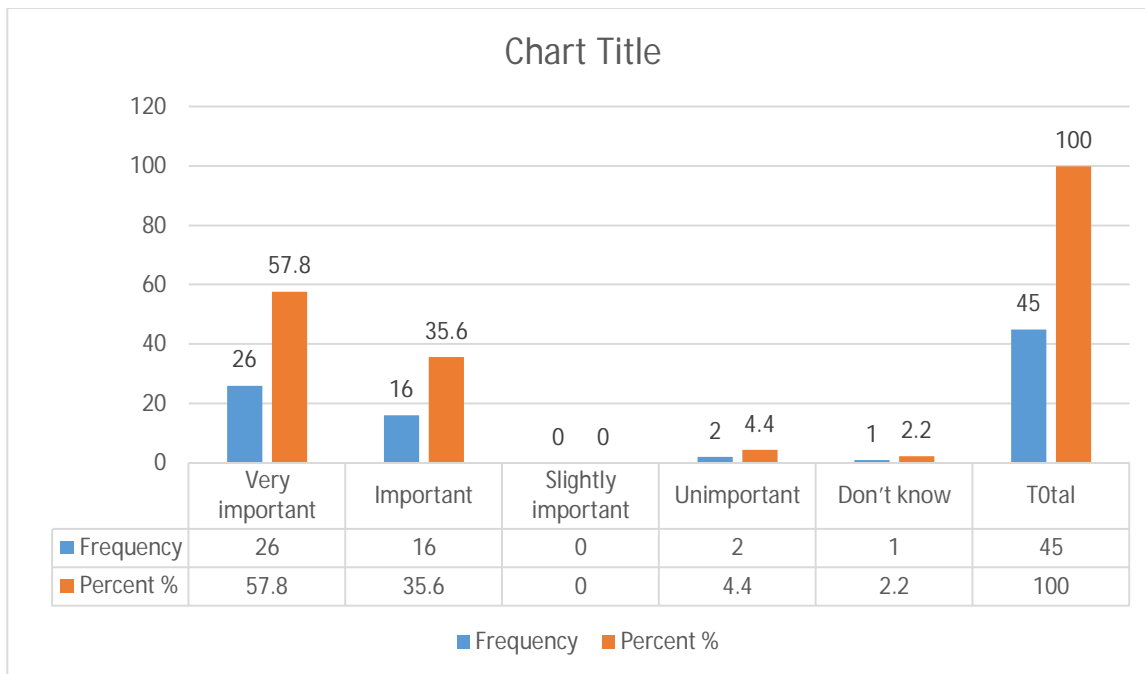
The chart and the table show that the majority (93.4%) of the participants see that teaching the native materials in the classroom is important.

Table 4.2.7 Question 4- A

YES, NO Question

A -Combining language and culture helps learners to improve their language skills

Option	Frequency	Percent
Yes	43	93.3
NO	3	6.7
Don't know	0	0
Total	46	100

Figure 4.2.7 Question 4- A
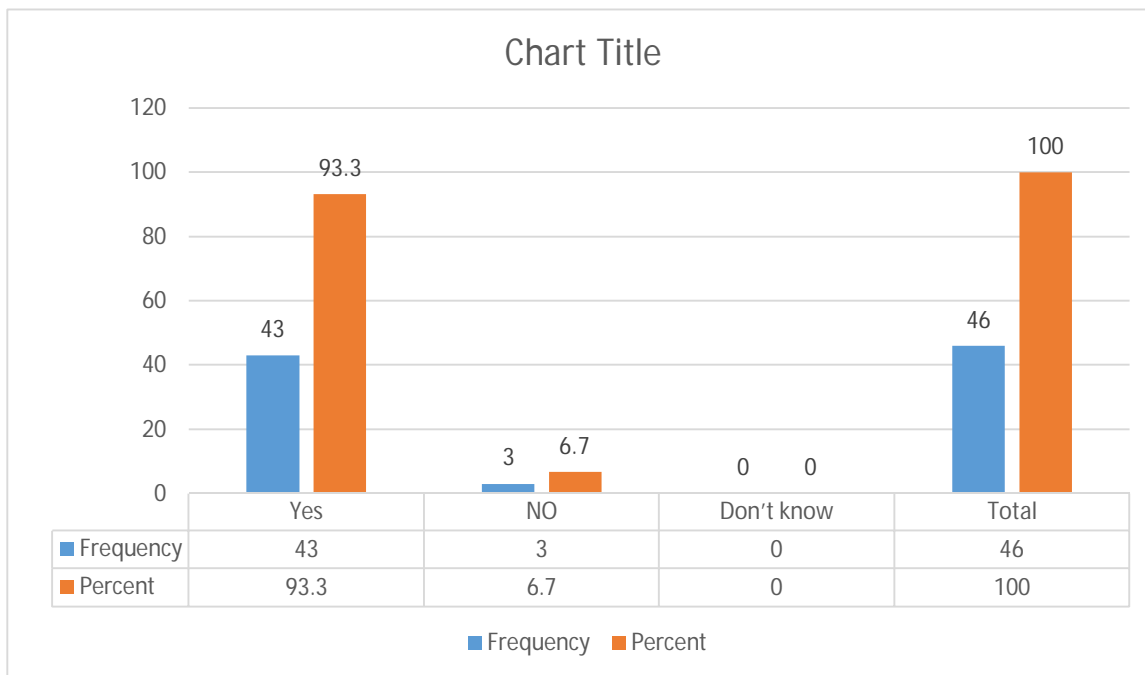
The table and chart above show that the majority of the instructors (93.3), see Combining language and culture helps learners to improve their language skills.

Table 4.2.8 Question 4- B

B - Students can be more successful in their target language after cultural issues become part of the curriculum and instruction

Option	Frequency	Percent %
Yes	32	72.1
NO	10	23.3
Don't know	2	4.6
Total	43	100

Figure 4.2.8 Question 4-B
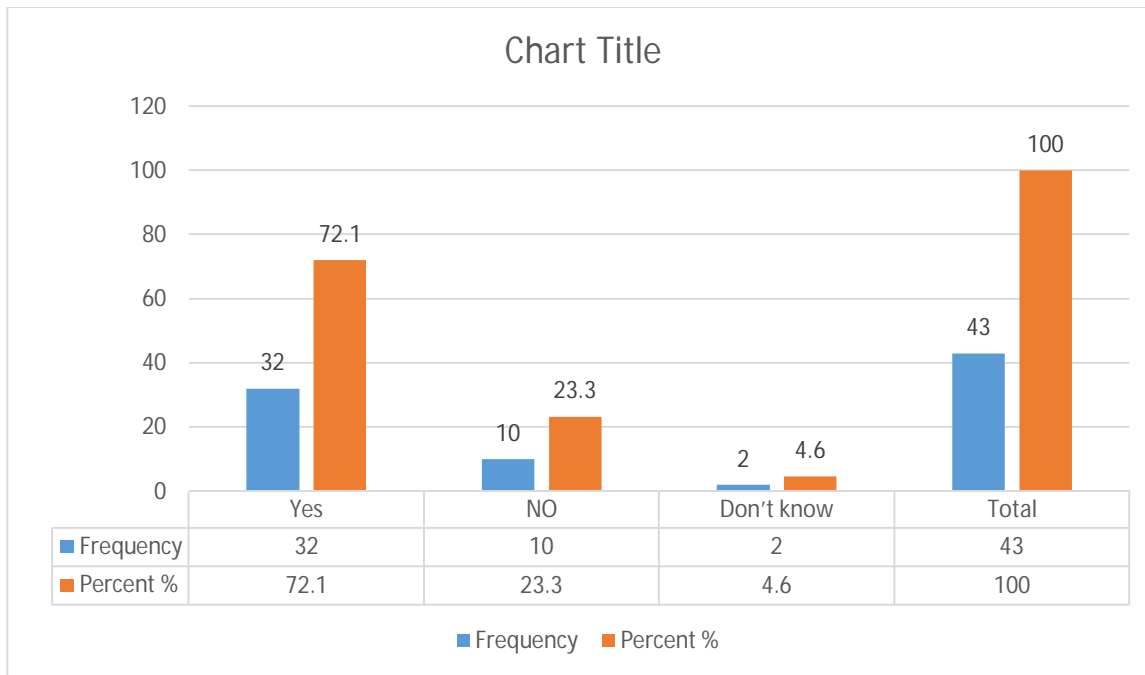
The majority of FLT agree that, students can be more successful in their target language after cultural issues become part of the curriculum and instruction

Table 4.2.9 Question 4 - C

D. Do you apply teaching culture in your FLT classroom?

Option	Frequency	Percent
Yes	32	71.1
NO	10	22.2
Don't know	3	6.7
Total	45	100

Figure 4.2.9 Question 4 – C
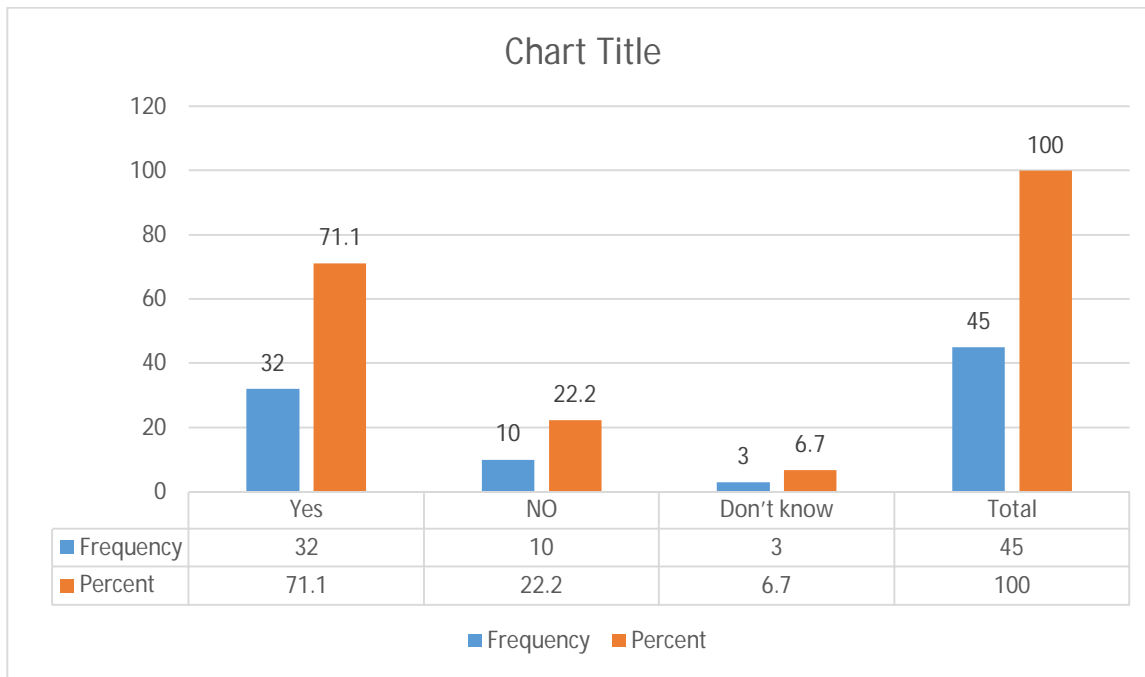
Table and chart above show that 71.1% of the language instructors are apply teaching culture in their FLT classroom

Table 4.2.10 Question 4 - D

E- Do teachers differentiate their teaching practices because of the existence of learners from different linguistic and cultural backgrounds?

Option	Frequency	Percent%
Yes	31	70.5
NO	9	20.5
Don't know	4	9.1
Total	44	100

Figure 4.2.10 Question 4 - D
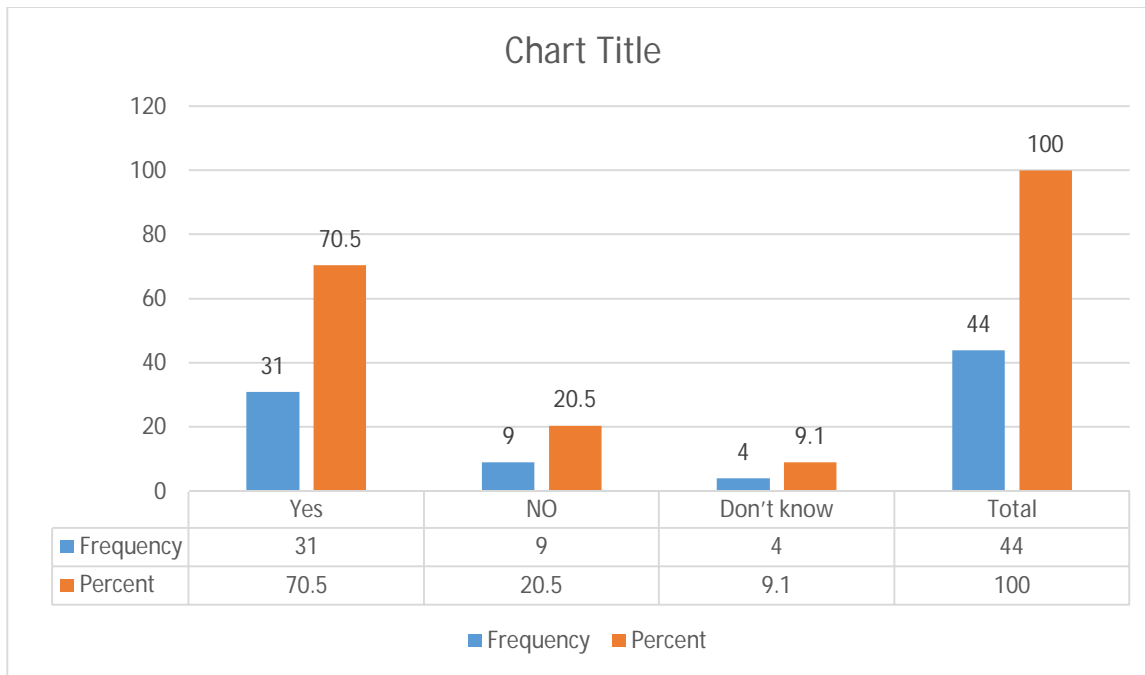
The table and the chart above show that more than 70% of language instructors differentiate their teaching practices because of the existence of learners from different linguistic and cultural backgrounds

Question 5

Table 4.2.11 Question 5 - A

A- How often do Teachers Prepare materials addressed to foreign learners' educational needs by taking into account their linguistic and cultural characteristics?

Option	Frequency	Percent %
Very often	17	38.6
Often	17	38.6
Some times	9	20.5
Rarely	1	2.3
Never	0	0.0
Total	44	100.0
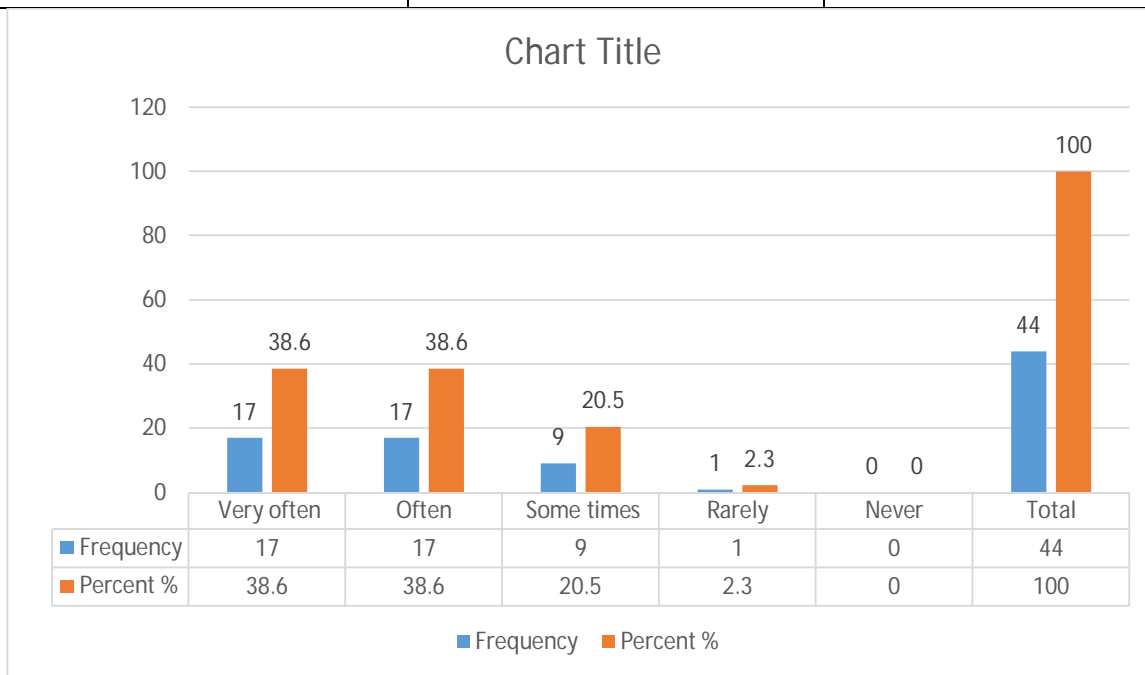
Figure 4.2.11 Question 5 - A

The table and the chart above show that more than 75% of language instructors often Prepare materials addressed to foreign learners' educational needs by taking into account their linguistic and cultural characteristics.

Table 4.2.12 Question 5 - B

B- How often do Teachers Use mediation activities? (videos, films, computers

Option	Frequency	Percent %
Very often	17	38.6
Often	13	29.5
Some times	12	27.3
Rarely	1	2.3
Never	1	2.3
Total	44	100.0

Figure 4.2.12 Question 5 – B
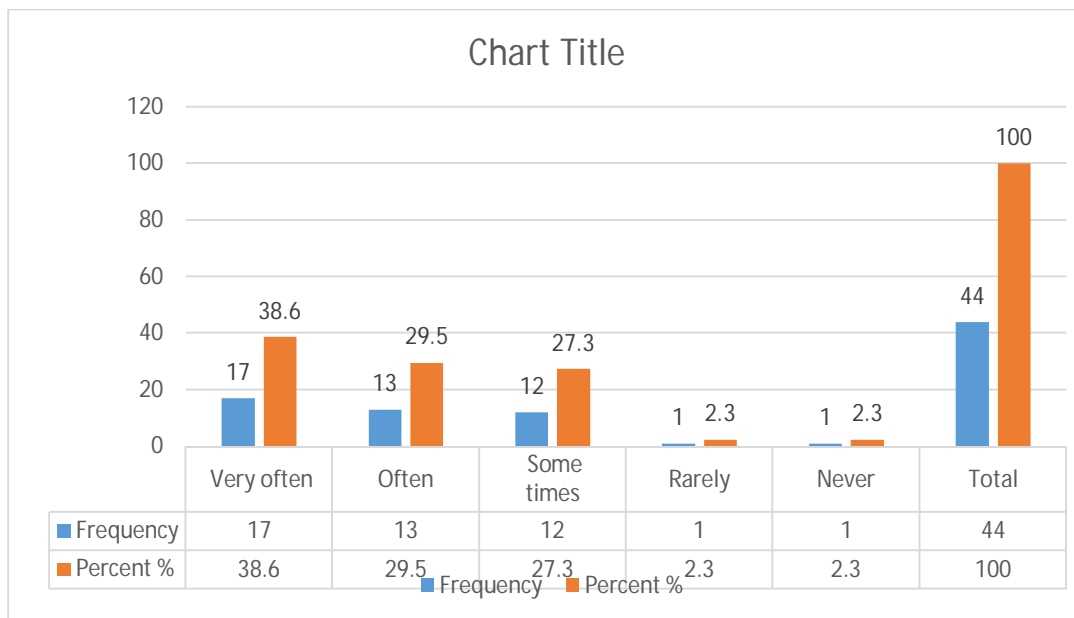
Table and chart above show that more than 95% of language instructors often use mediation activities? (videos, films, computers.

Table 4.2.13 Question 5 - C

C - How often do Teachers get their learners in contact with students from foreign countries via projects using Target Language as the common language of communication?

Option	Frequency	Percent %
Very often	9	22.5
Often	17	42.5
Some times	12	30.0
Rarely	1	2.5
Never	1	2.5
Total	40	100.0

Figure 4.2.13 Question 5 – C
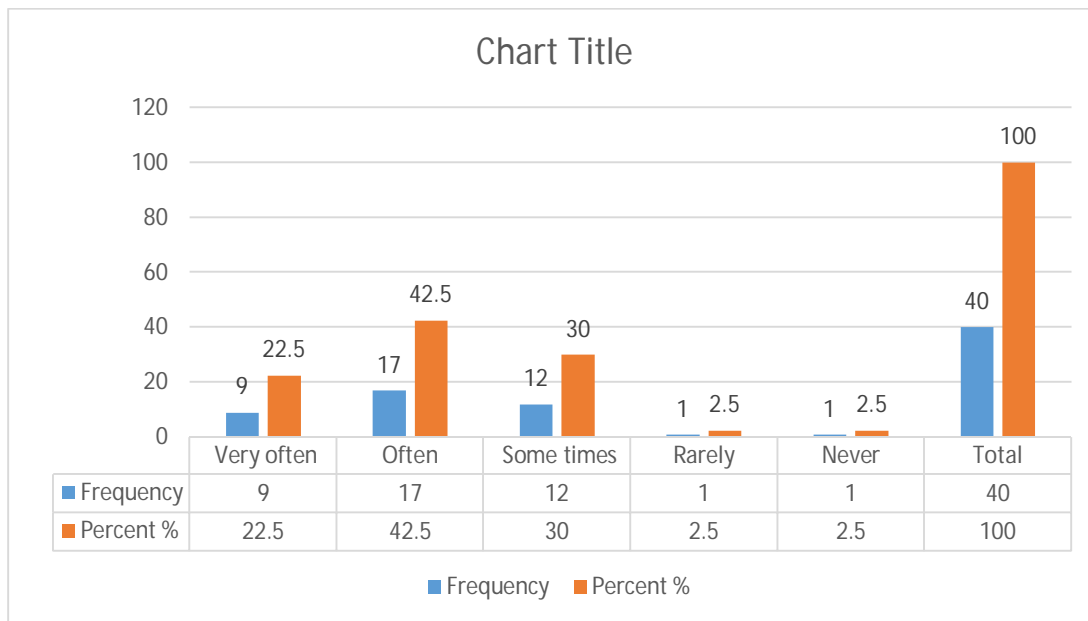
Table and chart above show that the majority of the answers fluctuates between often and sometimes in getting learners in contact with students from foreign countries via projects using Target Language as the common language of communication.

Table 4.2.14 Question 5 - D

How often do teachers motivate their students to compare and contrast aspects of their home cultures to foreign cultures in order to understand and explain their interlocutors' linguistic and cultural behaviors?

Option	Frequency	Percent %
Very often	22	51.2
Often	12	27.9
Some times	7	16.3
Rarely	1	2.3
Never	1	2.3
Total	43	100.0

Figure 4.2.14 Question 5 - D
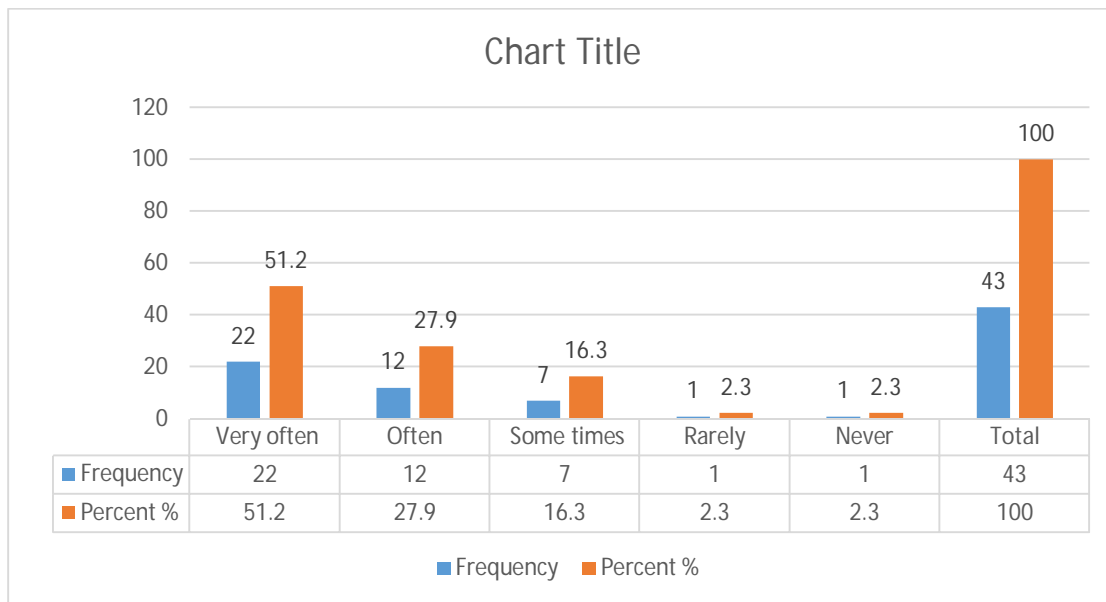
Table and chart above show that more than 79% of language instructors often motivate their students to compare and contrast aspects of their home cultures to foreign cultures in order to understand and explain their interlocutors' linguistic and cultural behaviors.

Table 4.2.14 Question 5 - E

E- How often do teachers consult the national curriculum on FLT?

Option	Frequency	Percent %
Very often	14	32.6
Often	17	39.5
Some times	8	18.6
Rarely	3	7.0
Never	1	2.3
total	43	100.0

Figure 4.2.14 Question 5 - E
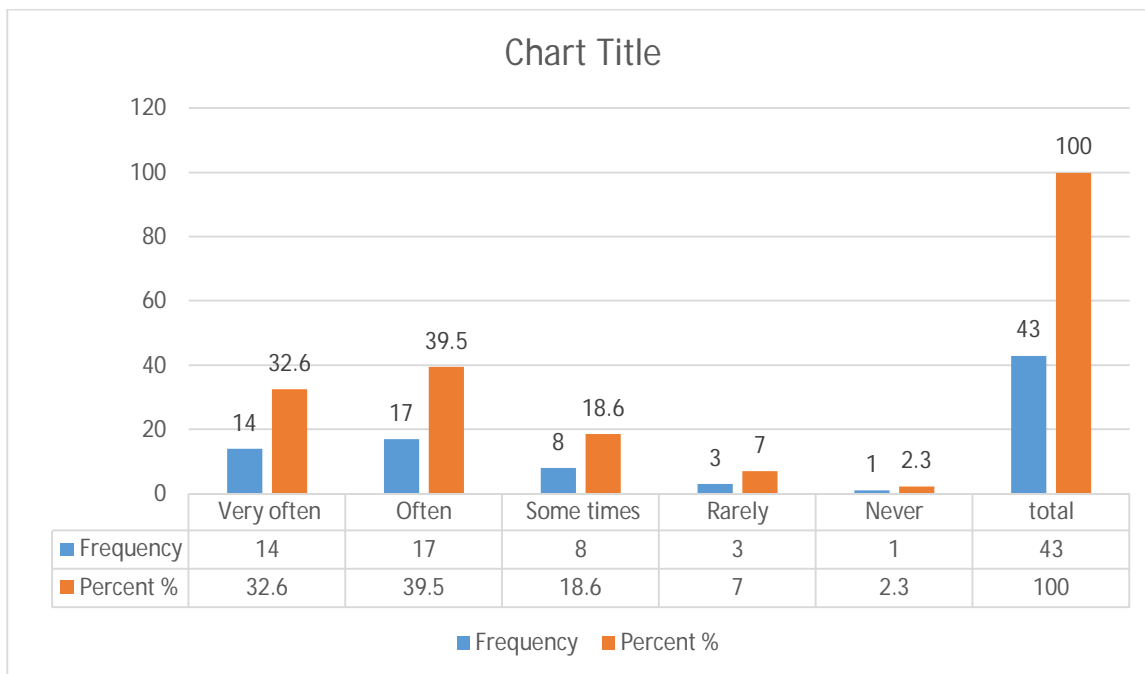
Table and chart above show that more than 70% of the language instructors often consult the national curriculum on FLT

Question 6

 Thinking about the outcome of teachers FLT practices. Do they believe that up to now have achieved any of the following goals?

Table 4.2.15 Question 6 - A

A- Help learners to fight prejudices and stereotypes about foreign cultures.

Option	Frequency	Percent %
To a large extent	12	26.7
To a moderate extent	20	44.4
To some extent	11	24.4
To little extent	2	4.4
Not at all	0	0.0
Don't know	0	0.0
Total	45	100

Figure 4.2.15 Question 6 - A
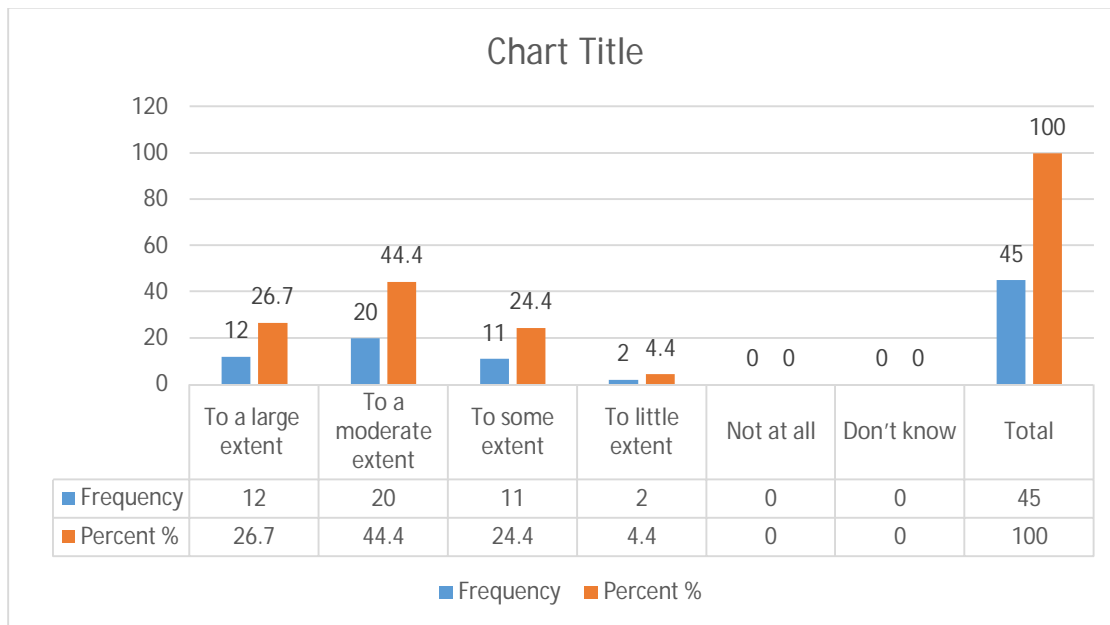
Table and chart above show that more than 95% of language instructors help their learners to fight prejudices and stereotypes about foreign cultures.

Table 4.2.15 Question 6 - B

B- Bridge the cultural gap between multicultural students.

Option	Frequency	Percent %
To a large extent	22	50
To a moderate extent	12	27.3
To some extent	4	9.1
To little extent	6	13.6
Not at all	0	0
Don't know	0	0
Total	44	100

Figure 4.2.15 Question 6 - B

	To a large extent	To a moderate extent	To some extent	To little extent	Not at all	Don't know	Total
Frequency	22	12	4	6	0	0	44
Percent %	50	27.3	9.1	13.6	0	0	100
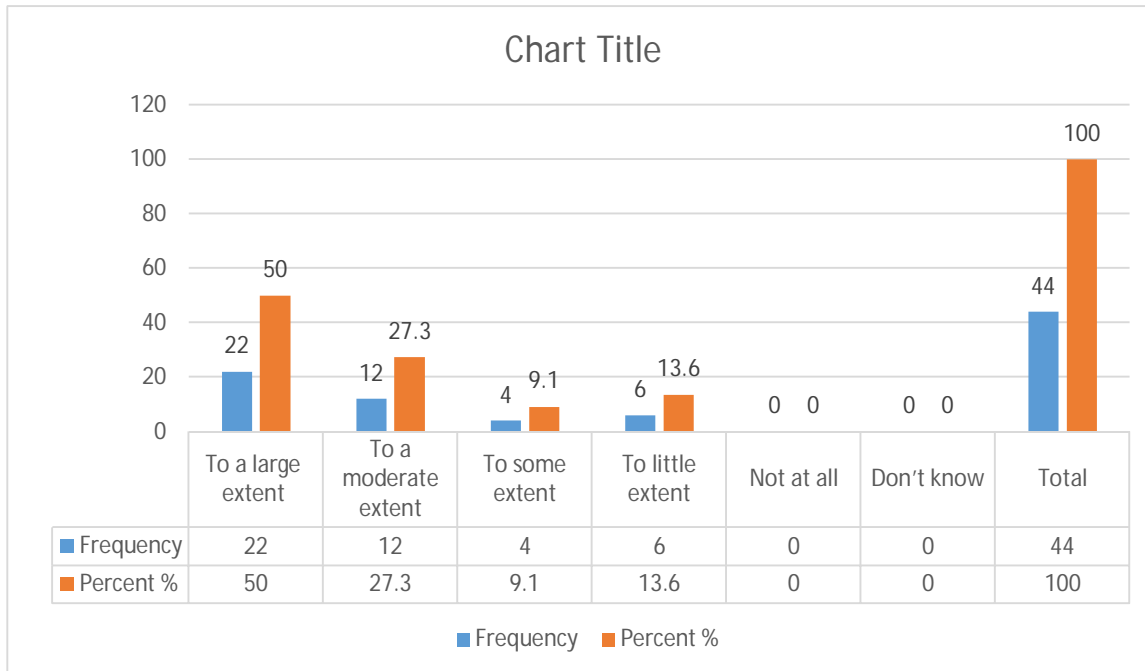
Table and chart above show that more than 86% of language instructors ridge the cultural gap between multicultural students.

Table 4.2.16 Question 6 - C

Implement the intercultural teaching goals and objectives set by the National Curriculum.

Option	Frequency	Percent %
To a large extent	18	40
To a moderate extent	12	26.7
To some extent	9	20
To little extent	0	0
Not at all	2	4.4
Don't know	4	8.9
Total	45	100

Figure 4.2.16 Question 6 - C

	To a large extent	To a moderate extent	To some extent	To little extent	Not at all	Don't know	Total
Frequency	18	12	9	0	2	4	45
Percent %	40	26.7	20	0	4.4	8.9	100
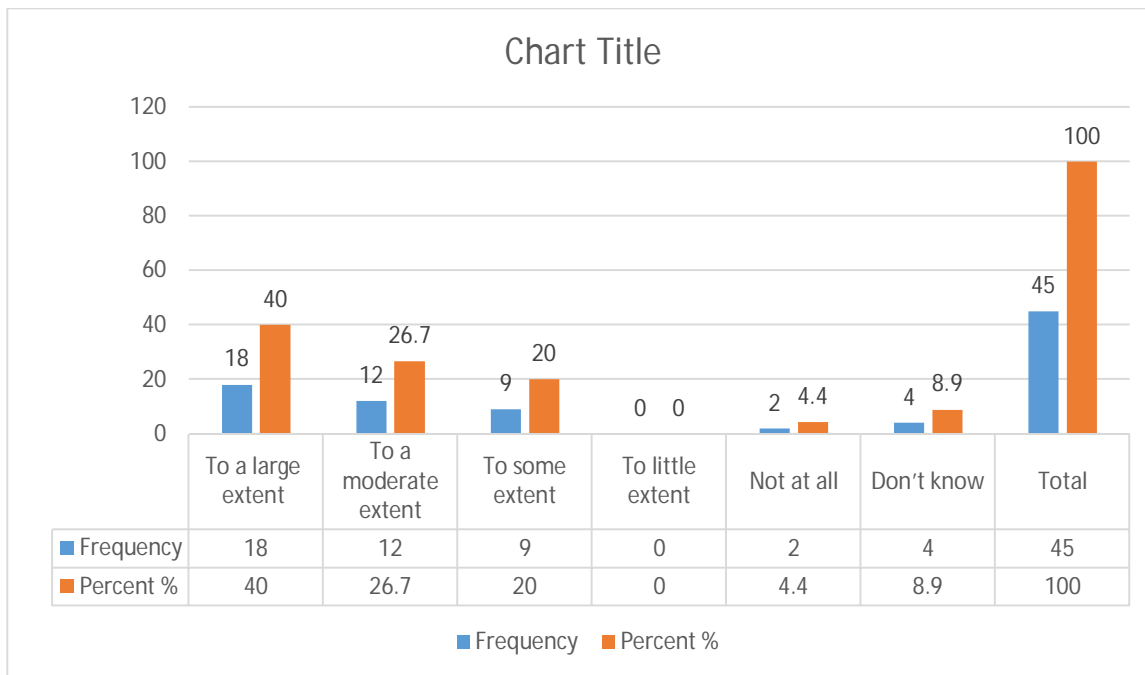
Table and chart above show that more than 85% of language instructors implement the intercultural teaching goals and objectives set by the National Curriculum.

4.5 General comments

According to the results of the questionnaire to foreign language instructors in Sudanese universities and foreign Institutions in Khartoum regards "Applying cultural teaching in foreign language class in Sudanese Universities and International institutions in Khartoum'', it is quite clear that the majority agree to integrating culture in the foreign language teaching is a must, to develop language teaching and success in target language.

4.6 Verification of Hypotheses

In this section the hypothesisof the study will be evaluated. The first hypothesis states that, teaching culture is important in foreign language classroom. This hypothesis is true through the result of the participant's answers which show that more than 95% of language instructors support the important of teaching foreign language and its culture in an integrated way chart and table (4.2.5 Question and figure 2 - A).

The second hypothesis of the study, Language instructors differentiate their teaching activities and practices according to the existence of learners from different linguistic and cultural backgrounds. The hypothesis was confirmed, in table and figure (4.2.11 Question 5 - A question, where there are more than 76% often prepare materials addressed to foreign learners' educational needs by taking into account their linguistic and cultural characteristics.

The third hypothesis regard, language instructors integrate culture and incorporate different techniques in teaching foreign languages. The hypothesis has been confirmed in Table and figure 4.2.12 Question 5 – B, How often do Teachers Use mediation activities? (Videos, films, computers), where Table and chart show that more than 95% of language instructors often use mediation activities.

CHAPTER FIVE

CONCLUSION, RECOMMONDATIONS AND SUGGESTIONS

For further studies

5.0 Introduction

Cultural awareness and language awareness based on dialogic interaction with texts in foreign language learning. It is important for students to know that studying foreign culture is not an arbitrary but an important activity. Because the culture is so distinct and there are so many aspects which are difficult for foreigners to understand, so the role of culture that it plays in teaching and learning of foreign/ second language can't be avoided while designing course for foreign language students and in the class situations. Language instructor should bear in mind the importance of culture and must have a prior knowledge of the culture of the subject or lesson he/she is going to teach. Of course, the idea of culture isn't new to second language teachers.

This chapter provides the summary of the study, conclusion, recommendations, based on the findings of the study, and suggestion for further studies.

5.2 Conclusion and Findings

The majority of language instructors in the sample size supported the importance of teaching culture in language classes.

Here are findings of this study that fulfill the assumptions and the objectives rise in the study.The views and studies presented in the paper point to the conclusion that

1- Culture should be included in the language teaching syllabus.

2- A contrastive-comparative approach to the delivery of cultural content can help the learner to appropriate the foreign culture and make a positive step towards true intercultural communication.

3-The investigation showed that instructors helping learners to understand their own societal and cultural behaviors better.

4-Instructors apply teaching culture in their Foreign Language Teaching classes.

5-Preparing learners to live in a society that is founded on cultural and linguistic diversity.

6-Developing learners' awareness of the similarities and differences between their home and other cultures.

7-Familiarizing learners with the target culture (habits, customs, literature, music, art etc.)

8-It is important to teach the foreign Language and its culture in an integrated way in their FLT classroom.

9-It is important to teach the native materials in the classroom.

10-Combining language and culture helps learners to improve their language skills.

11-Students can be successful in their target language when cultural issues become part of the curriculum and instruction.

12- Instructors differentiate their teaching practices because of the existence of learners from different linguistic and cultural backgrounds.

13- Instructors prepare materials addressed to the foreign learners' educational needs by taking into account their linguistic and cultural characteristics.

14- Instructors Use mediation activities? (Videos, films, computers CALL).

15- Language instructors get their learners in contact with students from foreign countries via projects using Target Language as the common language of communication.

16-   Instructors motivate students to compare and contrast aspects of their home cultures to foreign cultures in order to understand and explain their interlocutors' linguistic and cultural behaviors.

17- Foreign language instructors should consult the national curriculum on FLT.

5.3 Recommendations

- The teaching of culture should become an integral part of foreign language instruction. 'Culture should be our message to students and language our medium' (Peck, 1998).

-Culture should be integrated in the foreign language teaching as well as native materials.

-Cultural components should be prioritized for the learner, and decide what needed to be taught and what students will have to acquire.

-Foreign language instructors should be trained to apply mediation activities, and how to motivate students to compare and contrast aspects of their home culture to foreign cultures in order to understand and explain their interlocutors' linguistic and cultural behaviors.

-Foreign language instructors should be trained to prepare materials addressed to foreign language learners.

-The integration of culture in the foreign language classes, should be the responsibility of both, the curriculum developer and language instructors.

-There should be sources and dictionaries or reference for grammars of culture.

-Foreign languages should be taught in language club and libraries which are supported by computers and direct internet services.

The following are suggested for further studies:

1. Investigating teaching foreign materials in language teaching classes.

2. The Necessities of sources and dictionaries and reference for grammars of culture.

3. Language clubs and their impact of developing language teaching.

4. Foreign language instructors and their role to prepare materials addressed to foreign and different culture background learners.

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بسم الله الرحمن الرحيم

DISSERTATION QUESTIONNAIRE

" The Impact of understanding culture on foreign language class in Sudanese Universities and International institutions in Khartoum''

'An Investigation of instructors and Teachers' Perceptions and practices'.

Dear colleagues; my name is SamiaBairam, I am a student at the M.A program of Linguistics in Sudan University of Sciences &Technology, currently working on my dissertation. This thesis aspires to investigate if the linguistic and cultural diversity that characterizes the population of Sudanese Universities has affected FLT teachers' perceptions with regard to their role and teaching practices.

The questionnaire is addressed to; The Second/foreign language instructors in Sudanese Universities and international institutions in Khartoum.

I would appreciate if you could spare a few moments to fill it.

A. PERSONAL INFORMATION

All the information is strictly confidential and will be used for the statistical purposes of my research only.

18- Name……………………………………………………..(optional)

19- Age group:

Option	Frequency	Percent
23-30	15	32%
31-35	6	12.8%
36-40	6	12.8%
41-45	10	21.2%
above	10	21.2%
Total	47	100%

20-Gender:

Gender	Frequency	Percent
Male	35	68.6%
Female	16	31.4%
Total	51	100%

21- Working experience in Sudanese Universities or international institutions):

experience	Frequency	Percent
1-5 years	5	10.6%
5-10 years	18	38.4%
10-15 years	9	19.1%
15+ years	14	31.9%
T0tal	46	100%

The table and figure above show that the distribution of the sample by statement as follow:

1-5 (10.6%), 5-10 (38%), 10-15 (19.1%), 15 and above (31.9%). It is quite clear that the result of working experiences exhibits that above 50% have been teaching more than 10 years in the field of English, which means that the majority of teachers have a good experience background.

4.2   Academic Qualifications related to the teaching of FL.

Qualification	Frequency	Percent
B.A	7	15.2%
Postgraduate-Diploma	2	4.3%
M.A	28	60.9%
PHD	10	19.6%
Total	47	100%

The table and the figure is about participants academic degrees, it show that, more than 80% are Master and PHD holders.

B- **Training and developments**;

1- What teacher training courses, have attended, that are related to issues of linguistic and cultural diversityof FLT classroom?

Courses	Frequency	Percent
Teachers' forums Courses	10	22.7%
workshops	8	18.2%
conferences	8	18.2%
seminars Individual	5	11.4%
collaborative research on a relevant topic	2	4.5%
Reading professional literature (e.g.	8	18.2%

books, journal articles, theses)		
Meetings with your ELT advisor	3	6.8%
Others	0	
Total	44	100%

The above figure and table show the teacher training courses, have structurers attended, that are related to issues of linguistic and cultural diversity of FLT classroom, which reflect their aware of developing teaching ways.

2- To what extent do you incorporate the following aspects of "teaching culture" in your FLT classrooms?

	To a large extent	To a moderate extent	To some extent	To little extent	Not at all
Helping learners understand their own societal and cultural behaviors better.					
Preparing learners to live in a society that is founded on cultural and linguistic diversity.					
Developing learners' awareness of the similarities and differences between their home and other cultures.					
Familiarizing your learners with the target culture (habits, customs, literature, music, art etc)					

3-

	Very important	Important	Slightly important	Unimportant	Don't know
How important is teaching the FL and the FC in an integrated way for your FLT classroom?					
How important is teaching the native materials in the classroom					

4-

	Yes	No	Don't know
Combining language and culture helps learners to improve their language skills.			
students can be successful in their target language only after cultural issues become a curriculum and instruction			
Do you apply teaching culture in your FLT classroom?			
Do you differentiate your teaching practices because of the existence of learners from different linguistic and cultural backgrounds?			

5- How often do you…

	Very often	Often	Some times	Rarely	Never
Prepare materials addressed to your foreign learners' educational needs by taking into account their linguistic and cultural characteristics?					
Use mediation activities (e.g. talking in a FL about a topic of Arabic text; writing a summary, or any type of teaching-wares like, textbooks, pictures, dialogues, films, and so on.)?					
Get your learners in contact with students from foreign countries via projects using Target Language as the common language of communication (e.g. Erasmus Project, student exchanges or online projects)?					
Motivate your students to compare and contrast aspects of their home cultures to foreign cultures in order to understand and explain their interlocutors' linguistic and cultural behaviors?					
Consult the national curriculum on FLT?					

22- Thinking about the outcome of your FLT practices. Do you believe that up to now you have achieved any of the following goals?

	To a large extent	To a moderate extent	To some extent	To little extent	Not at all	Don't know
Help your learners to fight prejudices and stereotypes about foreign cultures.						
Bridge the cultural gap between multicultural students.						
Implement the intercultural teaching goals and objectives set by the National Curriculum.						

23-(Optional)

Please suggest up to five (5) measures that Universities and International Institutions could take in order to help you effectively handle the linguistic and cultural diversity in Sudanese Universities or International Institutions.

THANK YOU FOR YOUR TIME!

Appendix 2

Answers

3- To what extent do Teachers incorporate the following aspects of "teaching culture" in their FLT classrooms?

	To a large extent	To a moderate extent	To some extent	To little extent	Not at all
Helping learners understand their own societal and cultural behaviors better.	24	11	7	2	1
Preparing learners to live in a society that is founded on cultural and linguistic diversity.	18	16	9	1	2
Developing learners' awareness of the similarities and differences between their home and other cultures.	29	12	4	1	1
Familiarizing your learners with the target culture (habits, customs, literature, music, art etc)	20	17	6	2	0

4- How important are the following aspects in teacher's opinion

	Very important	Important	Slightly important	Unimportant	Don't know
How important is teaching the FL and the FC in an integrated way for your FLT classroom?	30	14	1	0	1
How important is teaching the native materials in the classroom	26	16	0	2	1

4-Yes, NO Question

	Yes	No	Don't know
Combining language and culture helps learners to improve their language skills.	42	3	0
students can be successful in their target language only after cultural issues become part of the curriculum and instruction	31	10	2
Do you apply teaching culture in your FLT classroom?	32	10	3
Do you differentiate your teaching practices because of the existence of learners from different linguistic and cultural backgrounds?	31	9	4

5- How often do Teachers …

	Very often	Often	Some times	Rarely	Never
Prepare materials addressed to your foreign learners' educational needs by taking into account their linguistic and cultural characteristics?	17	17	9	1	0
Use mediation activities? (videos, films, computers	17	13	12	1	1
Get your learners in contact with students from foreign countries via projects using Target Language as the common language of communication?	9	17	8	6	3
Motivate your students to compare and contrast aspects of their home cultures to foreign cultures in order to understand and explain their interlocutors' linguistic and cultural behaviors?	22	12	7	1	1
Consult the national curriculum on FLT?	14	17	8	3	1

24- Thinking about the outcome of teachers FLT practices. Do they believe that up to now have achieved any of the following goals?

	To a large extent	To a moderate extent	To some extent	To little extent	Not at all	Don't know
Help your learners to fight prejudices and stereotypes about foreign cultures.	12	20	11	2	0	0
Bridge the cultural gap between multicultural students.	22	12	4	6	0	0
Implement the intercultural teaching goals and objectives set by the National Curriculum.	10	12	9	0	2	3

THANK YOU FOR YOUR VALIABE TIME!

Abbreviations

CALL	Computer Assisted Language Learning
EAP	English for Academic Purpose
ELT	English Language Teaching
ESP	English for Specific Purpose
FLC	Foreign Language Culture
FLT	Foreign Language Teaching
TEYL	Teaching English for Young Learners