College of Graduate Studies
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Investigating the Influence of Culture on Teaching a Foreign Language

تقصي أثر الثقافة في تدريس اللغة الأجنبية

A thesis submitted in fulfillment of the requirement for the degree of PH.D. in English Language Teaching (ELT)

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Dedication

To my family for their endless love and support

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Abstract

This study aimed at investigating the effect of culture on teaching a foreign language. Language and culture are two concepts that cannot be set apart since they are linked to each other and therefore learning a foreign language inevitably means learning its culture. Teaching a foreign language is not only teaching structures, a new vocabulary, and expressions but mainly incorporates cultural elements which are not integrated with language itself. One's grammatical and lingual proficiency of a given language merely does not ensure the skillful and communicative competence of the foreign language learner. Therefore, learning the culture of the target language is an obligatory ought. Researchers have found that teachers often lack a profound understanding of the place of foreign culture in foreign language teaching. Foreign language is also influenced by global factors and the place of foreign culture is often not substantiated in language teacher education policy. Accordingly this research suggests the need to integrate the foreign culture into foreign language classroom. The descriptive analytic method was adopted in conducting the study. A questionnaire and interview were chosen as tools for data collection. The questionnaire was distributed to (120) language teachers teaching at secondary schools in Khartoum state. An interview was given to (5) experts. The spss program (Statistical package for Social Sciences was used for data analysis. The statistical analysis for the results of the questionnaire showed that all teachers strongly agreed that culture has positive impact on foreign language teaching. They believe that culture teaching in foreign language classroom, makes communication successful. The results of the interview also showed that the experts have positive attitudes towards culture teaching in foreign language classroom. Based on the findings, the study recommended that culture should be integrated into foreign language classroom. The researcher suggests further studies in this field.

مستخلص

هدفت هده الدراسة الى تقصى اثر الثقافة فى تدريس اللغة الأجنبيية   الثقافة
واللغة مفهومان لا يمكن فصلهما لارتباطهما عن بعض. لذلك، فإن تعلُّم اللغة
الأجنبية يعني – حتماً – تعلُّم ثقافة تلك اللغة. تدريس اللغة الاجنبية لا يعنى فقط
تدريس تراكيب اللغة مفردات جديدة تدريس التعابير بل اساسا يعنى دمج العناصر
الثقافية لتلك اللغة التى لم تكن مدمجة فى اللغة نفسها الكفاءة اللغوية والنحوية للغةٍ
ما، لا يعني تمكُّن المتعلم من تلك اللغة؛ حيث يحتاج إلى الكفاءة الثقافية. هذا يعني
أن تعلم ثقافة اللغة المستهدفة أصبح أمراً ضرورياً لتعلُّم اللغة الأجنبية. توصل
الباحثون أن المعلمين يفتقرون لعمق مكانة الثقافة في تدريس اللغة الأجنبية. ايضا
نجد إن اللغة الأجنبية تتأثر تأثراً مباشراً بعوامل عالمية. نتيجةً لذلك، فإن هده
الدراسة رأت ضرورة دمج الثقافة مع اللغة . اتبعت الدراسة المنهج الوصفي
التحليلي لجمع البيانات عن طريق الاستبانة والمقابلات المكتوبة. تم توزيع الاستبانة
على عدد (120) معلماً متخصصاً في تدريس اللغة الأجنبية في المدارس الثانوية
بولاية الخرطوم، كما تم إعطاء المقابلات المكتوبة لعدد خمسة خبراء في مجال
تدريس اللغة الأجنبية. تم تحليل البيانات باستخدام برنامج الحزم الإحصائية للعلوم
الاجتماعية (SPSS). توصلت الدراسة لنتائج، أهمها: إن التحصيل الإحصائي
للاستبانة أوضح أن المعلمين يرون أن الثقافة لها أثر إيجابي في تدريس اللغة
الأجنبية، كما أنهم يعتقدون أن تدريس الثقافة يجعل متلعمي اللغة الأجنبية يتواصلون
بنجاح. أيضاً، أوضحت نتائج المقابلات المكتوبة بأن الخبراء يرون أن تدريس
الثقافة له أثر إيجابي في تدريس اللغة الأجنبية. استناداً على هذه النتائج، فقد أوصت
الدراسة بضرورة دمج الثقافة مع اللغة. ويقترح الباحث إجراء مزيد من الدراسات
حول هذا المجال.

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List of abbreviations

FL	Foreign Language
FLT	Foreign Language Teaching
FC	Foreign Culture
TC	Target Culture
TL	Target Language
L1	First Language
L2	Second Language

Chapter One

Introduction

CHAPTER ONE

INTRODUCTION

1.0 Overview

This introductory chapter is an overview of the research. It first specifies the researcher's motivation in conducting the research, in which the background and the rationale of the study are presented. The purposes are then stated, followed by the discussion of the significance of the study, the research questions, and the hypotheses of the study, methodology, and limitation of the study. Finally, the framework of the research is given.

1.1 Background of the Study

Teaching culture has been considered important in foreign language instruction for almost a century. It has long been recognized by linguists and anthropologists that the forms and uses of a given language reflect the cultural values of the society in which the language is spoken. Observing one's daily experience in communicating with other people using different vernacular, it is obvious that linguistic competence alone is not enough for him/ her to become competent in that language. He needs to be aware for instance of culturally appropriate ways to address people, express gratitude, make requests and agree or disagree with someone .He should know that behaviors and intonation patterns that are appropriate in his own speech community may be perceived differently by members of the target language speech community. So it is to be said that understanding a language involves not only the knowledge of grammar, phonology and lexis but also a certain features and characteristic of the culture.

To communicate internationally involves communicating intercultural as well. In other words language is apart of culture and culture

is apart of language, the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture (Brown, 2007).

Also, language teaching involves issues of socio cultural meaning .It is to be said that the more effectively we observe the norms of other culture; the better is our communication with people of the target culture. Consequently to achieve success in second or foreign language acquisition, the learners need to learn the target culture and the teachers should provide them with materials focus on both language and cultural competence. This would lead to viewing culture as an essential part of foreign language teaching in the classroom. In fact culture should be highlighted as an important element in language learning. To communicate internationally inevitably includes awareness of cultural element and to discuss their implication and differences. However, as the use of language in general sense is related to social and cultural values, language is considered to be social and cultural phenomena. Since every culture has its own cultural norms for conversation and these norms differ from one culture to another, some of the norms can be completely different and cause conflicts with others cultures' norms. Consequently, communication problem may arise among speakers who do not know or share the norms of other culture.

To solve the communication problems in the target language in the foreign language classes the learners need to learn the target culture within the language and the teachers should be sensitive to the learner's fragility so as not to cause them lose their motivation.

1.2 Statement of the Study

Modern approaches and methods of FLT came to stress the fact that language proficiency requires more than the ability to manipulate the

cultural elements of language. Mastering the grammar, vocabulary and pronunciation of the language does not ensure one's ability to use that language successfully in real life settings. It is usually the ignorance of the socio-cultural rules of the language that cause misunderstandings or break down of communication. One must have some knowledge of when and with whom to use language. One also should have some insights on the way of living and thinking of the speakers of that language, in their culture. Language is culture and culture is language, both concepts are closely connected and cannot be detached from each other. Culture and language are inseparable because culture not only dictates who talks to whom, about what and how communication proceeds, it also helps to determine how people encode messages, and the conditions and circumstance under which Various messages may or may not be sent, noticed or interpreted....culture, consequently is the foundation of communication. And when cultures vary, communication practices also vary. (Samovar, Porter Jain 1981: 4)

Culture integration is obligatory in any FLT curriculum 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)

Culture should be incorporated in the process of FLL not only to contribute to the development of teachers' language proficiency but also to develop in them a sense of positive attitudes, a sense of tolerance towards others' cultures. Culture is implied in any act of language teaching; Brown holds that "whenever you teach a language you also teach a complex system of cultural customs, values and ways of thinking, feeling and acting"(Brown, 2000:64) excluding culture features may result in miscommunication,

misinterpretation and major culture shock on the part of students. (Krasner, 1999:87)

Accepting others' cultural differences is extremely important in now a day's modern globalized world in which there is a big probability to get in contact with people with different languages and cultures. Accordingly; this study aims at investigating the influence of culture in teaching a foreign language.

1.3 Objectives of the Study

The main aims of foreign language teaching are to develop students' ability to communicate effectively and appropriately in various situations. The teaching of culture should facilitate intercultural communication. All students need to develop inter-cultural understanding, attitudes, performance, skills needed to function appropriately within a segment of another society and to communicate with people socialized in that culture. Culture integration is prerequisite for the development of the students' communicative competence and even their intercultural communicating competence. Accordingly, this present study tries to realize the following objectives:

1. To find out the impact of culture on foreign language teaching.
2. To determine the language teachers' attitudes towards inclusion of culture into foreign language classroom.
3. To find out to what extent foreign language teachers are aware of integrating culture within foreign language classroom.

1.4 Hypotheses of the Study

The general hypothesis, on which the present thesis is based, runs as follows: culture and language are indelibly related. Language, therefore, can

only be taught from a cultural perspective. Hence, teaching a foreign language entails the teaching of its culture. Specifically This study has the followings as its hypotheses

1. Culture will have a positive impact on foreign language teaching.
2. Language teachers have positive attitudes towards inclusion of culture into foreign language classroom.
3. Foreign language teachers are aware of the significance of integrating culture and language in FL classroom.

1.5 Questions of the Study

By conducting this study, the researcher intends to understand the influence of culture in teaching a foreign language, to find out the impact of culture on foreign language teaching, language teachers attitudes towards culture teaching and the significance of integrating culture into FL classes. Below are the major research questions to be answered.

1. To what extent does culture effect on foreign language teaching?
2. To what extent do language teachers' attitudes influence on the inclusion of culture into foreign language classroom?
3. To what extent are FL teachers aware of the significance of integrating culture in foreign language classroom?

1.6 Significance of the study

The study has the following potential out comes:

1. Teachers can make use of findings from this study to develop effective syllabuses to integrate culture into their classrooms and to supplement the text books with the essentials for the target culture for effective teaching to communicative language skills.

2. The findings can be used as guidelines for teachers to teach aspects of culture that students would like to know.

3. If it is found that the opinion towards the importance of learning target culture quite negative, teachers may find the ways to encourage or motivate the student to appreciate the significance of learning target culture.

4. It may enhance the foreign language teachers' awareness of teaching culture as an integral component of language teaching and develop intercultural perspective that may have an impact on their syllabus design and language teaching methodology, this may also contribute to their professional development as a component of a long-term plan in foreign language teaching.

5. It may help FL students perceive the importance of culture in language learning and develop inter-cultural competence in alongside language proficiency for effective intercultural communicating.

6. It may help direct the attention of education policy makers and curriculum designers to the advantages of foreign language education towards the goals of inter culture language learning. This may help contribute to improve affections in foreign language education.

7. It may help mastering all language skills.

8. The study will be guide to FL teaching in terms of culture values reflected in the language classroom as well as in language textbook.

9. Teaching culture in FL classroom makes communication successful for the students who want to learn the target language in natural ways.

10. The use of target culture elements in FL classroom encourages the students to learn FL effectively.

11. The significance of this study stems from making FL teachers, supervisors, and syllabus designers conscious of the place of having culture in language teaching.

12. It also makes it clear that knowing the culture differences between L1 and L2 reduces the changes of interference.

13. It shows the relation be useful to the ministry of education in considered the proposed solution to the concept of culture for the FL in a way that reflect the role of culture in language teaching and the extent of applying culture issues by school teachers.

1.7 Research Methodology

It would be too shallow to assume that choosing a method is dependent on the teachers' view, likes, dislikes or preferences. However, the choice of the method is rather totally determined and dependent on the nature of the topic, the nature of data and the aim of the research and the sample to be investigated. Concerning the present study, the suitable method is the descriptive analytical method which will use the questionnaire and interview to provide data about the population. A descriptive analytical method is conducted in this research as it is considered the suitable method for the aim of the research, types of the data needed, and the population under investigation. Teachers will be given a questionnaire. The teachers'

questionnaire would examine teachers' views concerning the influence of culture in foreign language contexts, the extent to which they are aware of the inseparability of language and culture and thus, the necessity of including cultural features and the techniques they use in transmitting the cultural features of the target culture to their learners and the learners' behavior and reaction towards cultural content. Both qualitative and quantitative analysis will be adopted.

The following instruments will be used:-

1. The questionnaire will be designed for language teachers. The questionnaire will be in form of statements and the participants are required to show their responses.

2. The interview will be another tool for data collecting. The interview will be semi-structural one and will be conducted for the experts. The experts will be given freedom and enough time so as to answer the questions in depth.

3. The data obtained from the questionnaire will be analyzed through spss program (the statistical package for social sciences).

1.8 Limits of the Study

The condition of the study will inevitably be affected by the following limitations.

1. The implementation of the study will have to be in the period of time between the beginning of the new year 2014 usually at the end of the January and will have be terminated in the year 2017.

2. The teachers who will take part in the implementation of this study will be well experienced with the foreign language culture.

3. The study will be limited to foreign language culture in the classroom.

4. The teachers working at secondary school are usually swamped due to heavy teaching iced as a result it is very difficult for the teachers to spare time and participate in research study's through question and interview consequently the participants of this study are limited to 120FL teaches who volunteered to participate.

5. The results of the study could not be generalized out the boarder of these limits.

6. All the subjects of the study are non-native speakers of English.

7. The results of this study could be generalized only to other similar condition.

1.9 Organization of this Study

This study is comprised of five chapters. Chapter one, as it should be clear by now is an introduction of the research. It includes background of the study, statement of the problem, the objectives of the study, significance of the study, research hypotheses, research questions, methodology and limitation of the study. Chapter two explores literature relevant to the present study. Chapter three gives an account of the methodology of the present study which includes, the population of the study, data collecting instruments and method of data analysis are presented. Chapter four presents the results and detail of some of the findings of the present study including the results of the questionnaire and interview. Finally, chapter five discusses main items based the research questions followed by recommendation, suggestion for further research and a conclusion.

Chapter Two

Literature Review and Previous Studies

CHAPTER TWO

LITREATURE REVIEW AND PREVIOUS STUDIES

2.1 Introduction

This chapter is devoted to the exploration of the subject matter of the present thesis. It starts with a definition of the term "culture", tries to highlight how different scholars from different disciplines look at it and gives an account of its recent developments within the field of foreign language teaching and learning. This chapter will also trace the ways through which the teaching of culture evolved within a long with the teaching of foreign language.

2.2 Various Definitions of Culture

A variety of definitions of culture exists as culture means differently to different people. The definition of culture started from the anthropologists' point of view to those of linguists'. Anthropologists define culture as the whole way of life of people or group. In this context, culture includes all the social practices that bond a group of people together and distinguishes them from others (Montgomery and Reid-Thomas, cited in Thanasoulas, 2001). According to peck 1998) cited in Thanasoulas (2001), culture is all the accepted and patterns ways of behavior of a given people. It is that fact of human life learned by people as a result of belonging to some particular group; it is that part of learned behavior shared with others.

The scholars of language also share the definition of culture. On a general level, culture has been referred to as 'the ways of a people' (Lado, 1957 cited in Thanasoulas, 2001). So culture is a highly complex and abroad concept to define. Another definition is proposed by Brown (2000 cited in Cakir, 2006) who defines culture as a way of life including the ideas,

customs, skills, arts and tools that characterize a group of people in a period of time. Additionally, Goodenough (1981) cited in Thanasoulas (2001) summarizes the contents of culture briefly quoted below:

1. Theways in which people have organized their experience of the real world so as to give it structure as phenomenal world of forms their percepts and concepts.

2. The ways in which people have organized their phenomenal world so as to give it structure as a system of cause and effect relationship, that is, propositions and beliefs by which they explain events and a accomplish their purposes.

3. The ways in which people have organized their experience so as to structure their world in hierarchies of preference, namely, their values or sentiment systems.

Krashch (1998:10) describes culture as "membership in a discourse community that shares a common social space and history, and common imaginings. Liddicaot, papademetere, scarino and Kohler (2003:45) define culture as a complex system of concepts, attitudes, Values, beliefs, convention, behaviors, practices, rituals and lifestyle of the people who make up a cultural group, as well as the artifacts they produce and the institutions they create. Accordingly Henkel (199:25), it refers to areas of inquiry into human societies, groups, systems behaviors and activities, Brown (2000:177) defines culture as the ' ideas, customs, skills arts and tools that characterize a given group of people in a given period of time'. While Brooks (1975:20) refers to culture as 'everything in human life and the best of everything in human life 'Lee and person have categorized culture into two general types: Big"C'' and little '' c'' culture. They refer

(Lee2009; Perterson, 2004):Lee (2009: 78) refers to big 'C' culture as "the culture which represents a set of facts and statistics relating to the arts, history, geography, business, educations, festivals and customs of a target speech society," culture which includes the following themes such as geography, architecture, classical music, literature, political issues, societies, norms, legal foundation, core values, history and cognitive processes.

The little "c" culture includes the routine aspects of life. For Lee (2009:78) this type of culture is "the invisible and deeper sense of a target culture" including attitudes or beliefs and assumptions Peterson (2004) defines little "c" culture as the culture focusing on common or minor themes. It includes themes such as options, view points, preference or taste, gestures, body postures, use of spaces, clothing styles, food, hobbies', popular music and popular issues and certain knowledge like trivia, facts etc .According to Chasten(1999:302), culture may mean different things to different people. In the anthropological sense, culture is defined as the way people live. Tang (1999) propounds the view that culture is language and language is culture. He suggests that to speak a language well, one has to be able to think in that language and thought is extremely powerful. Language is the soul of the country and the people who speak it. Language and culture are interconnected.

In a word, culture is a way of life (Brown, 1994:163). It is the context within which we exist, feel and relate others. It is the "glue" that binds group of people together. It can be defined as a blue print that guides the behavior of people in community and is incubated in family life. It governs our behavior in groups, makes us sensitive to matters of status and helps us to know what others expect of us and what will happen if we do not live up to

their expectation. This culture helps us to know how far we can go as individuals and what our responsibility is to the groups.

Defining culture into a single definition is very complicated, particularly in an increasingly international world. Even anthropology, the field that concerns itself with the study of different cultures, cannot yet properly define what culture is. Trifonovitch`s (as cited in Croft, 1980:550) survey reveals over 450 different definition of the word or concept of culture available in literature. To a certain extent, this finding underlines the difficult and scope of the issues involved in communicating and teaching about culture. Nonetheless, the development of culture teaching in SL/FL education has led to a current understanding of culture, which will be briefly summarized here.

According to Moran (2001:4) culture is "the great achievement of people as reflected in their history, social institution, and works of art, architecture, music and literature". Tyler(as cited in Croft,198:531) regards culture as the complex whole which includes believe knowledge, art, law, morals, customs and any other capabilities and habits acquired by man as a member of society. These defining denote that language is an aspect of culture because language is basically,' learned and shared by many as a member of society. And in relation to foreign language learning strictly speaking, these definitions imply that when somebody learns a foreign language, he participates to some extent in the culture of native speaker of the language being learned. Sowden(2007:304-305) indicated that culture tended to mean that body of social, artistes and intellectual traditions associated historically with particular social ethnic or national group ''Byram (1989:94) states that "the language holds the culture through the denotation and connotation of its semantics", which is why it is important to

teach culture through its language .Kramsch (1998:3) identifies three ways how language and culture are bound together. First, language expresses cultural reality (with words people express facts and ideas but also reflect their attitudes).Second, language embodies cultural reality (people give meanings to their experience through the means of communication).Third, language symbols cultural reality (people view their language as a symbol of their social identity. From anthropological point of view, EdwardTylor (1871:1) defines culture as "the complex whole which includes knowledge, beliefs, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society. According to Tylor's definition, culture is the sum total of habits that a person learns from the group in which he lives. Hence, the group is the main source of any culture. Good enough (1957) views culture as socially acquired knowledge and beliefs that the member of any group must not only learn but must submit to, in order to behave appropriately. For him, culture is basically knowledge and the core of such socially acquired knowledge is the rules and normative standards of acceptable behavior that any social group defines in order to prevent chaos and to set law and order in the midst of its members. Hence, the main function of any culture is to guide its members to the proper and valued kind of behavior and help them create a social harmony.

The various aspects of culture which may be involved in foreign language teaching were discussed by Robinson, GL (1985) and briefly summarized here.

- From behavioral view, culture is considered as observable human behavior and includes customs, habits, and ritual particular to a specific group. In relation to language teaching, this can be realized through teaching daily practices of native speakers such as doing one's shopping.

- From functionalist view, culture is seen as forms of rules governed behavior. The rules underlying a person's behavior are to be inferred from his/ her observed behavior. In relation to teaching culture, this can be realized through understanding why a native speaker acts or behaves in a particular way in a particular situation.

- From cognitive view, culture is seen as a set of mental processes ranging from memorization to interpretation of incoming data much similar to data processing by computer programs. In teaching culture, this can be realized through helping the learners to get an insider's view of the target culture.

- From a symbolic view, culture is seen as a non static system of symbols and meanings arise from an individual's conception of the world around her/ him. In culture teaching, this calls for a union between the learner's past experiences (native culture) and new experiences (target culture) in order to create meaning.

Having taken a look at the definitions of culture above, it can be seen that culture is like the 'glue' that binds a group of people together. It can be defined as 'blue print' that guides the behavior of people in community and is incubated in family life. Cakir(2006): Culture improves our skills in many ways such as governing our behavior in groups, making us sensitive to matters of status, and helping us to know what others expect of us and what will happen if we do not behave as they expect. Therefore, culture helps us to know our responsibility as individuals and as part of a community.

Now that the key element in the present research is delimited, the next phase will be devoted to the exploration of the history of teaching culture in foreign language teaching.

2.3 The History of Culture Teaching

The classical languages (Latin and Greek) were studied so that learners could read and translate the works of literature in these languages. This principle was also acknowledged by the Grammar–Translation Method, which saw the main rational for langue learning in getting access to the so-called "great works". Kramsch(1996:4) see also Larsen Freeman (200:15):The aim of education, in general, was to educate people who were knowledgeable in history, literature and fine arts. Such people were said to possess culture in these days, was used to indicate the refined ways of the elite and powerful, it was universal and not bound to any particular time or society. Kramsch (1996:4) maintains that "in all modern languages, the way to universality was through their literature". The culture, which focuses on products and contributions of a society and its outstanding individuals, is often referred to as large/ big capital' C' culture(Chastain, 1988:303;Tomalin&stempleski, 1993:7;Pulverress, 1995:9). It is also known as formal culture. It comprises history, geography, institutions, literature, art and music a small as scientific, economic, sports and other achievements that are valued and that people take pride in.

In the second half of the 19th century parallel to the Grammar–Translation Method, other methods of Language Teaching together with different approaches to culture started to develop. In various European countries versions of the oral/ natural/ direct method emerged. They all emphasized oral language and viewed culture as a way of life.

In the past Language learning has been restricted to teacher centered teaching; traditional ways of visualization and text books were mainly Language or lender (Wendt, 1992). Furthermore, people learn a second or foreign Language in order to read and study its literature (Lessard-

Clouston). Therefore, this way the main source of culture. Student was getting acquainted with the target culture through novels they were reading. And at that point, there is no synthesis of language and culture.

Cultural awareness has its beginning in the 1960s and 1970s. Brooks in his seminal work Language and Language learning (1960) emphasized the importance of culture, not in relation to the study of culture but in the means of Language learning. He offers sixty four topics regarding culture among which are greetings, town and country life, cafes, bars, restaurants, expletives, verbal taboos, patterns of politeness, and art. These topics are nothing less current today and similar topics can be seen in most of the textbooks. As it is also evident in the textbook analysis. Conclusively, Brooks certainly paved the way for modern teaching of culture and the topics covered nowadays. Byram, Morganetal, state that it is only in the 1980s that scholars are beginning to study the dynamics of culture and its impact on successful language learning. For example little wood advocates the value of culture but he still emphasizes linguistic proficiency as the aim of communicative proficiency. A view that has much more common ground to the view that is fostered today makes its appearance towards the end of the 1980s.

In the past few decades, globalization has taken hold and the need for communication in foreign Languages has increased. However, the connection between the language and culture has not always been important as it is today. During the 20th century culture had slowly been displaced from its unity with literature to an equal position in relation to language. In order to achieve complete foreign language acquisition, It is important to deduce which aspects of culture should be thought and in which manner to incorporate a unity of culture in FL teaching. In 1918, the British council

"Modern Studies" was the first to stress the need for culture teaching. The council emphasized "the need for culture knowledge of a country and its people as part of second language education (Stern, 1992:205) before 1960 many teachers stressed on teaching aspects like history, art, literate of the target culture. However, in 1960 the emphasis shifted to an anthropological approach to the study of culture, that is to say, the behavior patterns of everyday life style. This view was introduced first by Nelson Brooks (1964)in his book "Language and Language learning", who wrote a chapter on "Language and Culture" where he emphasized an anthropological approach to the teaching of culture. Brooks is one of the prime moves who stressed the importance of teaching the culture of the target language. He points out that:

> "*Language is most typical, the most representative, most central element in any culture language and culture are not separable it is better to see the social characteristic of a language as cultural entities and recognize that language enters into the learning and use of nearly all other cultural elements*".

<div align="center">(Cited in Kumaravadivelu, 2008:92)</div>

Since then, many educators as well as teachers have stressed the importance of introducing cultural aspects in language teaching. The most prominent ones are Seelye (1984) Valdes (1986) Kramsch (1998). These scholars have offered ways of incorporating culture into language teaching. However, it is only in the 1980s that scholars contributed successful language learning to culture. That is, they started to see it as a variable that affects the learning process either positively or negatively for example, Byarmetal (1994:5) argue that language is used in social situations and exchanges. This learners attitudes, feelings and motivations towards the

target language and its speakers as well as the culture of that language will affect how learner interpret and respond to input to which they are exposed, that is to say, " these effective variables will determine the rate and degree of second language learning"

2.4 Relationship Between language and Culture

Another important point that needs to be dealt with in this research before discussing the influence of culture in teaching a foreign language is the relationship between culture and language. A culture and the language used by it are inseparable. Most of the cultural attitudes which a native speaker has built in are reflected in this speech patterns. Culture without language, language without culture is impossibility.

Since 1990, different scholars have dealt with the relationship existing between language and culture. Risager (2006) consider culture as a component and a part that cannot be separated from the language. She adds that linguistic production and practice is a way of culture practice since language is always embedded in culture. Furthermore, Kramsch (1998) relates language to identity and culture. She believes that there is a natural connection between speaker's language and their identity, in other words, by their accent and vocabulary, speakers are identified to a given speech community. Speakers draw asocial importance, pride, historical and cultural unity by using the same language as the group they belong to. In the same context Byram (1989: 41) argues that "Language pre-eminently embodies the values of a culture, refers to cultural artifacts and signal people cultural identity. Because of its symbolic and transparent nature; language can stand alone and represents the rest of cultural phenomenon".

Moreover, Byram (1989:25) believes that language is a tool to express speakers' knowledge and perception and the real world. Thus, it

reflects their cultural concepts and value. He goes on saying that one cannot learn a language and neglect its culture because speaking a language means expressing its culture, exchanging a language embodies a particular way of thinking and living. Language is bound up with culture in different ways. First, language expresses speakers' beliefs, point of view, and assumption about the real world. People of the same social group utter words which express common experiences. That is, they refer to facts, events, and ideas that are shared and known among the same social group. In addition to this, the languages people speak reflect their authors' attitudes and beliefs. Second, members of the same social group create experience through language. They give meaning to it through the way they interact with each other either with verbal aspects like face- to face conversations, speaking on the phone or nonverbal ones such as gestures. For example, the way of sending e-mail, or messages, creates meaning that members of the same society understand. Thus, language always embodies cultural reality. Thirdly, language itself is seen as cultural value. In fact it is through language that speakers identify themselves as members of the same social group having the same culture (Kramsch, 1998). All in all Kramsch puts three links between language and culture which can be summarized as follows:

- Language expresses cultural reality.
- Language embodies cultural reality.
- Language symbolizes cultural reality.

In the same vein, Fishman (1985) is the sociologist who has dealt most with this issue. He as Kramsch identifies three links between language and culture. First, language is an inseparable part of culture because it is

impossible to ignore the place of language in a given culture. Hence, in order to understand a given culture, it is crucial to study its language. The second link he puts is that language reveals the ways of thinking and norms which are common in the culture. Finally, "language as a symbolic" of culture. That is, language can be considered as a symbol to defend or attack, foster or reject the culture associated with it. Fishman summarizes the relationship between language and culture as follows.

- Language as a part of culture.
- Language as an index of culture
- Language as a symbolic of culture (cited in Risager, 2006: 13-14)

However, the most influential scholars dealing with this issue are Edward Sapir and Benjamin Worlf. Their theory is known as "Sapir-Worlf theory" (Yule, 2006). According to them people from different cultures think differently and so they perceive the world in different way. They claim that in the Eskimo language for example snow on the ground, snow in the air…etc, however, there is only one meaning for the snow in the English language. So, language obliges the speech community to a restricted view of the world (Steinberg, 1995).According to Wei (2005:56), language has a dual character: both as a means of communication and a carrier of cutler. Language without culture is unthinkable, so is human culture without language. Particular language is a mirror of a particular culture. Brown (1994:156) describes the relationship between language and culture as follows: language is a part of culture and a culture is a part of language; the two are intricately interwoven so that one cannot separate the two without losing the significance "of either language or culture'. in a word, culture and language are inseparable (cited in Jiany, 2000:328) Gao(2006:59) states that

there is inter dependence of Language learning and culture learning, this mean, language learning is culture learning and consequently, language teaching is culture teaching. GAO further states that foreign language teachers should be aware of the place as cultural studies in foreign language classroom and attempt to enhance student's cultural awareness and improve their communication competence. Any (2008), likewise, asserts that "foreign language teaching is foreign culture teaching and foreign language teachers are foreign culture teachers". Byrarm (1989:111) regards language as "the most importance means by which culture is an acquired and shared with others". Hence, FLT should consider beside developing learners, linguistic competence (the ability to use language correctly), their communicative competence (the ability to use language appropriately

An effective language user should know what to say and how, when, where and why to say it, knowing a little of the foreign language may only allow you to make a "fluent fool of yourself" (Hofstede, 2002:18)

According to Byram and Morgan (1994:4), cultural aspects would serve as a support for the grammatical features of the TL. Information about politics, education and family life, geographical and social features for example is a necessary support or 'back ground' to knowledge of grammar and meaning. Cultural knowledge is decisive even for understanding literary writings. Edward Sapir once wrote:

The understanding of a simple poem involves, not merely an understanding of single words, but a full comprehension.(cited in Jodan & Tuit, 2006:63)

Many scholars in the field of foreign language teaching supported culture teaching of the ground that culture represents the deep structure of language meaning. If culture is meaning it would be unfeasible to teach the

form which is language (surface structure) and ignore the meaning is culture (deep structure) these, the nature of language prevents any division of language and culture.

If language is considered as a system of signs and signs are characterized by fact that they are units of forms and meaning, it is impossible to learn a language by simply acquiring the form without the content. And as the context of language is always culture bound any reasonable foreign language teaching cannot but include the study of a culture from which the language stems (Doye, 1996: 105, quoted in Risager, 2006, 9)

In this context, plitzer assets that culture teaching is an obligation and a duty that all language teachers must fulfill.

2.5 Cultural Conception of Idioms and Proverbs

Idioms and proverbs are influenced by culture in an important way which makes the task of understanding language difficult, especially when the language involved in communication are remote culturally like Arabic and English.

This subsection tackles the issue of how idioms and proverbs are cultural elements. It also illustrates how idiomatic and proverbial choices available to a user are filtered by the value and beliefs systems prevailing in the cultural community of the source language (expression).

In fact, cultural background differs from language to other. For example Arabic cultural background is quite different from the English one. The former is based on Islamic religion and Arabic desert "Bedouin", environment, whereas the latter is based on Greek and Roman heritage, Christianity and its cold weather. These cultural differences between the two

languages resulted in major differences expression like idioms and proverbs in both languages (Nadjib, 2001).

With respect to the aforementioned idea, Lackoff and Jonson (1980:12), state that "a culture may be thought of as providing among other things, a pool of available idioms and proverbs for making sense of reality", "to live by idioms and proverbs is to have your reality structured by those expressions and to base your perceptions and actions upon that structuring of reality" (Lakoff&Johnson, 1980:12). This is related to the fact that people of a given culture use language to reflect their attitudes towards the world in general and the life of the community where they live in particular. Hence the language user has to bear in mind the fact that s/he has to take into account culture, beliefs and values especially between culturally distinct languages such as Arabic and English. In the other words, since the world's complexities are viewed and classified differently by various cultures.

In the light of what has been mentioned above, the use of symbols is significantly and strongly tied to the connotative and denotative meaning of idioms and proverbs. Dagut (1976:32) claims that the inherent difficulty of understanding idioms and proverbs is the diversity of culture conceptualization of even identical objects or words in both communities whose languages are involved in communication.

Values and beliefs are aspect of culture that plays a significant role in understanding of idioms and proverbs. The way different people perceive some concepts depends on the forms of things they have in mind on their modals of perceiving and interpreting them which are shaped by their native culture. The complexity of learning a foreign language lies in the fact that some idiomatic and proverbial expressions may contain terms which are acceptable for one group, but considered totally strange and mysterious to

another. For example, in Muslim Arab society, it is acceptable for a man to marry up to four wives if he treats them equally, whereas in Christian English world polygamy is prohibited. Even concepts which seem to be identical and acceptable for both cultures may be striking in this respect. Neighborhood for instance, is approximately sacred for the Arabs.

Another important cultural aspect which influences idioms and proverbs is environment. In this respect, Chitoran (1973) claims that the differences in the environment and climate among various communities may be extremely significant in the way of mapping reality. For example, The Arab proverbial expression"khabar yathleg al-sadr" is rendered literally as news that freezes the chest. In fact it is happy news for Arab which is not the case for the English. The equivalent English ecological expression "It warms my heart". The English expressions which are associated with climatic conditions and have positive meaning are usually associated with warmth rather than cold such as "he was given a warm welcome", and "warm color" (that is color creating comfortable feeling or atmosphere), which cold is always associated with negative connotations such as "to have/to give cold feet" which means to make afraid. Another example is that throw cold water on something= to be discouraging about something.

2.6 Relationship between Idioms and Culture

Idioms are a special kind of speech form that is particular in meaning, grammatical structure and usage. Idiomatic expressions are even difficult for native speakers because their meanings cannot be determined through an analysis of their individual words. Unlike literal language, it is impossible to

explain the idiom from the literal meaning of the individual words. Thus; idioms are difficult to understand and acquire, because they are a combination of two or more words, which function as a unit of meaning. They usually involve either metaphorical or figurative meanings that can be understood in certain cultural context and must not be taken literally.

As we all know, language is closely related to culture and can be said as a part of culture. From a dynamic view, language and culture interact with each other and shape each other. Language is the carrier of culture which in turn is the context of language. We can dig out cultural features from language and explain language phenomena with culture.

Idioms as especial from of language exist in both of them and carry a large amount of cultural information such as history, geography, region, customs, nationality psychology, thought pattern, etc. they are the heritage of history and product of cultural evolvement. Consequently we can learn a lot about culture through studying idioms and in turn get better understanding of idioms by learning the cultural background behind t hem. Idioms are numerous and they occur frequently in all languages In linguistic idioms are usually presumed to be figures of speech contradicting the principle of compositionality, this principle states that the meaning of a whole should be constructed from the meanings of the parts that make up the whole. In other words, one should be in a position to understand the whole of one understands the meanings of e4ach of the parts that makes up the whole. In phraseology, idioms are defined as s subtypes of phrase me, the meaning of which is not the regular some of the meanings of its component parts.

Agar(1991:2), Glucksbery,(2001) state that idioms learning and figurative language in general encodes customs, cultural beliefs, specific

features of a language, social attitudes and norms idioms, metaphor, metonymies and other types of the figurative language express inner thought, views, ideas and emotions. Therefore learning idioms provide learns with a good opportunity to acquire information about a language`s culture. An idiom most often reflects the national specificity of the people. It is a figurative interpretation of reality and an emotional model of communication. Idioms are highly interactive items. They are strong and colorful examples of cross-cultural relations. The source of their origin is sometimes is difficult to ascertain. They are firmly assimilated in various languages and have become part and the whole of these cultures. The main difficulty is whether an idiom is appropriate in the given context when a non-native speaker tries to translate an idiom from his native language into foreign language. It may confuse a listener. The problem is often one of collocation, which is a central characteristic of the language in use. The way native speakers use the language in real world is largely idiomatic and it assumes that a fluent non-native speaker should be similarly idiomatic. When even very good learners of the language speak or write foreign language, the effect is slightly odd. Since idioms evaluate the whole narrative summarizing the main events or opinion a native speakers 'unconscious knowledge of collocation is an essential component of their idioms and fluent language and is therefore, an important part of their communicative competence.

A large number of idioms are of folk origin; however, there are huge number of biblical, mythological and author specific idioms. Knowing culture, literature and tradition of different nationalities will help the language learner to communicate with native speakers adequately. In this

way an idiom is the key which enables people to open the gate of the national culture, history, traditions and beliefs of different people.

Luke Prodromour remarks that the love of puns and word play, often based on idiomatic sayings, is a common feature of a native speaker; "what is striking about informal uses of foreign language is not any how common the idiom principle is, but just how common creativity with idioms is among native speakers (L., Prdromour, 2003:42). Indeed, the need for greater idiomatic competence is precisely what linguists propose for the non-native speakers.

2.7 The effect of culture on Proverbs

Proverbs constitute a cultural heritage, which is bequeathed to us by the past generation. They are considered to be the items of traditional knowledge, occurring for centuries over the world. In her work Profantover(1998:303-307) states that the national proverbs were form the very beginning considered as a manifestation of folk, philosophy, expressing the idea in a brief, terse form in a witty and poetically apt way". Accordingly, Malinauskiene (2004:4) believes that proverbs transmit cultural idiosyncrasy, national world outlook, wisdom, experience and mentality of people and, as such they contain didactic and certain behavioral patterns. Therefore, these expressions of human mind can be considered as not only a written moment of a nation, they also carry practical values, which will be analyzed further in the present research.

Vulic and Zergollern-Miletic(1998:360-364) have drawn attention to the fact that each nation or country has its own proverbs, the occurrence of which has resulted from lifestyle and customs of people, who have had strong bonds with the natural world, their religion and traditions at all times. In fact, these specific utterances as well as language proverbs represent

wisdom, experiences and common place beliefs, moral and social values that are basically the same in many nations (Grigas, 1976:15; Mider, 2004:11; Uzija, 2007:403-404) they have strong connection with people's philosophy on life and contain general observation of practical knowledge, situations and other various aspects of life. Bufiene (2000: 173-177) state that proverbs reflect reality as it is perceived by human beings without neglecting the most trivial, irrelevant phenomenon or situation. The following proverbs can be taken as an example; like father, like son (Oxford dictionary of proverbs 2004:106) suggests that the facet of heritability, i.e., it denotes that a son is similar to his father in appearance, manner or in any other way. In connection to what has been discussed above, one can notice that this proverb can be applied to people of different nations. Similarly proverbs like "you cannot lose what you never had (Ibid: 187) or so many mists in March, So many frosts in May (Ibid: 2005) are motivated by real life experience or sustained observation of human being.

In addition, Taylor (1994:8) believes that a proverb is an invention of an individual who uses ideas, words and ways of speaking that are generally familiar. Because he does so, his sayings win acceptance and circulate in tradition. Bearing all these in mind, it is evident that an easily memorable form and every day speech help to establish proverbial traditions which are handed down from generation to generation. Simple constructions and ordinary vocabulary make proverbs more acceptable to the general public and allow them to be applied in whatever circumstances.According to Folds (2003:17), cultural concepts deal with mental structures, which enable an individual to store or save perceptual and conceptual information of his or her culture, as well as to interpret cultural experiences and expression. This means that people are provided with clichés or stereotypes as aids to

interpret cultural phenomena. One major reason why proverbs are observed and studied even nowadays has to do with the phenomenon that proverbs convey different cultural pictures. Since proverbs contain observation of everyday life, represent popular philosophy of life and provide an insight into human behavior and character, proverbs can also indirectly be said to transmit knowledge of different cultures. Proverbs have a deeper relationship with particular culture since proverbs describe socially important aspects or thoughts within a specific community. Moreover, cultural pictures of a certain community that are mostly expressed in metaphors are more vividly expressed in some proverbs of the community than in another. The term culture as defined in the oxford advanced learner`s Dictionary (2000) represents the 'customs and beliefs, arts way of life and social organization of a particular country and / or its people. Moreover, as indicated, this term refers to "the beliefs and attitudes about something that people in particular group or organization share "concerning this definition, it can be said that both proverbs and culture illustrate the way a certain community thinks, behaves and acts.

In connection to what has been discussed above, one can see that proverbs have not outlived their usefulness as they are still widely used till nowadays. One of the reasons can be noted in the work of Grigas (1976:41), where he states that proverbs can be considered as a result of people's psyche, spiritual life, ethics and customs and therefore, they are closely related to human beings. Profantova (1998:304-305) emphasizes the progressiveness of proverbial tradition, which continually generates the social behavior of a person. She believes that this ongoing phenomenon cannot be interrupted or vanish and then reappear after a period of time.

A cultural perspective on proverbs should also include their use. It has been widely a knowledge that there is a number of culture-bound differences and peculiarities with regard to this, for example in China, proverbs are more used than in other countries, and signal an author's high level of education and experience(You Ting, 2010:151; Gunther:1990), which is why they permeate even academic works. Such cultural differences and traditions have to be taken into consideration in foreign language teaching. It is to be said that foreign language teaching is not restricted to the application of vocabulary and grammar, as textual conversations and rhetorical traditions that exist in the speech community are of importance as well. Proverbs can play an important role in the relation of both textual functions and should be considered in this context at leastin advanced stages of foreign language classes.

2.8 Cultural Influence on Nonverbal

Hartley and Karinch (2007:38) describe culture as "nothing more than accepted social norms for a group". Matsunoto (2006) notes that culture plays significant role in molding our non verbal behaviors. As instructors, it is imperative hat we understand and recognize cultural influences. In the process of making meaning of behavior, it is important to identify non verbal cues that are considered Universal versus those that carry specific cultural meaning. In general, spontaneous or unconscious or unconsciously exhibited facial expressions are nearly universal (Matsumoto, 2006; Peace& Peace, 2006). For example, the easily recognized smile is a common expression of pleasure among all cultures (Neill&Caswell, 1993; Peace& Peace, 2006).

While some non verbal cues may have universal meaning, the ease with which they are exhibited is also culture variable. For instance, the facial

expressions associated with disgust, sadness, fear, and anger are common between Americans and Japanese. But Japanese to individuals believe that it is unacceptable to display such negative emotions in public (Neill&Caswel,1993).Americans are more open in their expression of positive emotions than much other culture (Riggio& Feldman,2005).The non-verbal process of looking directly at an individual, goading, is also a cultural variable. While listening to another speaker's .white Americans make eye contact 80% of time. Further, while speaking, white American only make eye contact 50% of the time–conversely. African–Americans make more eye contact while speaking and less eye contact while listening (Suinn, 2006).Across many cultures, gaze is associated with dominance, power or aggression(Matsumoto,2006). In many Asian cultures, it is considered rude to make brief eye contact with a person of higher social status (Suinn, 2006). While Arab cultures individuals tend to gaze more directly and for longer periods than other cultures (Matsumoto,2006).

Interpersonal spatial boundary expectations also differ between cultures. For example, Latin Americans tend to interact and communicate in closer proximity than do Europeans (Matusmoto, 2006).Further, Hutians interact in closer proximity that do both Germans and Americans (Matsumoto, 2006). Physical gestures, with hands and arms, are another common difference between cultures that can lead to nonverbalmiscommunication. Matsumoto (2006) identifies several gestures that are common place and socially acceptable in one culture, but are considered obscene in another culture. The "OK" sign, common in many English speaking countries. Mean zero or worthless in France, means money in Japan and is derogatory statement and/ or obscenity in Mediterranean, Arab and Latin American countries (Pease&Pease, 2006). From one country

to another, two fingers in a formation can mean victory, peace, two five (ronam numeral) or obscenity (Neill&Casweel, 1993; Pease&Pasese, 2006), the height at which individuals hold their hands while gesturing is also a cultural variable. Individuals with British and Germanic background gesture with their hand low in comparison to individual with Mediterranean or Latin background (Hartla&karinch, 2007)

Cultural norms influence behavior at multiple levels, including the non verbal cause that individual exhibit and the way that we interpret non verbal cause made by others. Riggioand Felaman (2005) discuss the influence of culture on the encoding (sending out) and decoding interpreting) or non verbal behavior. As instructors, Suinn (2006) says that we must be aware that our own cultural backgrounds are what we use to make meaning of behavior in the classroom. According to Li (2011), because of different cultural background, body language of country has its cultural accent. Li (2006) states each culture in the world is unique and has its own system of expressing body language in communication. It is the uniqueness of different culture that case misunderstandings or even conflicts in inter cultural communication. As the differences exist, only by knowing them and paying attention to them can people avoid the misunderstandings. People are different in elements of body language such as gestures, eye contact and facial expressions.

Kurien (2010) defines gesture as movements made with body parts (hands,arms fingers and leg) and they may be voluntary or involuntary. Gestures are the incomparable component of body language. It refers to specific body movements that carry meanings. Some gestures may indicate general emotional a arousal, which produces diffuse bodily activity, while others appear to be expression of particularly emotional states .gestures are

both innate and learned they are used in all cultures, tend to be tied to speech processes and are usually automatic(Hu,1999).

Differences in gestures can be grouped into two classes:

1. **Same gestures:** have different meanings in America for example, it is not considered to be offensive to point at some one. In china, it is regarded as rude behavior. The person, that is pointed at many think people are talking gossips about her or him. So Chinese people choose to use hand to remind others rather than point directly. In America, turning rings around when having social activities may suggest this person is various. On the motherland, it is likely that Chinese people think of it showing off his or her richness.

2. **Different gestures:** same meanings when expressing the meaning" im full", American people tend to put a hand flatly under the neck to show what they frustrate isalready pie up to their up to their throats Chinese people alwayspat their own belly with one hand, which means the stomach cannot contain more food.

In china, the gesture of a forefinger stretched with its tip touching ones ownface several times quickly conveys "shame on you". In America to express the same meaning, people would use forefinger of each hand stretched, palms down in front of some body's body, and one forefinger brushing on the face several times (Che, 2009)

Facial expressions can reveal one`s emotions. Research shows that most basic emotions can be expressed by facial expressions(Tang,1996).Facial expressions help from different moods of an individual through combinations of wyes, eyebrows lips and check movements(ibid:4).

The meanings of the facial expressions around the world are almost the same, such as smile normally stands for cheer or appreciation and frown indicates anxiousness, anger or pain. However, the use of facial expressions in china an America for example differs from each other. In America, people tend to make exaggerated facial expressions so that their feelings can be understood easily. For historic reasons, chins people are inclined to keep their own emotions inside. They turn to make slightly movements on the face. For example, "laugh without showing teaches" is the unwritten rule for formal social activities. Eye contact is an important element in social communication systemChapter two

Culture and non- verbal communication meaning can not only be conveyed through spoken language, but also with different language features (Lynch, 1996). These features do not belong to the linguistic system of the language (sounds, word…etc).that is why they are called paralinguistic or non- verbal features. Paralinguistic features are very important segments in the speakers message (Bonvillain, 2003). Non–verbal features of language constitute another area where culture occurs.

Here, it is important to differentiate between sings and gestures. Turle (2006:172) makes the difference as follows: sings stand lonely 'instead of speaking', while gestures are used while speaking, i.e. "the gestures are just part of the communicative act being performed''. Harmer (2001) classifies non- verbal aspects of communicative into two main types. Vocal paralinguistic features and physical paralinguistic features

2.8.1 Vocal paralinguistic features

Vocal feature refers to the different voice tones made by the speaker to indicate different attitudes and effects. Vocal paralinguistic features include

whispering, breathiness, huskiness, nasality, extra lip rounding and others. These features are interpreted as follow:

- Whispering need for secrecy
- Breathiness means deep emotion/ textual desire
- Huskiness means unimportance/ disagreement
- Nasality means Anxiety
- Extra lip rounding stand for great intimacy especially with babies.

2.8.2 Physical paralinguistic features

Physical paralinguistic features or as they called body language, are also used to express different intents. When we talk our bodies move to punctuate what we are saying and sometimes to contradict with our words. The word we say are reinforced with the emotions conveyed through our bodies. The interpretation of body movements differ from culture to culture. In body language, we may use face, gestures and proximity.

In face to face communication, face is the most important sing of one's state of mind. Facial expressions can be smile eye contact, biting the lip, compressing the lip, clenching the teeth (Harmer, 2001). Different facial expressions lead to deferent interpretation as illustrated in the following:

- Smiling stands for pleasure / welcome.
- Eye contact stands for surprise/ interest/ extreme anger.
- Biting the hip: means thought/ uncertainty.
- Compressing the lip Decision/ obstinacy.
- Clenching the teeth, means anger.
- Gesture.

In addition to facial expressions, other parts of the body like heads, arms, hands and fingers may serve in non-verbal communication. When we use

these organs, we make gestures. The interpretation of gestures differs from one culture to another gestures have a great role in conveying meanings, but only is the participants share the same culture. People in different communities may misunderstand each other because of the diversity of culture, which leads merely to the variety of interpretation for non–verbal behavior (Bonvillain, 2003).

In many interactions, gestures are source of communication problems. Bonvillain (2003) explains two cases of these problems. In the first case, the gesture exists in the culture which leads to miscommunication. In the second case, the gesture exists in the two cultures, but it indicates different meaning, which leads to misinterpretation or misunderstanding of the message of communication. In this case, we may expect serious problems; since permissible gestures in one culture can be an insult in other.

2.9 Raising Cultural Awareness in Foreign Language Classrooms

The shift towards a communicative approach to foreign language teaching has coincided with the developing awareness of the growing role of culture in second language acquisition. In this climate, the acquisition of a second language is actually the acquisition of a second culture. However, Cunnings Worth (1984:62) states the case against the culture-specific course book and claims that a limitation of culture-specific course book is that it will only be of relevance to students who understand the cultural background in which it is set.

Tomlinson (2001:12) holds that cultural awareness involves a gradually developing inner sense of the equality of cultures, an increased

understanding of your own and other peoples` cultures. And appositive interest in how cultures both connect and differ (cited in Tomlinosn&Masuchar, 2004:3). Tolinson and Masuchara, (2004) claim, an increased cultural awareness helps learners broaden the mind, increase tolerance and achieve a cultural empathy and sensitivity. According to Tolmanlin and Stempliski (1995), cultural awareness encompasses their qualities:

- Awareness of one's own culturally. Induced behavior.
- Awareness of the culturally induced. Behavior of others.
- Ability to explain one's own cultural stand point.

Knutson (2006:5) points out that the development of students' cultural awareness starts by encouraging them to recognize their cultural identity in relation to other cultures. For this reason, Knuston (2006) suggests teachers should analyze students` real world and academic needs in terms of cultural knowledge and awareness of ability to function in appropriate ways. Kuuston(2006) cited in (Beaudrie, *etal*., 2009:167-169;Tannen, 1992) in the United States holds that cultural identity is likely to diverge based on learners' national and linguistic background, but also on their ethnic heritage, religious beliefs, class, age, gender and sexual orientation. Tannen(1992)cited in (Kunaravadielu, 2003;Jones,1995) refers to cultural awareness as an exploration of otherness, the term otherness refers to the foreignness of the target language culture that learners need to relate to in foreign language learning. 'Relating to otherness' is considered the essence of inter cultural communication as this implies that "both learners" first and target culture be put under scouting in the language class so as to make visible the differences which can potentially prevent the two

cultures from relating successfully". (Crozet &Liddicoat, 2000:3). Jone (1995) argues that cultural awareness develops with learners who more from examining their own life style, and language to an examination of the attitudes, values and conventions of others. Tomalin and Masuhara (2004:6) also distinguish between cultural knowledge and cultural awareness cultural knowledge is defined as "information about the characterizes of our own and others peoples' cultures and cultural awareness refers to "perceptions of our own and other peoples cultures, while cultural information is often static, out of date and stereotypical, cultural awareness is dynamic, multi- dimensional and interactive. Tomalin and Masuhara state that cultural awareness can be gained through experience of the other culture other directly from visiting the culture or indirectly via movies, music, literature and other art fact.

However, Rantz and Horan (2005) argue that the concept of cultural awareness doesn't reflect the complex and dynamic definition of culture as it isolates the target culture in a neutral or objective perspective. They refer to the concept of " inter cultural awareness" that places cultures in relation to each other, this relativism of cultures not only implies ones` insight into the target culture and ones` self–discovery in the process of discovering the other culture, but also the importance of moving beyond the surface, behaviors and artifacts implies". A move from ethnocentric to ethno relativism, the ability to dissenter; to see things empathy, as well as an awareness of the intercultural process of change of both individuals and societies arising out of the dynamics of encounters between them" (Rantaz and Horan, 2005:211)

What is cultural awareness? The shift towards a communicative approach to FL teaching has confided with a developing awareness of the growing role of culture in second Language acquisition. In this climate, the

acquisition of a second language is actually the acquisition of a second culture. However, Cunnings Worth (1984:62) states the case against 'the culture–specific course book and claims that a limitation of the culture–specific course book is that it will only be of relevance to students who understand the cultural background in which it is set "indeed strong portrayal of British life might well prove to be an impediment rather than a help to the learners.

Kramsch (1993), on the other hand, argues that entering into foreign language implies a cognitive modification that has implications for the learners'identity as a social and cultural being. This suggest the need for material which privilege the identity of the learner as an integral factor, in developing the ability to functionfully in socio-cultural settings.

On the whole, it is useful to include cultural awareness activities in a language course as doing so, according to Tomlinson and Masuhara (2004) can not only increase the educational value of the course, but can also facilitate language acquisition to do so; they present a general understanding of cultural "awareness".

Tomlinson and Masuara (2004) make a distinction between cultural knowledge and cultural awareness as follows:

- **Cultural knowledge:** it consists of information about the characteristic of our own and other peoples cultures. This information is typically
- **External:** it is given to us by someone else
- **Static:** we do not modify it from experience
- **Articulated:** it is reduced to what words can express
- **Stereopticon:** it refers to general norms rather that specific instances

- **Reduced:** it has been selected from all the information a viable and it typically omits information about variation and exceptions this information is normally given to us in the form of: (a) facts, (b) statistics (c) generalization and (d) examples.

Cultural knowledge can be useful in helping us to understand ourselves and other people. However, it can also be misleading, because it:

a) is dependent on their peoples experience, objectivity and integrity
b) is fixed in time (often out of date)
c) is inevitably is implied and
d) often conceals as much as it reveals. For example it is useful for visiting business to be told that the Japanese are hard working and serious but this generalization by itself can conceal the reality that many Japanese people like to go out and enjoy themselves after work.

Cultural awareness, According to Tomlinson and Masuhara (2004) cultural awareness consists of reception of our own and other people cultural. these receptions are:

- **Internal:** they develop in our mind
- **Dynamic:** they are constantly being added to and changed.
- **Variable:** they are not modified from experience
- **Multi-dimensional:** they are represented through sensory images(mental pictures) meant connection and affective association as well through the inner voice. (Masuhara, 2003; Tomlinson. 2000)

Cortazzi and Jim (1999) pointed out that cultural awareness means to become aware of members of another cultural group including their behavior, their expectation, their perspectives and values. Kuang (2007) delineated four levels of cultural awareness. At first level, people are aware of their ways of doing things, and their way is the only way. They ignore the influence of cultural differences. People become aware of other ways of doing thin at the second level but they still see their way as the best. Cultural differences at this level are deemed as a source of problems and people are likely to ignore the problems or reduce their importance. People at the third level of cultural awareness are aware of both their way of doing things and others way of doing things and they tend to choose the best way according to the situation. At the third level people come to realize that cultural difference can lead to problems as well as benefits and are willing to use cultural diversity to generate new solutions and alternatives. Finally, at the fourth level people from various cultural backgrounds are brought tighter to create a culture of shard meanings. People at this level repeatedly dialogue with others and create new meanings and rules to meet the needs of aspect situation. In essence, it can be said that individuals who experience the fore level of cultural awareness proposed by Kuang(2007) move from a sage of "cultural ignorance" to a stage of "cultural competence".

Cultural awareness is a concept in which learners think about the similarity and contrasts between home and target cultural as a tool to achieve communication (Gyram, 1989).Bamgbose (1994:117) argues that foreign language teachers should give their learner insights and information about the target culture from the native speaker point view. He goes on saying "leaner's need to be prepared for experience of the daily rhythm of the foreign culture of the behaviors which are differed, and those which after the

same but have a different significance". In the same, Vein Kramsch(1993) argues that learners should explore existing between native and target cultural meanings and reflect critically upon them. This makes them experience new ways of thinking and acting, and view the world from their own perspective and the others'. She goes on to say that cultural knowledge should not be viewed only as an aim to achieve communication or enrich one's knowledge, but more impatiently as to develop the ability to take on the perspective of the other as well as one's own. Tavares and Cavalcanit(1996) say that there is no other better way than including the teaching of the target culture which should not be seen as a support to language teaching, but it should be placed on an equal footing with the foreign language teaching. This claim is supported by recent research where incorporating the target culture doe not only affect effectively the students linguistic success. However, it also can be an efficient tool in communication" culturally - determined" behavioral conventions are taught. The purpose as claimed by Tavares and Cavalcanti is to develop students to build cultural awareness which would surely improve the understanding of their own culture as well as the target one. Furthermore, cultural awareness must be seen as an education goal in foreign language teaching and learning as kramsch (1993) argues that culture awareness must be seen both as enabling language proficiency and full competence, and as being the outcome of reflection on language proficiency. Brown(1994:167) stated that both learners and teachers of foreign language need to understand cultural differences to recognize openly that ever one in the world is not "just like me" that people are not all the same beneath the skin. Rivers (1981:315) there are real differences between groups and cultures. Therefore, language

teachers cannot avoid conveying impression of another culture whether they realize it or not.

Language cannot be separated completely from the culture in which it is deeply embedded. Any listening to the utterances of native speakers, any reading of original texts, and any examination of pictures of native speakers engaged in natural activities will introduce cultural elements into the classroom. Singhal (1998:14) notes that culture teaching should allow learners to increase their knowledge of the target culture in terms of people's way of life, values, attitudes and beliefs and how these manifest themselves or are couched in linguistic categories and forms. More specifically, the teaching of culture should make learners aware of speech acts. William (1992, cited in Byram, Morgan *etal*., 1994:67). At any rate, culture teaching should aim to foster empathy with the cultural norms of the target language community and an increased awareness of one's own "cultural logic" in relation to others.

2.10 Problems with Teaching Culture in FL Classroom

Sercu (2005) noted that many teachers fail to recognize the interface between language and culture. The literature shows that teachers experience certain problems while teaching which results in either not dealing extensively with culture or ignoring it completely. One of the problems that teachers may face is the overcrowded curriculum them. The study of culture requires time; there for, many teachers feel they cannot spare time for teaching foreign language culture in already overcrowded curriculum they think that students will be exposed to cultural material later often they have mastered the basic grammar and vocabulary of the target language.

However, this later never seems to come for most students .another problem is that teachers may fear not having sufficient Knowledge on the

target language culture. That is, teachers afraid to teach culture because this think. They do not know enough about it, and that their role is limited to expose students to face sonly .A third problem is student's negative Attitudes. Students often assume target culture phenomena consisting of new patterns of behavior. Thus, they try to understand the target culture.Isik2003:2004)pinpoints similar concern for foreign language teaching as students may put barriers between their own culture and the target culture by rejecting all the values associated with the target culture when cultural phenomena differ from what students expect, they may react negatively Characterizing the target culture as 'change' the fourth problem is the lack of adequately trained in the teaching of culture and do not have suitable strategies and clear goals that would help them to create a frame work for organizing instructions around cultural themes. As it is also proposed I the literature. The development of such work depends o teachers own definition of culture from much of the difficulty arises. Another problem is that teachers any not know how to measure cross- cultural competence and changes in student's attitudes as a result of culture teaching.

Liddicoat (2008:66) points out that it is unrealistic to expect learners to feel and behave like the native speakers. It is argued that expecting learners to be like the native speakers is not only an unrealistic goal but also such expectation covers with the goals of intercultural learning.

According to Alptekin C. and Alptekin (1984) expecting the students to accept a foreign countries norms and think like the people of that culture causes problems. It should be kept in mind that having such expectations can be problematic, as by the learners, this may be perceived to be a 'threat' to their national identity. Especially for learners whose are immigrants in the target language community the existence of problems like experiencing

culture shock may prevent learners from developing positive attitudes towards languages and culture learning cannot be denied. Bromley (1992) also mentions that some learners may have negative attitudes toward language learning or the target culture. He argues that these negative attitudes may be due to prior learning experience stereotyped idea about people of other culture or negative attitudes towards learning languages and experiencing other cultures or due to social distance.

Overcoming the negative attitudes of learner towards foreign language and cultures can only be achieved by the help of teachers. Dlaska (2000) argues that teachers should help learners expand their cultural borders and broaden their horizons for this reason, with the help of their teachers; learners should be encouraged to explore stereotypes rather than ignoring them. They should make use of strategies for exploring and understanding others and triggered by the curiosity of culture learning they should focus on diversity of different cultures. One of the reasons why culture is being neglected in the language classroom may be because of the tensions that could be caused by the presentation of cultural content that is unfamiliar to the learners. However, as Tseng (2002) suggests, there cultural tensions could be turned into productive tensions. Presenting the differences between the learners own culture and the target culture should not be regarded as a negative and problematic issue, as the realizations of their difference can help the learners in gaining a cross – cultural a wanes and thus expand their respective.

Another problem with teaching culture, as Btoley (1992) argues, is due to language teaches who fail to realize that culture learning is a process of learning about another cultures` behavior patterns and rather see it as fitting new cultural patterns in students` exiting cultural frame work. Students

should be encouraged to negotiate between languages and cultures, develop cultural awareness through which they create d deep under stranding of their own and other culture (Liddicat: 2008)

2.11 Techniques and Sources for Teaching Culture

Successful foreign language teaching has to follow specific techniques. Teaching culture has also techniques to follow in order to achieve the above goals Hughes (in Merriell voldess, 1986) states eight techniques for teaching culture, which are:

- **Comparison method:** the teacher presents some items of the target culture with their equivalent items in the native culture. The importance is given to the difference between the two cultures in order to know the areas in which the problem may appear.

- **Culture assimilation:** It is adscription of the interactions that are supposed to be misunderstood by students.

- **Culture capsule:** it is a technique of giving differences between the target culture and the native culture, but with illustrations and visual materials. It also includes some question to initiate a class room discussion

- **Drama:** in this technique, the teacher chooses students to perform as they are members of the target culture. The misinterpretation of some events should be explained and clarified

- **Audio motor or Total physical Response:** the teacher tends to know how much students have experience in the target culture. It can be an exercise about listing to question and students have to answer.

- **Newspapers:** the task of the student is to compare two newspapers. One presents the native culture. Newspapers contain many aspects of culture.

- **Projected media:** in this techniques, films which reflect the target culture presents with different activities.

- **The culture islands:** pictures and other materials are used to attract students' attention of the target culture.

- **Role play:** Chastion (1988:16) states, the use of role play in FL classrooms can help students to overcome cultural "fatigue" and it promotes the process of cross cultural dialogues while at the same time it provides opportunities for oral communication. Numerous other techniques reading, films, simulation, games, culture assimilation culture capsules and cultures grams' can be used for language teachers to assist them in the process of acculturation in the classroom.

  In role plays, students can act out as miscommunication that is based on cultural differences. For examples after learning about the ways of addressing different groups of people in the target culture such as people of the same age and older people

- **Ethnographic studies:** An effective way for students to learn about their target language and culture is to send them into their community to find information. Students can carry out ethnographic interviews with native speakers in the community, which they can record. In note books or audio tapes or video tapes discussion activities an could include oral family histories interviews with community professional to note those activities involving the target language community requires a great deal of time on the part of the teacher to help set them up and to offer ongoing supervision

- **Literature:** Literature work can be an effective mean to develop the understanding of other cultures because they provide the readers with insights of other cultures without having to visit the real place. Carter (1995:15) points out: literature, it seems to me is the surest bridge to understanding. Let students real novels plays, short stories and poems, from other nations and cultures let them immerse themselves vicariously in the other lives, and sort of actually living there for an extended period, they'll have about as intensive and understanding as it possible to get. Remember reading something in a text book. Recently, a piece of advice offered by photographer Bruil Blim toward travelers to the Soviet Union'' instead of lolling to understand what the Russian are alike''?

- **Films:** Heron et al (1997:7): Films and televisions segments offer students an opportunity to witness behaviors that are not obvious in texts. Films often are one of the most current and comprehensive ways to encapsulate the look, full and rhythm of a culture. Films also concept students with language and cultural issues simultaneously, such as depicting conversational timing or turn taking in conversation. This study showed that students achieved significant gains in overall cultural knowledge offer watching videos from the target culture in the classroom. sources and activities for teaching culture

The culture associated with language cannot be learned in a few lessons about celebrating, folk songs or costumes of the countries in which the language is spoken. Kramsch (1991:236) emphasizes that the impact of culture on language learning and use is far more complex than "the four Fs) (i.e. Foods, Fars, folklore, statistical fact) therefore, in order to get comprehensive picture of the target culture

form many angles, teachers should vary their sources. They need to present students with different kinds of information which can be used as material for teaching culture.

The list includes, video, CDs TV. Readings, internet, stories, student's information, songs, newspapers, and interviews guest speaker, anecdotes, souvenirs photo graphs, surveys, illustration, literature kinesics and body language, (non verbal behavior).

Peterson and Coltrane (2003) provide some useful ideas for presently culture in the class. They claim that cultural activities should be carefully organized and incorporated into lesson plans to enrich the teaching content

- **Authentic Material:** Authentic sources from the native speech community help to engage student in authentic cultural expresses. Sources can include films, news broad casts and television shows, websites and photographs, magazines, newspapers, restaurant menus travel brochure. Teachers can adapt the use of these materials to suit the age and language proficiency level of the students. For example, even beginners can watch and listen to video dips taken from a TBV show in the target language and focus on such cultural conventions as greetings.
The teacher might supply students with a detailed translation or give them a chart to complete. After the class viewed the segments, the teacher can engage the students in discussion of the culture norms pretend in the segments and what those norms might say about the values of the cultures. Discussion topics might includes non verbal

behavior(e.eg. the physical distance between speakers, gestures, eye contact, societal roles and how people in different social riles relate to each other). Students might describe the behaviors they observe and disuses which of them are similar to their native culture and which are not determine strategies or effective communication in the target language.

- **Proverbs**: Discussion of common proverbs in the target language could focus on how the proverbs are different from or similar proverbs in the student's native language using proverbs as a way to exposure culture proverbs a way to analyze the stereotypes about and misperception of the culture represented in the proverbs of their native culture.

- **Role-plays**: Role play activities are advocated by many teachers in the language classroom. In teaching culture, Peterson and Coltrane (2003) suggest that students can act out a miscommunication that is based on cultural differences. For example, often leaning about ways of addressing different groups of people, in the target language, such as people of the same age and older people, students could role play a situation in which an inappropriate greeting is used? Other students observe the role play and try to identify the reason for the miscommunication. Then they do the same activity using as culture appropriate form of address.

- **Literature (drama, fiction, poetry)**: literacy texts are often replete with cultural information and evoke memorable reaction for readers. Peterson and Coltrane (2003) claim that texts should be selected carefully for the given group of students and with specific goals in

mind, so that they can be helpful to acquire insight into the target culture.

Fenner (2001: 16K20) share the same opinion and adds that literacy texts are richer and more diverse than factual texts.

- **Cultural capsule:** (developed by Tyaler and soreson, 1961)

  Cultural capsules are one of the least established and well-know activities for teaching culture. Essentials for this techniques is a brief description of some aspects if the target culture (e.g., what is customarily eaten for meals and when these meals are eaten, marriage, etc) followed by contrasting information from the students native language culture. the contrasting information can be provided by the teachers but is usually more effective to have students themselves point out the contrast, Peterson and Clotrance (2003) suggest that students can be presented with objects like tocks, Jewelers or images from the target culture: the students are then responsible for finding information about the item in questions either write a brief summery or make oral presentation to the class about the cultural relevance off the item. According to Peterson and Coltrane (ibid), such activities can also serve as a foundation, from which students can go on to discuss larger cultural, historical, and linguistic factors that linked to the objective

- **Student research**: (Cullen 2002) is considered as one of the most powerful tools that can be used with more advanced students because it combines their interest with classroom activities. For the first session the teacher might ask clearness to search the intent or library

and find information on any aspect of the target culture that interests them.

2.12 Previous Studies

Concerning the previous studies, the researcher will present some studies that have been conducted in the same area as the present study. Reviewing the contribution of these studies is important of having clear picture which help for giving suggestion and contribution. Therefore, the researcher in this part of the study reviews the contributions of other researchers in the area of teaching and learning language culture.

2.12.1 The first Study

Younes H.(2010).Integrating English Language Culture in the Sudanese Secondary Schools English Language Syllabus and its Effectiveness in TEFL. A thesis submitted in fulfillment of the requirement for Ph.D. degree in English language curriculum and teaching method. Sudan University of Science and Technology, College of Graduate Studies.

This study attempts to integrate English language culture in the Sudanese secondary schools English language syllabus and its effectiveness in TEFL. Descriptive analytical approach is used. The tools that are used in this study are two questionnaires: one for secondary school teachers and one for undergraduate students' teachers. Interview with staff members of faculty of Education and the third tool is the analysis of cultural aspects in Sudanese secondary schools texts (SPINE 5-6).The findings indicate that secondary school teachers have positive opinions about integrating English culture in their teaching. The analysis of the textbooks spine series does not provide enough target language culture to enhance intercultural communication.

2.12.2 The second study

Gasm Elssed, A.(1999).The impact of Attitudes towards (An understanding of foreign language culture on foreign language learning. PhD thesis. University of Khartoum, Faculty of Education.

The aim of this study is to find out: 1) the relation between attitudes towards the Fl its speakers and understanding their culture. 2)the relation between understanding of FL and achievement in that language. 3)the impact of cultural awareness on FL learning. The method which is used in this study is descriptive analytical method. The tools which are used in this study (1) students' questionnaire (2) cultural test (3) achievement test and (4) textbooks cultural analysis.

The main findings of this study are:

(1) Positive attitudes towards the foreign language.

(2) Cultural awareness and positive attitudes towards culture have positive effect on FL achievement.

(3) Cultural understanding plays a great role in understanding foreign language.

2.12.3 The third study

Hui, H.(2009).An Investigation of Teachers' perceptions of Culture Teaching in Secondary Schools in Xingjiang, China.Ph.D. thesis in School of Education. University of Durham, U.K.

The aim of this study is to investigate teachers' perceptions on culture teaching in terms of teaching objectives of language and culture. The main tools which are used in this study are survey and questionnaire. The results show that teachers and colleges towards willingness to engage in cultural teaching. But the results also reflect teachers' problems to fully engage

cultural communicative competence in the classrooms. The results show a need for courses to build the understanding and confidence of teachers in the classroom.

2.12.4 The fourth study

Abdul Rahman, A.(2008).Integration of Foreign Culture into Pre-service Teacher Education, PhD thesis. University of Melboume, Faculty of Arts, Department of Language and Linguistics, a case study of Saudi Arabia

The aim of the study is to develop concept relevant to the integration of FL into pre-service ELF teacher education. To achieve the aim of this study, a qualitative case study of the pre-service ELF teacher education at selected Saudi- teachers colleges has been conducted. Data has been gathered through documents analysis and classroom observation. Further, interview with stake holders including policy makers, academic ELF instructors and pre-service ELF teachers themselves has been conducted. The findings reveal that policy makers, pre-service ELF education did not reach a realization of national reform and foreign culture was absent in the curriculum policies. The central problem included the resistance of culture as an external imposition and existence of gap between policy and practice. The place of foreign culture in actual teaching practice was challenged by factors such as culturally sensitive issues, policy influence, lack of sufficient cultural knowledge, and instructors' background. Instructors' awareness about the place of foreign culture remained conceptual and did not translate into practice.

2.12.5 The fifth study

Khemies, I.(2015)The Inevitability of Incorporating Culture into an EFL classroom, MA thesis in language studies, University of TLMCEN, Faculty of Education, English language department.

The aim of the study is to incorporate culture into an EFL classroom. The tools which are used for this study are two questionnaires; one for language teachers and the second for students to see their awareness about culture as a fifth skill in parallel with other language skills. The findings have positively reflected teachers and learners sensitivity about crucial need of integrating culture into EFL classroom. However, the findings predictably confirmed the weakness of the existence of culture in the Algerian universities, in addition, insufficiency of the module of culture, the lack of materials, the poorness of Algerian curriculum and its limitation.

2.12.6 The sixth study

Mallem, R.(2010). The Situation of Culture in Algerian Secondary Schools in Relation to Textbooks and Teachers. MA thesis in appliedlanguage studies, Mentouri University Constantine, Faculty of Letters and Languages, case study: first year level

The tool which is used for this study is questionnaire designed for English language teachers. The findings show that teachers lack sufficient cultural knowledge to teach culture. The findings also indicate the absence of materials which might help the teachers to introduce the culture efficiently in classroom.

2.12.7 The seventh study

Long-Fu, X.(2001).Introducing the Target Culture into Chinese Secondary Schools, PhD thesis, University of Tampere, Faculty of Humanities, China.

The aim of the study is to survey the development of FL teaching in both west and China, especially in relation to teaching cultural content in Chinese classroom and suggest ways of introducing cultural content systematically based on the theories of culture and education. The method which is used for data collection of this study is a survey. The sample was made of 373 secondary school student, 176 secondary school teachers and 51 teacher-trainers from several universities. All responses to the questionnaires were analyzed through both quantitative and qualitative method. The findings of this study show that a clear majority of informants give strong support to the role of culture in language teaching. However, the findings also show that many informants' understanding of the term culture and the current language teaching theories as well as very vague.

2.12.8 The eighth study

Shatanawi, M.(2004). The Cultural Dimension in TEFL, case study of culturally Edge series, PhD thesis, Amman Arab University for Graduate Studies, Jordan.

The aim of the study is to investigate thoroughly the cultural dimension in Culturally Edge Series. He analyzed the cultural aspects of the pre-intermediate level, the intermediate level and the upper-intermediate level of the series. He also explores the attitudes of the students and the instructors towards English culture as manifested in culturally edge textbooks. The results reported by Shatanawi concerning the culturally edge series indicate the following: The cultural aspects that are implied in culturally edge textbooks are diverse and inclusive. The series of the textbooks are lacked with items that reflect the following cultural aspects, historical, economical, geographical, literary, political, religious, social, customs, and traditions and the way of life in the west. The respondents

think that it is important to use authentic English cultural materials, and that more they know about other culture. On the other hand, the participants feel uncomfortable towards the dimension of English culture in these textbooks and the lack of representation of their Arabic and Islamic culture. Analysis conducted by Shatanawi shows that culturally edge series is loaded with western culture at the expense of Arabic culture. He reports that very scanty references are made to the home culture. He thinks that the series reflects cultural and racial bias.

2.12.9 The ninth study

Thang, H.(2011). An Investigation of Intercultural Teaching and Learning Tertiary EFL Classroom in Vietnam, Ph.D. thesis in applied linguistics, Victoria University of Wellington, Vietnam.

This study investigates intercultural teaching and learning in Tertiary EFL classroom in Vietnam. The main tools which are used in this study: (1) classroom observation (2) teachers' interview (3) students' questionnaire (4) students' focus: group interviews, qualitative interview 12 teachers. The findings show that the importance of culture and culture teaching /learning is not emphasized. Teachers say that culture learning is beneficial. Teachers also believe that culture teaching support language learning.

2.12.10 The tenth study

Saluveer, E.(2004).Teaching Culture in English Classroom, MA thesis, University of Tartu.

The focus of the study is teaching of English in FL classroom and attempts to show that culture holds an important place in foreign language education. The instruments used in this study are two questionnaires for both

teachers and students. Another tool used in this study is test designed for students. The findings indicate that both teachers and students consider the teaching of culture important. There is awareness from language teachers that second or foreign languages are rarely be learned or taught without addressing the culture of the community in which it is use

Chapter Three

The Methodology

CHAPTER THREE
RESEARCH METHODOLOGY

3.1Introduction

This chapter describes the research methodology of the study. It presents a concise description of what has been done by researcher about methodology. It describes the design of the study, the target population, research instruments and procedure for data collection. Then it goes further to present tools, validity and reliability of the study. The researcher will use statistical package for sciences (SPSS) to analyze the research data. The researcher's tools used for collecting data are: quantitative questionnaire and qualitative interview.

3.2 Design of the study

In any research study, the researcher usually goes through a series of inter-related phases, which together make up the design of the research. A research design therefore, refers to the general plan of data collection and procedures used in the analysis of data in order to shed light on the problem (s) under investigation. The aim is to obtain data, which will serve to answer the research questions. Thus, a research design in this sense can be defined as the procedures for conducting the study, including when, from whom and under what condition data were obtained. Its purpose is to provide the most valid, accurate answers as possible to research questions (Mc Millan and Schumacher, 1993:31)

As far as second or foreign language research is concerned, it is now common practice among researchers that data collection is handled using two different types of approaches: the qualitative and the quantitative

approach. The two are sometimes combined in one single study despite their apparent differences.

This study adopted both quantitative and qualitative research method. The aim of such mixed method is to provide qualitative and quantitative interpretive data obtained from questionnaire and interview administered to a population of foreign language teachers and experts.

Mixed method research is defined by Dornyei (2007) as a combination of both qualitative and quantitative method in one research study. According to Dornyei (2007), the advantages of mixing both qualitative and quantitative method are as follows: increasing the strength of one method while eliminating the weakness of other, multi-level analysis of complex issues improved validity as well as opportunity to reach multiple audiences. Taking these advantages into consideration, a mixed method research was conducted in this present study. For the purpose of this study, a quantitative method was employed in order to analyze the data collected by questionnaire via (SPSS) program.

As for the qualitative research method for this study, the perceptions of the experts were revealed much more clearly providing the participants with the opportunity to be free during the data collection process.

3.3 Population of the Study

This includes the samples who responded to the questionnaire and interview. The first sample group of this study is foreign language teachers. So the participants of the questionnaire are 120 foreign language teachers working in different universities and secondary schools in Khartoum state.

The participants were selected randomly. Their experiences ranged between five to more than fifteen. The age of the participants ranged from 3o to 65. The participants hold Bachelor, Master, PhD degrees in foreign language teaching.

The second sample group is the experts which were selected purposefully. The interview participants were the experts. All the experts were holding Ph.D. degrees in English language. The experts were chosen purposefully. The experts are chosen due to the fact that they have experience in such study.

3.4 Statistical Reliability

Reliability refers to the reliability of any test, to obtaining the same results if the same measurement is used more than one time under the same conditions. In addition, the reliability means when a certain test was applied on a number of individuals and the marks of every one were counted; then the same test applied another time on the same group and the same marks were obtained; then we can describe this test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures. Here are some of the most used methods for calculating the reliability: Alpha-Cronbach coefficient.

On the other hand, validity also is a measure used to identify the validity degree among the respondents according to their answers on certain criterion. The validity is counted by a number of methods, among them is the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact aim, which it has been designed for.

In this study the validity calculated by using the following equation:

$$\text{Validity} = \sqrt{\text{Re liability}}$$

The reliability coefficient was calculated for the measurement, which was used in the questionnaire using Alpha-Cronbach coefficient Equation as the following:

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher distributed (20) questionnaires to respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient; the results have been showed in the following table:

Reliability Statistics

Cronbach's Alpha	No. of Items
0.801	120

3.5 Demographic Information of the questionnaire's participants

Table (3.1) The Frequency Distribution for the study Respondents according to sex:

Sex	Frequency	Percent
Male	74	61.7
Female	46	38.3
Total	120	100.0
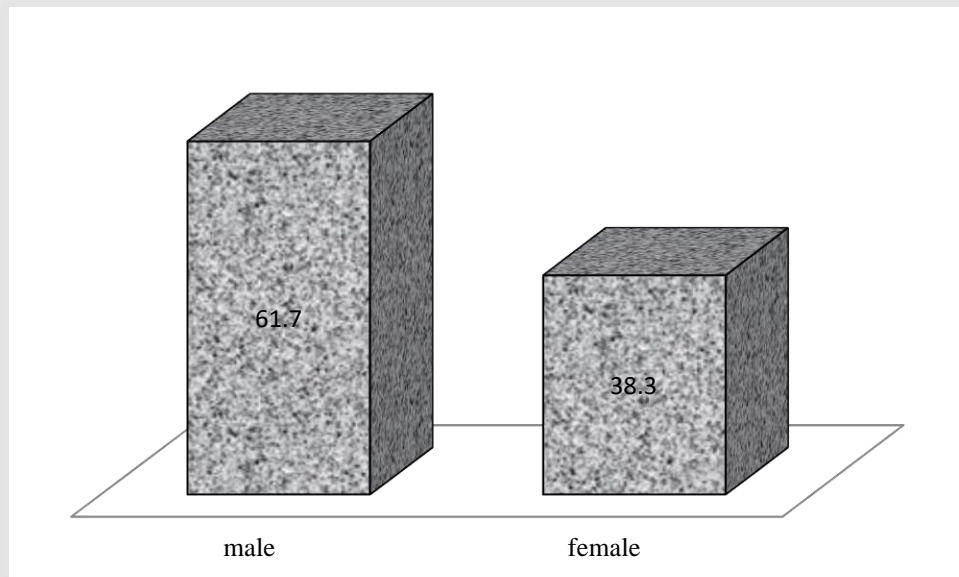
Fig. (3.1) The frequency distribution for the study respondents according to sex

From table (3.1) and figure (3.1) it is shown that most of the study's respondents are males, the males participants are (74) with percentage (61.7%). The female respondents number is (46) with percentage (38.3%). This indicates that males represent the majority.

Table (3.2) The Frequency Distribution for the study Respondents according to academic qualification:

Qualification	Frequency	Percent
BA	31	25.8
MA	81	67.5
PHD	8	6.7
Total	120	100.0
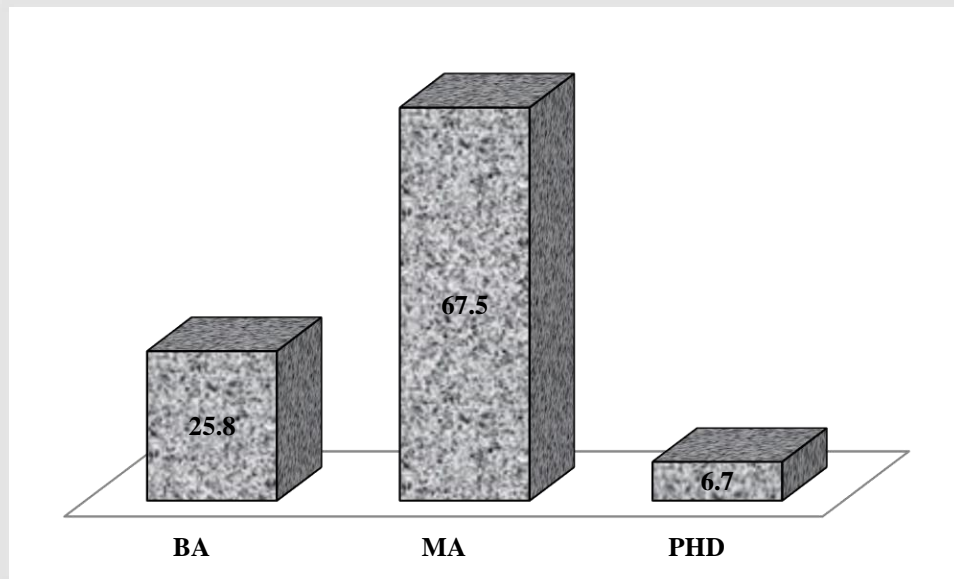
Figure (3.2) The frequency of the study respondents according to academic qualification

According to table(3.2) and figure(3.2) it is clear that most of the study's respondents have MA as qualification, the number of those who hold master degrees is (81) with percentage (67.5%).The respondents who have BA as qualification are (31) participants with (25.8%). The respondents who have PH.D as qualification are (8) with (6.7%).

Table (3.3) The Frequency Distribution for the study Respondents according to years of experience

Experience	Frequency	Percent
from 1 to 5	58	48.3
from 6 to 10	41	34.2
11 to 15	16	13.3
above 15	5	4.2
Total	120	100.0
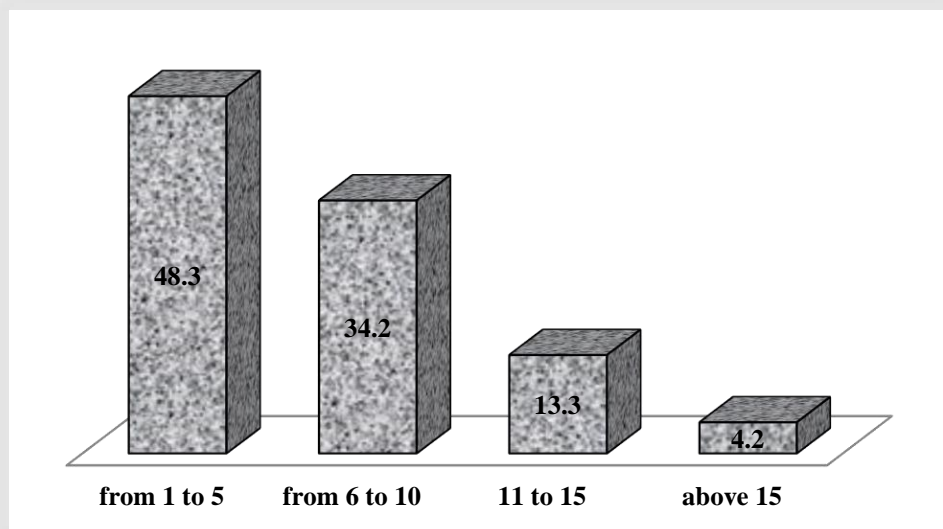
Fig. (3.3) The frequency distribution for the study respondents according to years of experience

It is noticed from the above table and figure that most of the sample respondents have experience between (1) and (5) years, their number is (58) with percentage (48.3%). The number of sample's respondents who have experience between (6) and (10) years is (41) with percentage (34.2%). The number of sample's respondents who have experience from 11 to (15) is (16) with percentage (13.3%). The number of sample's respondents who have experience more than (15) is (5) percentage (4.2%).The results show that all participants have experience in teaching foreign language.

3.6 Data Collection Instrument

Choosing a method that enables a researcher to collect relevant information is quite important. Thus, selecting the data gathering tools which apparent to be more suitable and adequate for the study were crucial. In this study a quantitative questionnaire and a qualitative interview were employed for collecting the data.

3.6.1 The teachers' questionnaire

The questionnaires were considered as the main tool for gathering data on the topic of research. Brown (2001:6) defines questionnaires as "any written instruments that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers". Quoted in Dornyei (2003:3). The questionnaires are widely used mostly by researchers as they are thought to be easier to plan and administer in comparisons with other tools, but he also asserts that questionnaires take much time and work. The main advantages of questionnaires can be summarized as:

- Questionnaires are very practical and efficient in comparison with other research tools as they save much time, effort and money. A large group of respondents can be addressed in such a short time.
- Questionnaires are easy to administer, easy to code and analyze.
- Questionnaires are standardized this guarantees objectivity.

In spite of their advantages, the questionnaires have some drawbacks such as unwillingness and lack of motivation of respondents to answer the questionnaire.

In this study, the questionnaire was designed for foreign language teachers. It was the first instrument used to collect data. The teachers'

questionnaire was divided into two main parts: the first part included information about the teachers' demographic data such as age, years of experience, and qualification, and the second part consists of three domains, each domain contains eight statements. The aim of the questionnaire is to know about teachers' view on the influence of culture in the process of foreign language teaching. The participants of the questionnaire were asked to state their ideas on the influence of culture in teaching a foreign language. The participants were asked to determine whether they agree or disagree with the given statements.

3.6.2 The experts' Interview

The other type of data collecting tool used in this study was an interview. Interviews are seen as a powerful instrument for data collection and are common tool used to gain in-depth insights into the views of participants. Interviewing allows access to a wide variety of information in-depth and quickly with the possibility of follow up and clarification (Seliger and Shohamey, 1989).

The interview was administered for experts. Experts interview was used to complete or strengthens the data gathered through the teachers' questionnaire. In other words, it was believed that interviews as additional data collecting method that would help in triangulating or cross checking the data gathered through the other tools. Six interview questions which were very much related to questionnaire based on the convention of the interviewee were conduced

Experts' interviews were used to investigate their perceptions of culture in language teaching. A qualitative interview was used as it could describe the life world of the interviewees and interpret the meaning of described phenomena. The use of interview has potential to lead to a better

understanding of experts' conceptions of the influence of integrating of language and culture in foreign language classroom. Experts interview were therefore adopted in the study for this purpose. The goal of using the interview in this study is to compare as well as to continue the validation of the questionnaires' results, concurrently. Regardless of the advantages that questionnaires lend to this study, they have certain limitations. One main drawback of the use of questionnaire is that they limit the participants 'responses to the specific questionnaire items without leaving space for new questions to arise. Moreover, while it is impossible to gauge the numbers of questionnaires which will be returned, the likelihood of gaining data from an interview is far better, It Is for this reason that the interview was used as a second instrument to practice the best research outcomes, and also to give respondents the chance to elaborate their answers with more freedom.

3.7 Validity and Reliability

Validity and reliability are two very important criteria for assuring the quality of the data collection procedure in social sciences research. Merriam (1998) argues that all kinds of research are concerned with producing valid and reliable knowledge in an ethical manner. Validity and reliability will be utilized as criteria for judging the quality of this research design.

3.7.1 Validity of the Study

Validity is the touch stone of all the types of educational research a researcher will try to ensure. (Cohen, etal; 2007). In qualitative research, validity might be addressed through the honesty, depth, richness and scope of data achieved, the participants approached, the extent of triangulation and objectivity of the researcher(Winter, cited in Cohen,etal,2007), while in quantitative research, validity might be proved through careful sampling, appropriate method and appropriate statistical data analysis. In establishing

the validity of a survey method in the form of questionnaire, the researcher had to consider its sampling context and construct which some researchers called content validity and construct validity. To achieve the validity of the questionnaire, the initial version of the questionnaire was first designed and given to three doctors for its face, content and construct validity and its applicability to the content of the study. Some changes to the questionnaire were recommended by those who participated in this pilot. Some items on the questionnaire were deleted and some were modified because they were deemed to be too conceptually demanding for the intended participants, especially when it comes to the meaning of culture. New items were added to cover all areas of the research questions and some statements were rewarded to make them easier for the participants to comprehend. In addition, the layout of the questionnaire was changed to look easier to follow. After this piloting, the necessary changes were made on the questionnaire.

As for the interview, the researcher asked a panel of experts (see appendix B) to evaluate the questions of the interview and find out if the questions measures what they were supposed to measure. They recommended deleting, editing and adding some questions to the interview and according to the comment of the panel, the interview was modified.

3.7.2 Reliability of the Study

AS far as survey reliability is concerned, according to Brown (2001:171) reliability is the consistency with which a survey measures what is measuring. What is meant by consistency in this definition is that when the procedure is repeated on a population of individuals or group, the responses should be the same. This is test retest reliability and if several

people were reading the responses they would interpret them in the same way, inter rater reliability. Reliability is usually tested by statistical operation. Indicated by the reliability Coefficient, alpha-Devellis (1991), described Alpha as "an indication of the proportion of variance in scale scores that is attributable to the true scores. Ideally there should be no variance but a score of higher than 70 are suggested. Nunnallry (1994) and Litwia (1995) as acceptable. Therefore, the higher the co efficient the more reliable the method is.

In order to assess the reliability of the questionnaire, used in the context of the study, Cronbach Alpha reliability co efficient was calculated and found as 80. An additional questionnaire seeking demographic information about the participants such as their years of experience and their educational background was used.

3.8 Data Collection and Analysis Procedures

The researcher followed these procedures in order to conduct the study:

1. He reviewed the related literature which is related to teaching culture for foreign language learners.

2. Identified the research objectives, samples and questions which utilize reading from previous studies; and thus the elements of the study were established.

3. The questionnaire was administered to foreign language teachers in order to decide whether they agree or disagree with the given statements. The data gathered from the questionnaire were analyzed descriptively by calculating the means and the percentages.

4. Following the completion of the questionnaire, the interviews were carried out with five experts. Qualitative data gathered through the

interviews were included in this study to further clarify the issue being investigated.

5. The reliability of the questionnaire was insured by retesting participants not part of the sample.

6. The questionnaire was distributed to foreign language teachers. The interview was distributed to experts.

7. The data of the questionnaire was collected and analyzed by using simple tables and figures followed by a commentary on the items of the questionnaire along with logical explanation for them.

8. Finally, the researcher drew the main findings, conclusion of the study and recommendation for further studies.

3.9 Summary of the Chapter

The researcher adopted the descriptive analytical method. The sample of the study was 120 foreign language teachers. They were chosen randomly. The researcher used questionnaire and interview as data collecting tools, and then the questionnaire was distributed to language teachers and was required to decide whether they agree or disagree with the given statements. The statistical method was used to analyze the results of the questionnaire and it will be analyzed and interpreted in the following chapter. The interview will be analyzed qualitatively.

Chapter Four
Data Analysis, Results and Discussion

CHAPTER FOUR

DATA ANALYSIS, RESUTS AND DISCUSSION

4.0 Introduction

The aim of this study is to investigate the influence of culture in teaching a foreign language. In this chapter, the results of the research study are presented in two sections. The first section of this chapter displays the results of the questionnaire administered to foreign language teachers. The questionnaire consists of 24 statements. This section is about the responses of the foreign language teachers to the distributed questionnaire that was analyzed to determine their opinions and thought about the influence of culture in teaching a foreign language. In the second section, findings related to the interview of experts are presented. An interview is used to shed more light on experts' opinions and beliefs about the influence of culture in teaching a foreign language.

4.1 Analysis of the Questionnaire

The questionnaire is divided into two parts. Part one is about demographic information about the respondents and part two is about the statements.

4.1.2 Part two (the statements)

Statement No. (1): When speakers of different languages meet, misunderstanding arises equally often from linguistic as from cultural differences.

Table (4.1) Misunderstanding between speakers of different languages:

Valid	Frequency	Percent %
strongly agree	71	59.2
agree	35	29.2
neutral	6	5.0
disagree	5	4.2
strongly disagree	3	2.5
Total	**120**	**100**
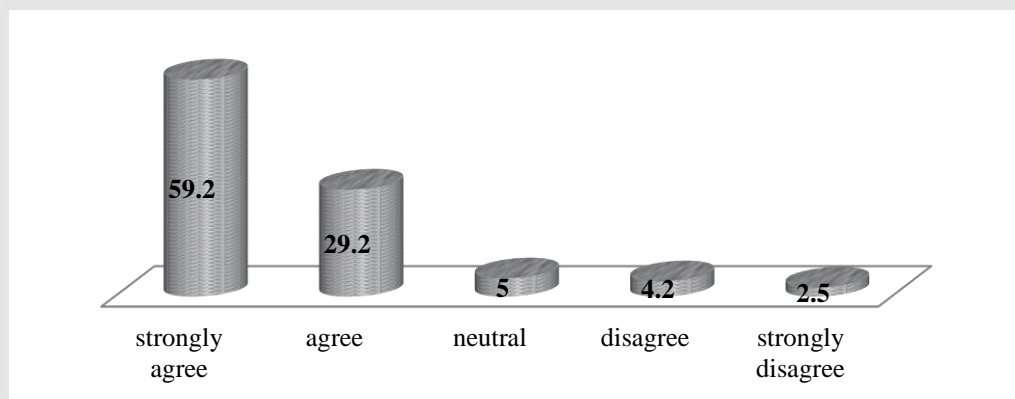
Figure (4.1)Misunderstanding between speakers of different languages

The results of the above table (4.1) andfigure (4.1) to the responses of the statement "when speakers of different languages meet, misunderstanding arises equally often from linguistic as from cultural differences" show that the distribution of the samples by the statement as follows: strongly agree (59.2%), agree (29.2%), neutral (5%), disagree (4.2%) and strongly disagree (2.5%).Taking this into consideration, it is possible to infer that misunderstanding arises equally from linguistic and cultural differences for speakers of different languages.

Statement No(2): Teaching culture in FL classroom, develops attitudes of openness and tolerance towards other people and culture in the world.

Table (4.2) Attitude towards teaching culture in FL classroom:

Valid	Frequency	Percent %
strongly agree	44	36.7
agree	57	47.5
neutral	9	7.5
disagree	7	5.8
strongly disagree	3	2.5
Total	**120**	**100**
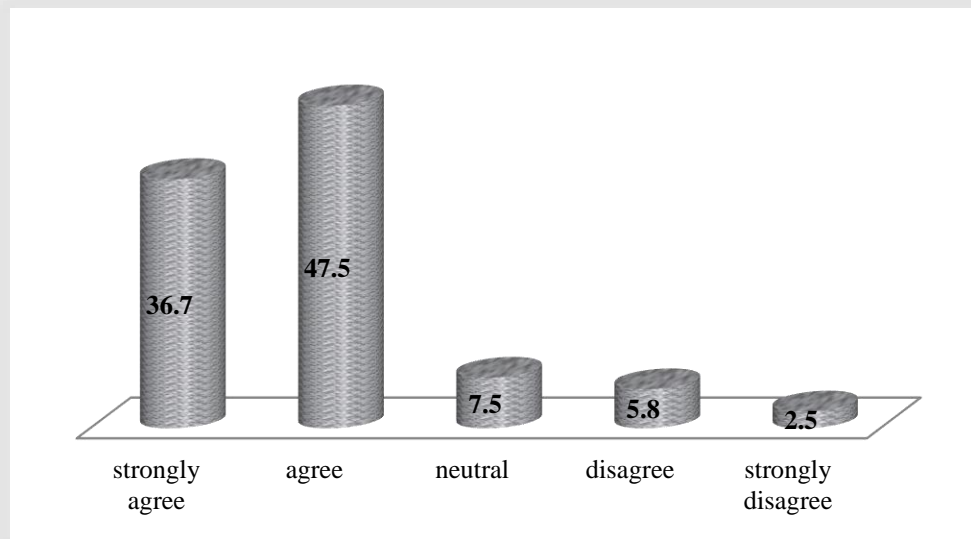
Figure (4.2) Attitudes towards teaching culture in FL classroom

With reference totable (4.2) and figure (4.2), it is clear from participants' responses to the statement "Teaching culture in FL classroom, develops attitudes of openness and tolerance towards other people and cultures in the world as follow: strongly agree (36.7%), agree (47.5%), neutral (7.5%), disagree (5.8%) and strongly disagree (2.5%).They believe that teaching culture in FL classroom, makes students open and tolerant towards other people in the world.

Statement No. (3): Teaching culture in FL classroom makes communication successful for the students who want to learn target language effectively.

Table (4.3) Culture teaching and communication success:

Valid	Frequency	Percent %
strongly agree	17	14.2
agree	91	75.8
neutral	5	4.2
disagree	3	2.5
strongly disagree	4	3.3
Total	**120**	**100**
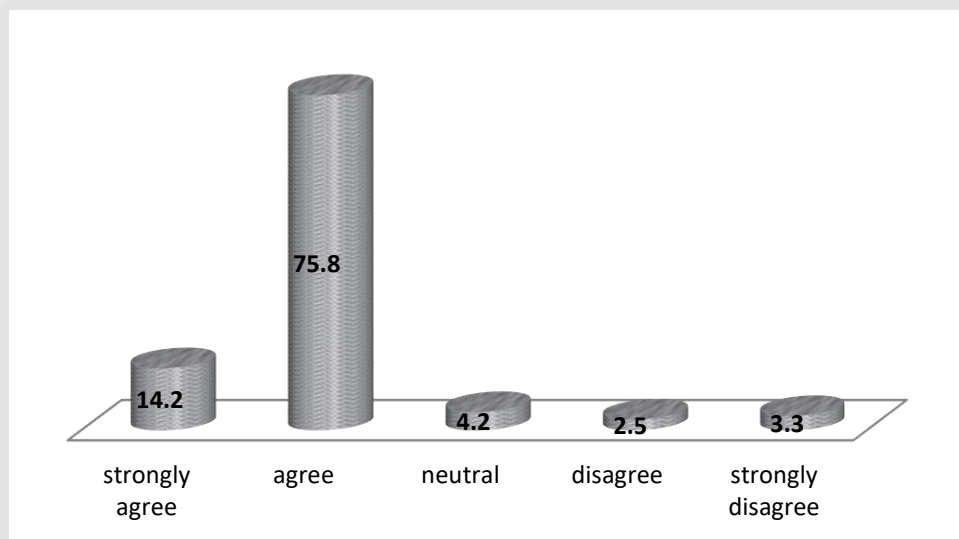
Figure (4.3)Culture teaching and communication success

As illustrated intable (4.3) and figure (4.3), the participants' responses to the statement "Teaching culture in FL classroom, makes communication successful for the students who want to learn the target language effectively" as follows: (14.2%) strongly agree, (75.8%) agree, (4.2%) not sure, (2.5%) disagree, and (3.3%) strongly disagree. This indicates that culture teaching in the FL classroom contributes to effective language learning.

Statement No. (4): Learning a new language without familiarity with its culture, remains incomplete.

Table (4.4) Learning a language without its culture:

Valid	Frequency	Percent %
strongly agree	25	20.8
agree	67	55.8
neutral	4	3.3
disagree	21	17.5
strongly disagree	3	2.5
Total	**120**	**100**
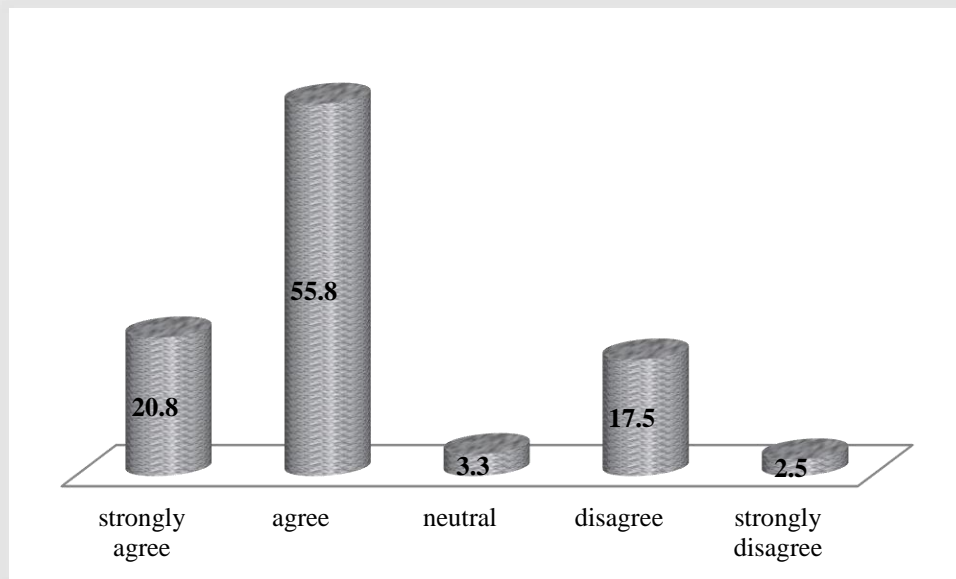
Figure (4.4) Learning without its culture

The frequencies and percentages presented intable (4.4) andfigure (4.4) indicate that (20.8%) of the participants' responseswere strongly agree, (55.8%) agree, (3.3%) not sure.However, (17.5%) of the participants' responses were disagree,and (2.5%) strongly disagree. Taking this into consideration, it is to be said that language and culture should be taught together in FL classroom.

Statement No. (5): The study of culture in FLclassroom can not hinder progress in linguistic accuracy.

Table (4.5)The study of language and linguistic competence:

Valid	Frequency	Percent %
strongly agree	67	955.
agree	40	33.3
neutral	5	4.2
disagree	4	3.3
strongly disagree	4	3.3
total	120	100
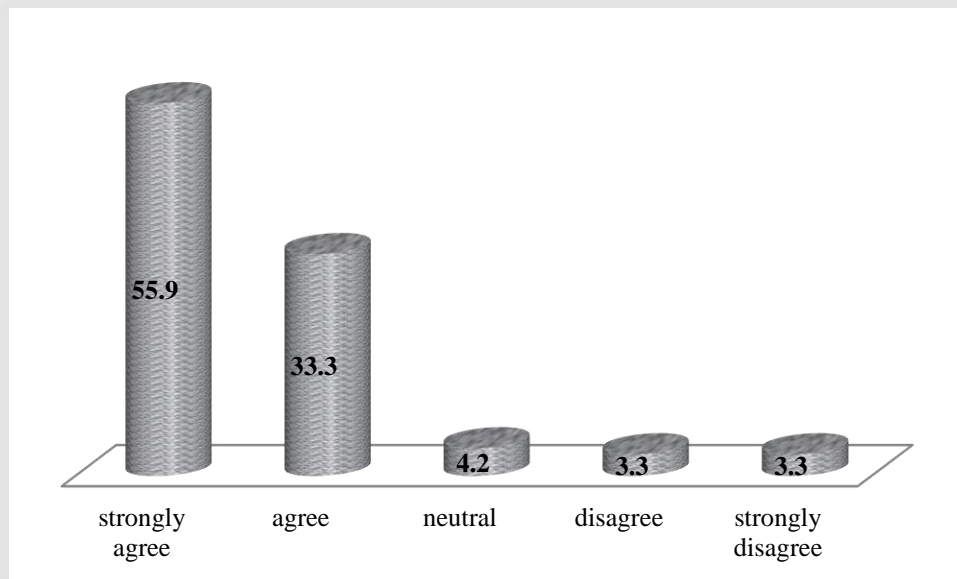
Figure (4.5)The study of language and linguistic competence

With reference to table (4.5) and figure (4.5), it is clear that participants' response to the statement "The study of culture in FL classroom cannot hinder progress in linguistic accuracy" as follows: strongly agree (55.9%), agree (33.3%), neutral (4.2%), disagree (3.3%) and stronglydisagree (3.3%).These results support the idea that culture has a positive impact on foreign language learning and teaching.

Statement No.(6): An emphasis on the study of culture in FL classroom, cannot contribute to the students' loss of cultural identity.

Table (4.6) The study of culture and cultural identity:

Valid	Frequency	Percent %
strongly agree	42	35.0
agree	50	41.7
neutral	18	15.0
disagree	5	4.2
strongly disagree	5	4.2
Total	**120**	**100**
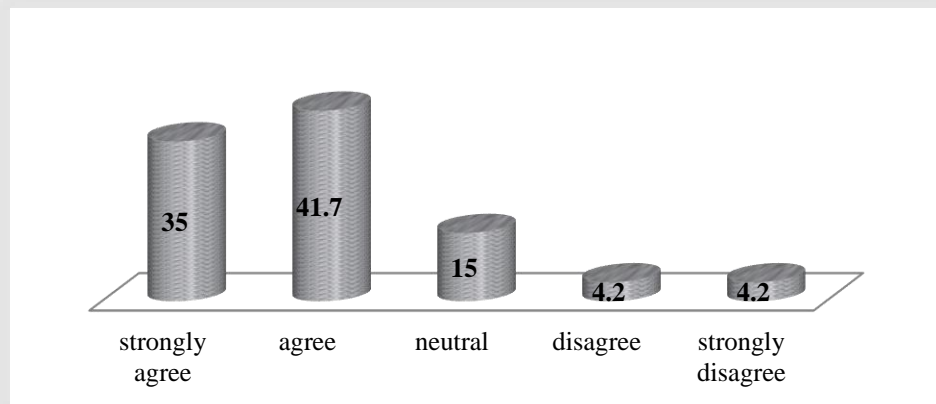
Figure (4.6)The study of culture and cultural identity

According to the responses provided by theparticipants to the above table (4.6) andfigure (4.6),it is clear that there are (42) respondents in the study's sample with percentage (35%) strongly agree with the statement"An emphasis on the study of culture in FL classroom does not contribute to students' loss of cultural identity". (50) of them (41.7%) agree with the same point of view, (18) respondents (15.0%) not sure.However, (5) with percentage (4.2%) disagree,and (5) participants (4.2%) strongly disagree. The results prove that culture teaching has no negative impact on foreign language learning or teaching.

Statement No. (7): Learning language within its socio-cultural context reduces the chance of resorting to L1 to fill the gaps of insufficiencies.

Table (4.7)Views towards learning language within its socio-cultural context:

Valid	Frequency	Percent %
strongly agree	91	75.8
agree	21	17.5
neutral	3	2.5
disagree	3	2.5
strongly disagree	2	1.7
Total	**120**	**100**
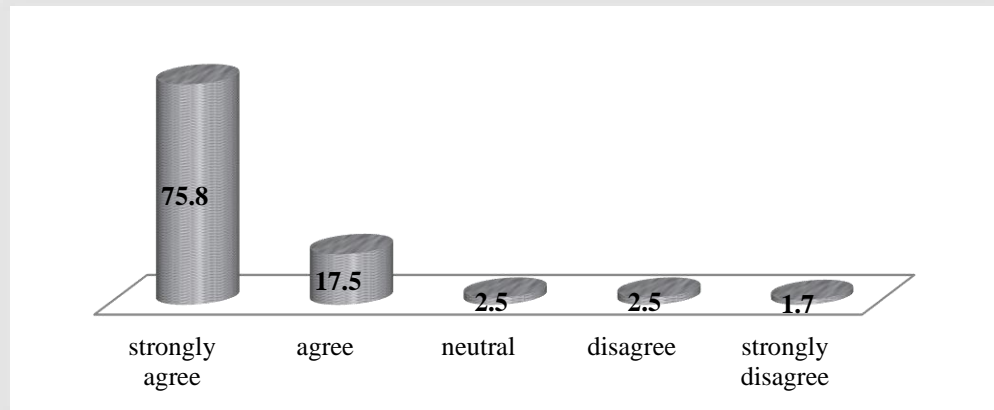
Figure (4.7) Views towards learning language within its socio-cultural context

The frequencies and the percentages presented in table (4.7) andfigure (4.7) illustrate that (91) of the participants in the study's sample (75.8%) strongly agree with the statement that "learning language within its socio-cultural contexts reduces the chances to resort L1 to fill the gaps of insufficiencies". There are (21) participants(17.5.7%) agree, (3) participants (2.5%) not sure, (3) participants(2.5%) against the point,and only (2) participants (1.7%) strongly disagree. These results ensure the necessity of learning foreign language within its socio-cultural contexts.

Statement No. (8): In the FL classroom, students can acquire additional cultural knowledge as well as intercultural communicative competence.

Table (4.8) Acquisition of cultural knowledge and intercultural communicative competence:

Valid	Frequency	Percent %
strongly agree	57	47.5
agree	38	31.7
neutral	21	417.
disagree	2	1.7
strongly disagree	2	1.7
total	120	100
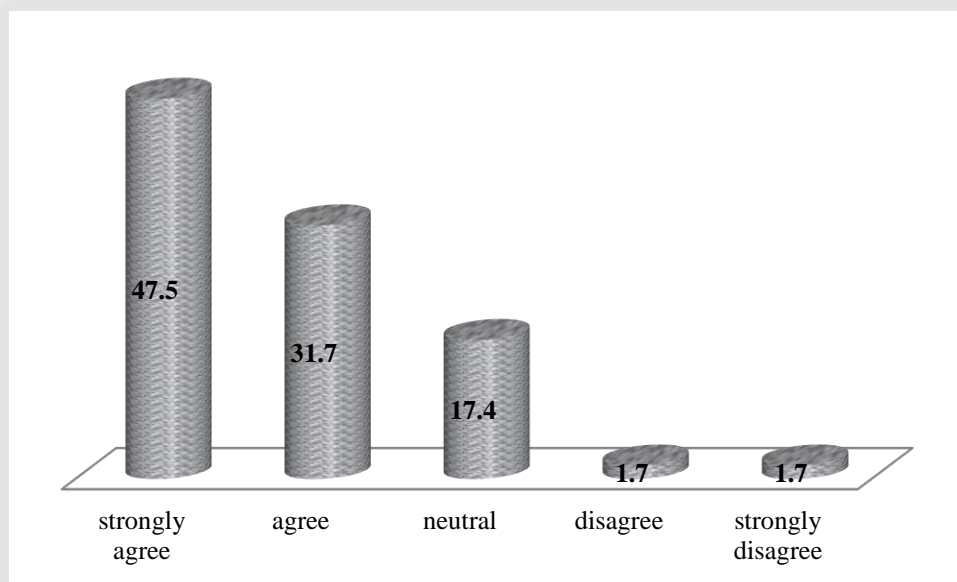
Figure (4.8)The impact of cultural difference between a foreigner and native

Table (4.8) and figure (4.8) above, show that the distribution of the sample to the statement "I believe cultural awareness helps my students to develop the ability to use the language appropriately in various cultural contexts." as follows: strongly agree (47.5%), agree (31.7%), neutral (17.4%), disagree (1.7%) and strongly disagree (1.7%).This indicates the needs for cultural awareness in FL classroom.

Statement No. (9): Teaching culture in FL classroom helps my student to develop the ability to use FL appropriately and effectively in various cultural contexts.

Table (4.9) Culture teaching and students' ability in using language:

Valid	Frequency	Percent %
strongly agree	45	37.5
agree	53	44.2
neutral	18	15.0
disagree	2	1.7
strongly disagree	2	1.7
Total	**120**	**100**
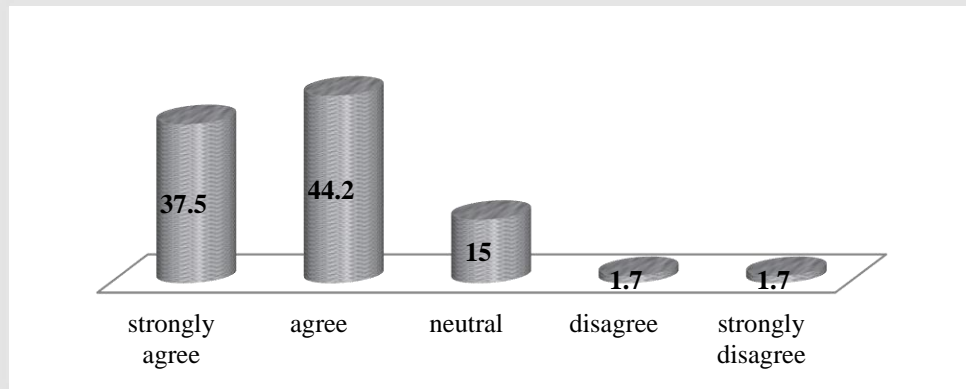
Figure (4.9) Culture teaching and students' ability in using language

It is found that from the above table (4.9) andfigure (4.9), (37.5%) strongly agree with the statement "Teaching culture in FL classroom helps my students to develop the ability to use the language effectively and appropriately in various cultural contexts". (44.2%) agree to the same idea, (15.0%) not sure,(1.7%) disagree,and (1.7%) strongly disagree. The results encourage integrating target culture into FL classroom.

Statement No. (10): Teaching culture in FL classroom helps my students to become more tolerant of behavior which are different from their own.

Table (4.10)View towards culture teaching in FL classroom:

Valid	Frequency	Percent %
strongly agree	88	73.3
agree	23	19.2
neutral	3	2.5
disagree	3	2.5
strongly disagree	3	2.5
Total	**120**	**100**
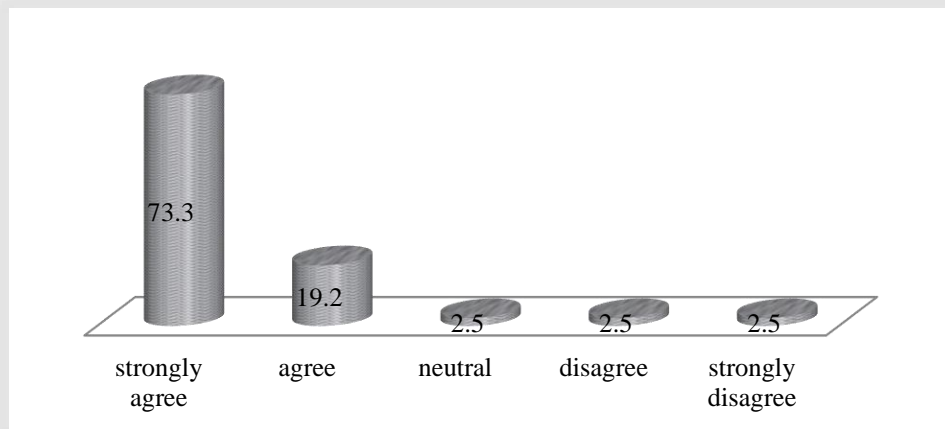
Figure (4.10): view towards culture teaching in FL classroom

The table (4.10) andfigure (4.10) above show that the distribution of the samples by the statement"Teaching cultures in a FL classroom helps my students more understanding and tolerant of behaviors which are different from their own", as follow: (88) participants (73.3%) strongly agree, (23) participants (19.2%), agree, (3) participants(2.5%) disagree,and (3) participants (2.5%) strongly disagree. This indicates that both linguistic and cultural differences cause misunderstanding.

Statement No. (11): The most important goal of learning about a FL is to develop a critical attitude towards both target and native culture.

Table (4.11)The goal of learning foreign language:

Valid	Frequency	Percent %
strongly agree	44	36.7
agree	36	30.0
neutral	18	15.0
disagree	2	1.7
strongly disagree	20	16.7
Total	**120**	**100**
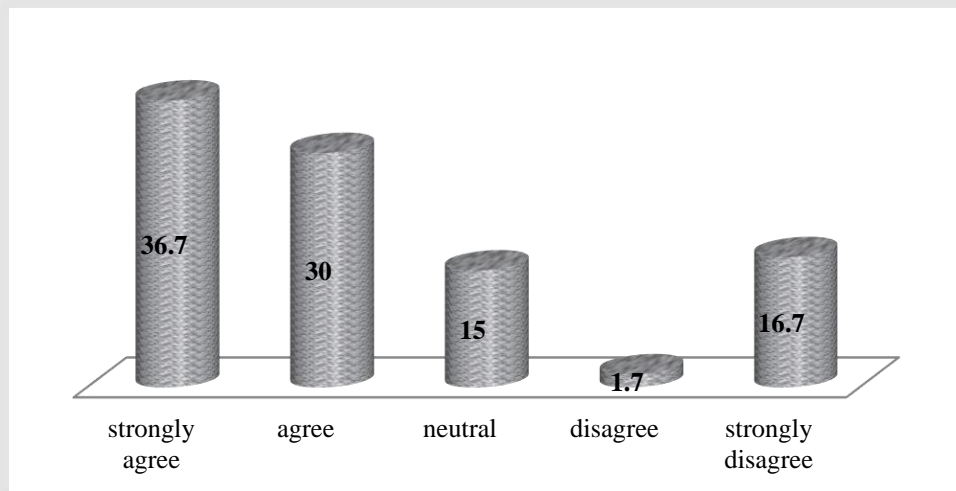
Figure (4.11)The goal of learning foreign language

From the above table (4.11) andfigure (4.11) it is shown that there are (44) participants in the study's sample with percentage (36.7%) strongly agree with the statement"The most important goal in learning foreign language is to develop critical attitude towards both target and native culture".(36) respondents(30.0%) agree,(18) respondents (15.0%) not sure. However, (2) responses(1.7%) disagree,and (20) participants (16.7%) strongly disagree.

Statement No. (12): Providing additional cultural information in FL classroom makes my students more tolerant towards other cultures and people.

Table (4.12)Provision of cultural information in FL classroom:

Valid	Frequency	Percent %
strongly agree	76	463.
agree	21	417.
neutral	2	1.7
disagree	3	2.5
strongly disagree	18	15.0
total	120	100
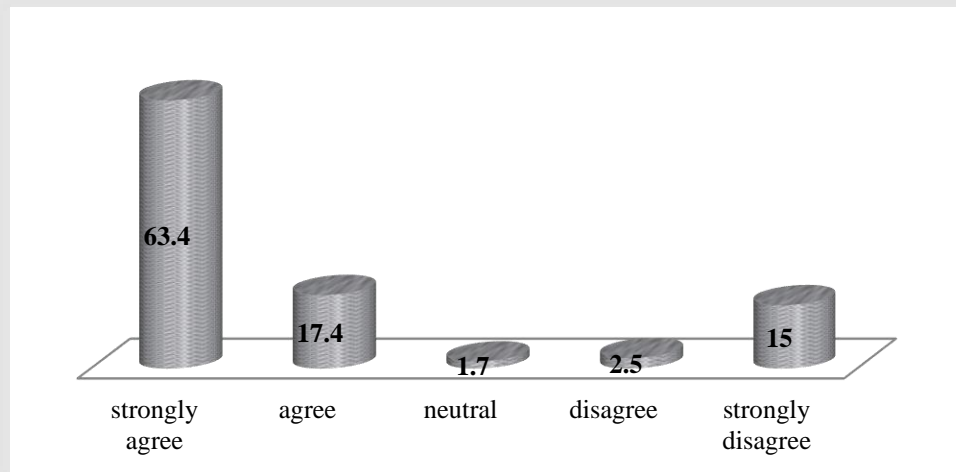
Figure (4.12) Provision of cultural information in FL classroom

From the above table (4.12) and figure (4.12) it is clear that there are (76) participants in the study's sample with percentage (63.4%) strongly agree to the statement"Providing additional cultural information in FL classroom, makes my students more tolerant towards other cultures and people". There are (21) participants (17.4%) agree, (2) participants (1.7%) not sure, (3) participants(2.5%) disagree,and (18) participants with (15.0%) strongly disagree.

Statement No.(13): The use of target culture elements in FL classroom encourages my students to learn foreign culture effectively.

Table (4.13):Using target culture elements in FL classroom:

Valid	Frequency	Percent %
strongly agree	76	463.
agree	34	28.3
neutral	4	3.3
disagree	4	3.3
strongly disagree	2	1.7
Total	**120**	**100**
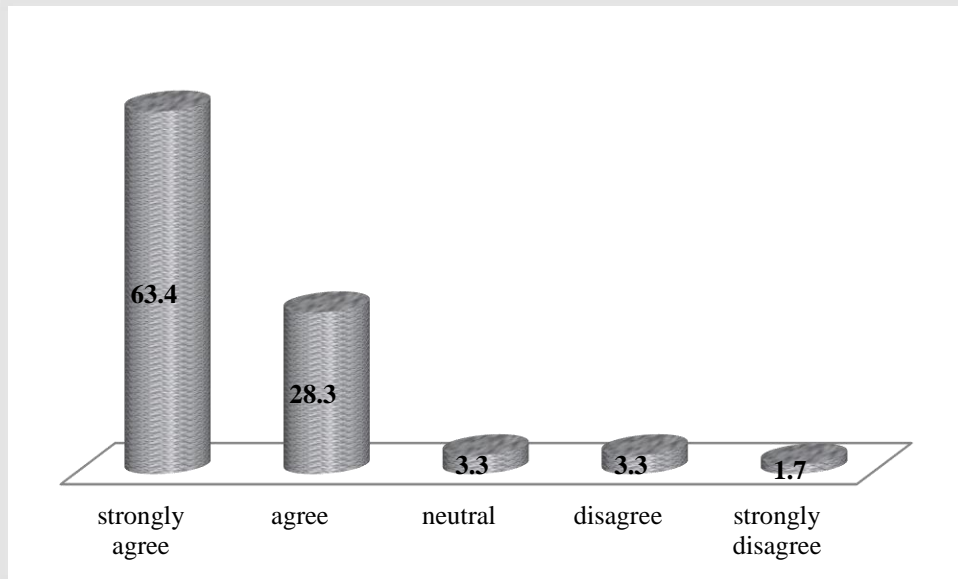
Figure (4.13) Using target culture elements in FL classroom

From the above table (4.13) and figure (4.13) It is clear that there are (76) participants in the study's sample with percentage (63.4%) strongly agree with "The use of target language elements in FL classroom encourages my students to learn foreign language effectively". There are (34) participants (28.3%) agree, (4) participants (3.3%) not sure,(4) participants (3.3%) disagree,and (2) participants (1.7%) strongly disagree.

Statement No. (14): Culture oriented activities in my classroom; contribute to the acquisition of all language skills.

Table (4.14) Using culture oriented activities in FL classroom:

Valid	Frequency	Percent %
strongly agree	78	65.0
agree	20	616.
neutral	18	15.0
disagree	2	1.7
strongly disagree	2	1.7
Total	**120**	**100**
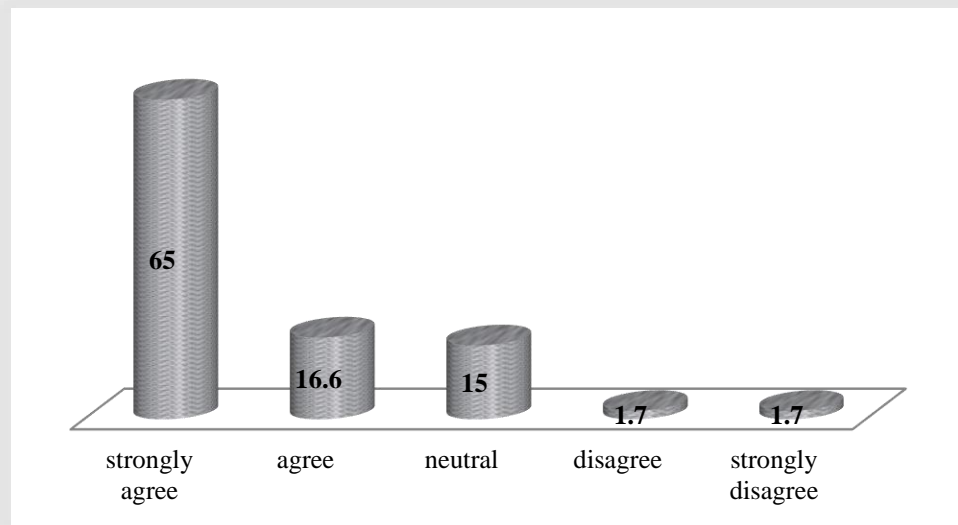
Figure (4.14) Using culture oriented activities in FL classroom

From the above table (4.14) andfigure (4.14) It is clear that there are (78) participants in the study's sample with percentage (65.0%) strongly agree with "Culture oriented activities in my classroom contribute to the acquisition of all language skills". There are (20) participants (16.6%) agree, (18) participants(15.0%) not sure,(2) participants (1.7%) disagree,and (2) participants(1.7%) strongly disagree.

Statement No. (15): The more students know about the foreign culture, the more tolerant they are.

Table (4.15) Knowledge of foreign culture:

Valid	Frequency	Percent %
strongly agree	75	62.5
agree	39	432.
neutral	2	1.7
disagree	2	1.7
strongly disagree	2	1.7
Total	**120**	**100**
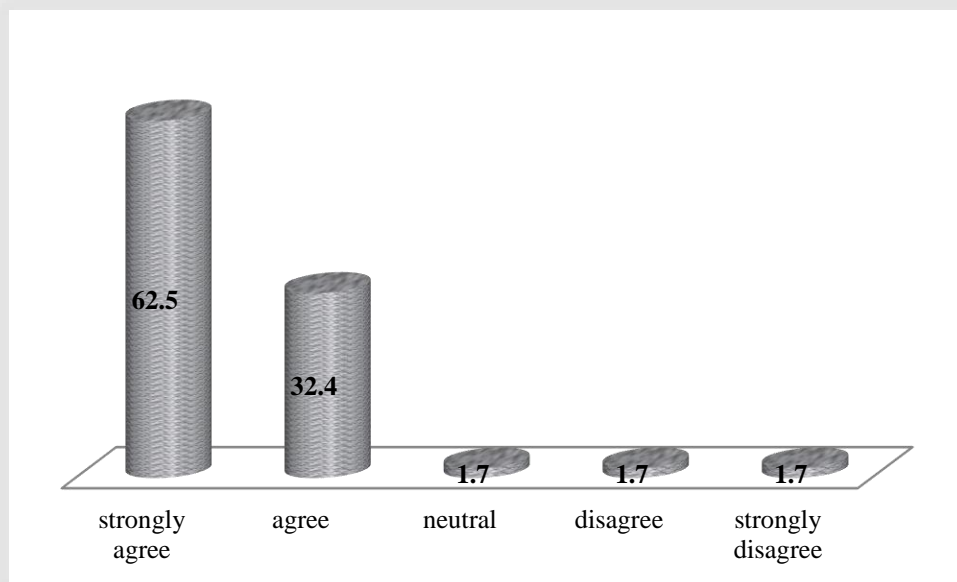
Figure (4.15) Knowledge of foreign culture

From table (4.15) and figure (4.15) It is clear that there are (75) participants in the study's sample (62.5%) strongly agree with "themore students know about the foreign culture, the more tolerant they are". There are (2) participants (32.4%) agree, (39) participants (1.7%) not sure,(2) participants (1.7%) disagree,and (2) participants with (1.7%) strongly disagree.

Statement No.(16): Teaching culture in FL classroom assists students to acquire proficiency of FL which will enable them to meet their future needs

Table (4.16) Culture teaching and students' proficiency of FL:

Valid	Frequency	Percent %
strongly agree	55	45.8
agree	46	38.3
neutral	14	11.7
disagree	2	1.7
strongly disagree	3	2.5
total	120	100
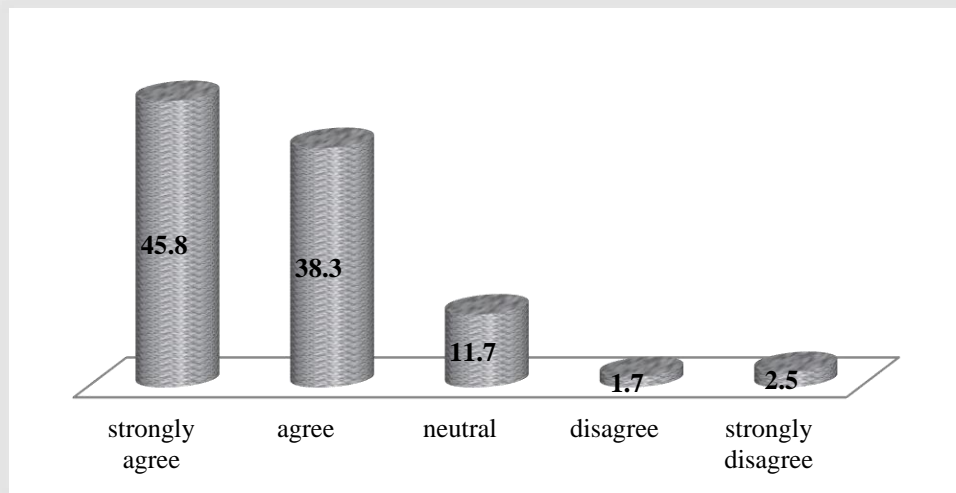
Figure (4.16) Culture teaching and students' proficiency of FL

From the above table (4.16) and figure (4.16) It is clear that there are (55) participants in the study's sample with percentage (45.8%) strongly agreed with "Teaching culture in FL classroom assists students to acquire proficiency of FL which will help them meet their future needs". There are (46) participants with percentage (38.3%) agree with the same opinion and (14) participants (11.7%) not sure,(2) participants (1.7%) disagree,and (3) participants (1.7%) strongly disagree.

Statement No. (17): Combining language and culture in FL classroom, helps my students to improve their language skills.

Table (4.17) Combining language and culture in FL classroom:

Valid	Frequency	Percent %
strongly agree	99	82.5
agree	14	11.7
neutral	4	3.3
disagree	1	.8
strongly disagree	2	1.7
Total	**120**	**100**
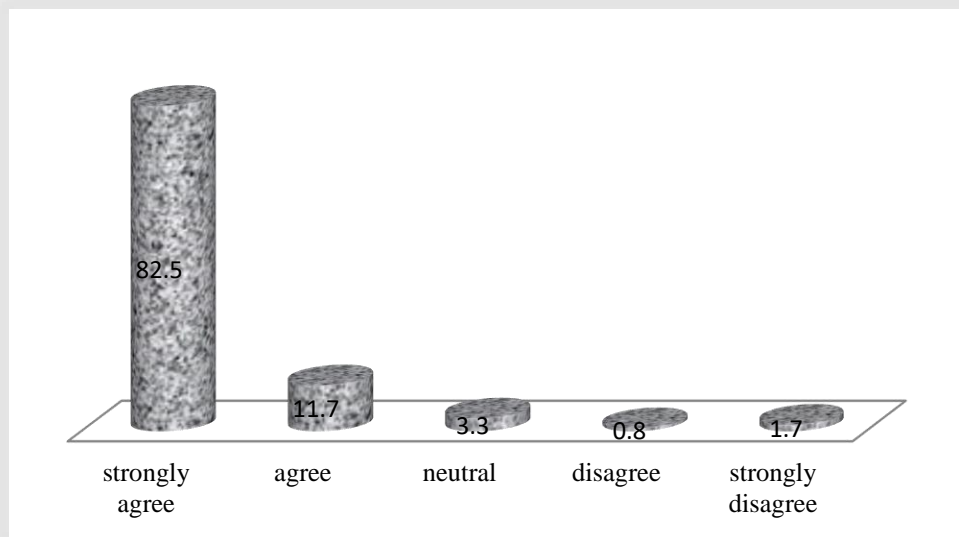
Figure (4.17) Combining language and culture into FL classroom

From the above table (4.17) and figure (4.17) It is clear that there are (99) participants in the study's sample with percentage (82.5%) strongly agree with "Combining language and culture into FL classroom, helps my students to improve their language skills". There are (14) participants (11.7%) agree, (4) participants (3.3%) not sure,(1) participants, (.8%) disagree,and (2) participants (1.7%) strongly disagree.

Statement No. (18): In a FL classroom, teaching culture is an important as teaching FL.

Table (4.18) Importance of teaching culture in FL classroom:

Valid	Frequency	Percent %
strongly agree	76	63.3
agree	35	29.2
neutral	1	.8
disagree	4	3.3
strongly disagree	4	3.3
Total	**120**	**100**
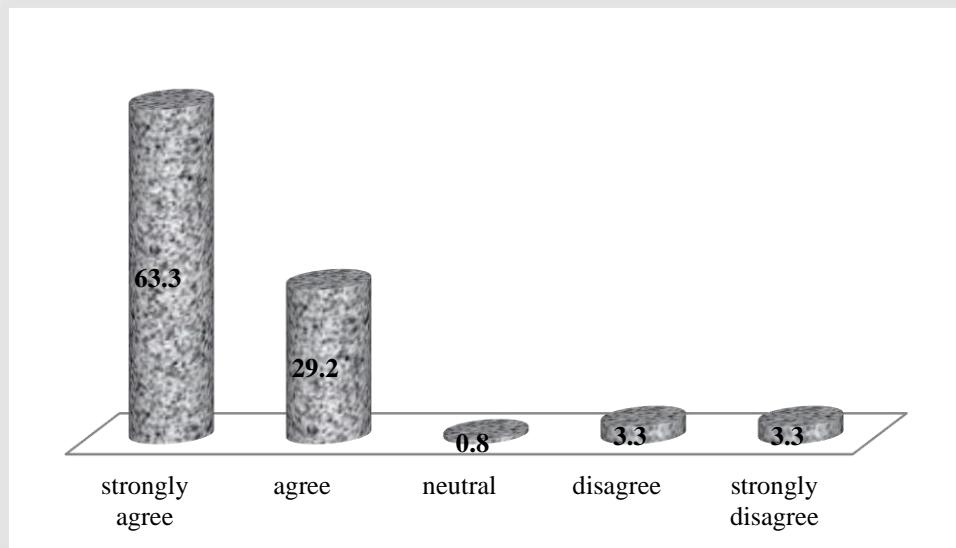
Figure (4.18) Importance of teaching culture in FL classroom

From the above table (4.18) and figure (4.18) It is clear that there are (76) participants in the study's sample with percentage (63.3%) strongly agree with "In a foreign language classroom, teaching culture is an important as teaching FL". There are (35) participants (29.2%) agree, (1) participants (0.8%) not sure,(4) participants (3.3%) disagree,and (4) participants with (3.3%) strongly disagree.

Statement No.(19): Incorporating cultural components in language courses is essential.

Table (4.19) Incorporating cultural components in language courses:

Valid	Frequency	Percent %
strongly agree	73	60.8
agree	36	30.0
neutral	3	62.
disagree	4	3.3
strongly disagree	4	3.3
Total	**120**	**100**
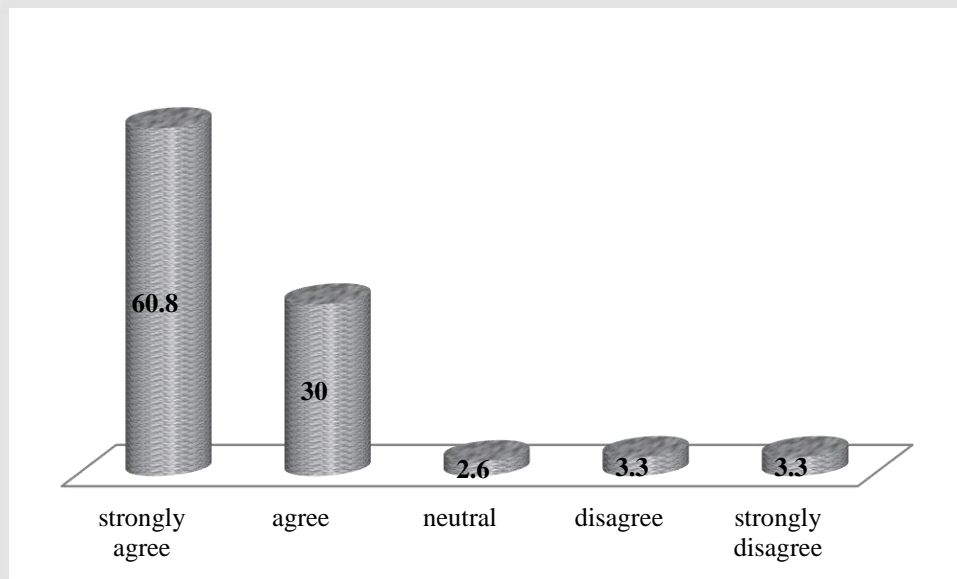
Figure (4.19) Incorporating cultural components in language courses

From the above table (4.19) and figure (4.19) It is clear that there are (73) participants in the study's sample with percentage (60.8%) strongly agreed with "incorporating culture components in languages course is essential". There are (36) participants (30.0%) agree, (3) participants (2.6%) not sure, (4) participants (3.3%) disagree,and (4) participants (3.3%) strongly disagree.

Statement No.(20): Incorporating language and culture in FL classroom, enhances students' own cultural identity.

Table (4.20) Incorporating language and culture in FL classes:

Valid	Frequency	Percent %
strongly agree	58	48.3
agree	35	29.2
neutral	21	17.5
disagree	2	1.7
strongly disagree	4	3.3
Total	120	100
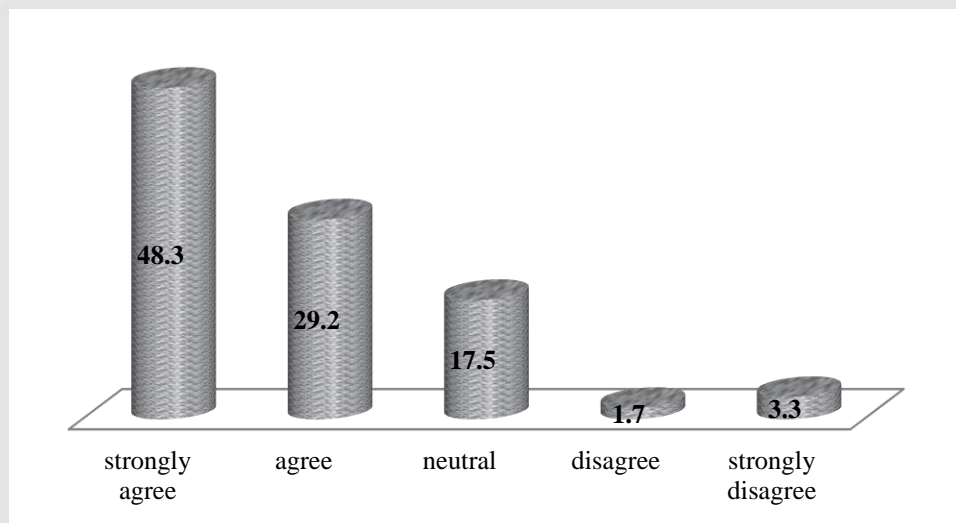
Figure (4.20) Incorporating language and culture in FL classes

From the above table (4.20) and figure (4.20) It is clear that there are (58) participants in the study's sample with percentage (48.3%) strongly agree with "Incorporating culture and language in FL classroom, enhances students own cultural identity". There are (35) participants with percentage (29.2%) agree, (21) participants (17.5%) not sure,(2) participants (1.7%) disagree,and (4) participants (3.3%) strongly disagree.

Statement No. (21): Teaching culture in FL classroom motivates my students.

Table (4.21) Culture teaching and students' motivation:

Valid	Frequency	Percent %
strongly agree	62	851.
agree	31	25.8
neutral	19	15.8
disagree	4	3.3
strongly disagree	4	3.3
Total	**120**	**100**
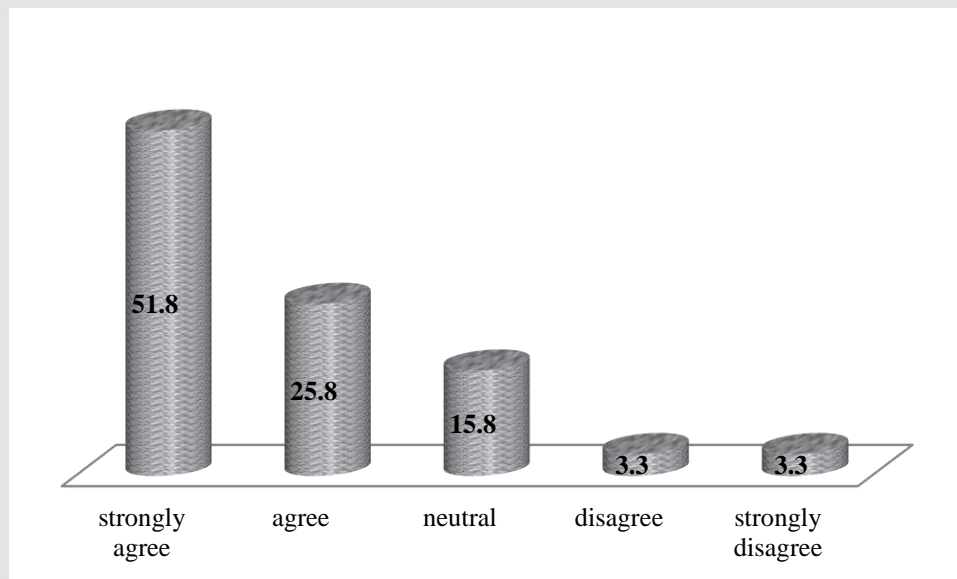
Figure (4.21) Culture teaching and students' motivation

From the above table (4.21) and figure (4.21),it is clear that there are (92) participants in the study's sample with percentage (51.8%) strongly agree with "Teaching culture in FL classroom motivates my students". There are (31) participants(25.8%) agree, (19) participants (15.8%) not sure,(4) participants (3.3%) disagree,and (4) participants (3.3%) strongly disagree

Statement No.(22): The cultural dimension in FL class should be expanded.

Table (4.22) Expanding cultural dimension in FL classes:

Valid	Frequency	Percent %
strongly agree	106	88.3
agree	4	3.3
neutral	2	1.7
disagree	5	4.2
strongly disagree	3	2.5
Total	120	100
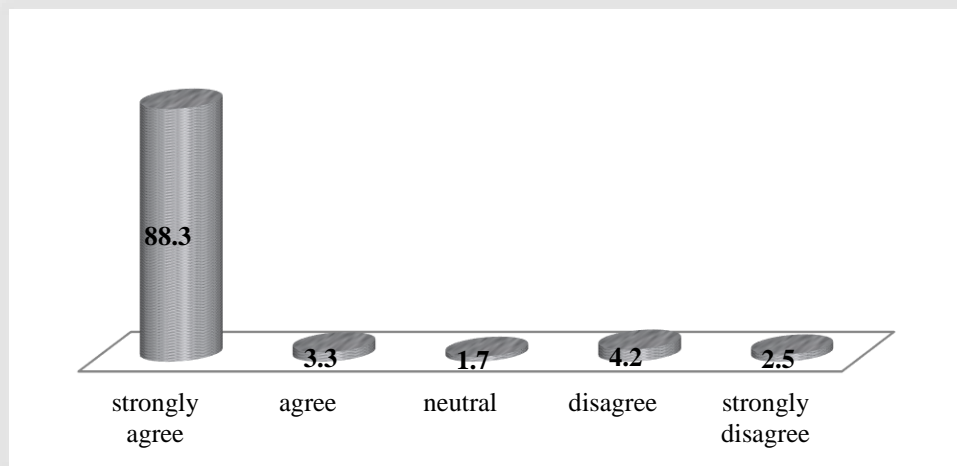
Figure (4.22) Expanding cultural dimension in FL classes

From the above table (4.22) and figure (4.22) It is clear that there are (106) participants in the study's sample with percentage (88.3%) strongly agree with "the cultural dimension in FL class should be expanded". There are (4) participants with percentage (3.3%) agree, (2) participants (1.7%),not sure,(5) participants(4.2%) disagree,and (3) participants (2.5%) strongly disagree.

Statement No. (23): Global identities of the students should be fostered in FL classroom.

Table (4.23) Fostering of global identities in FL culture classroom:

Valid	Frequency	Percent %
strongly agree	78	65.0
agree	33	27.5
neutral	2	1.7
disagree	4	3.3
strongly disagree	3	2.5
total	120	100
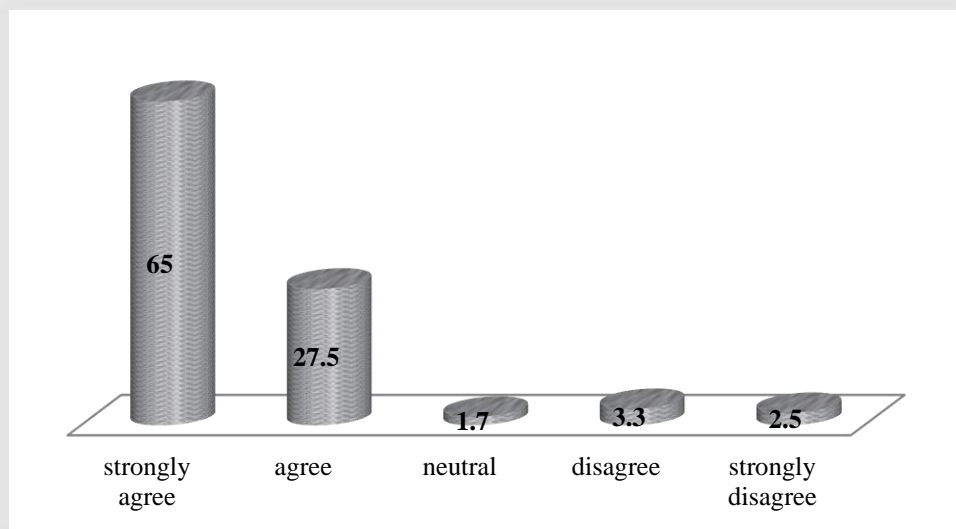
Figure (4.23) Fostering of global identities in FL culture classroom

From the above table (4.23) and figure (4.23),it is clear that there are (78) participants in the study's sample (65.0%) strongly agree with "global identities of the student should be fostered in FL culture class". There are (33) participants (27.5%) agree, (2) participants (1.7%) not sure, (4) participants(3.3%) disagree,and (3) participants (2.5%) strongly disagree.

Statement No.(24): All the FL speaking countries' cultures are equally valid to be represented in FL classes.

Table (4.24)Culture representation in FL classes:

Valid	Frequency	Percent %
strongly agree	83	69.2
agree	22	18.3
neutral	6	5.0
disagree	4	3.3
strongly disagree	5	4.2
Total	120	100
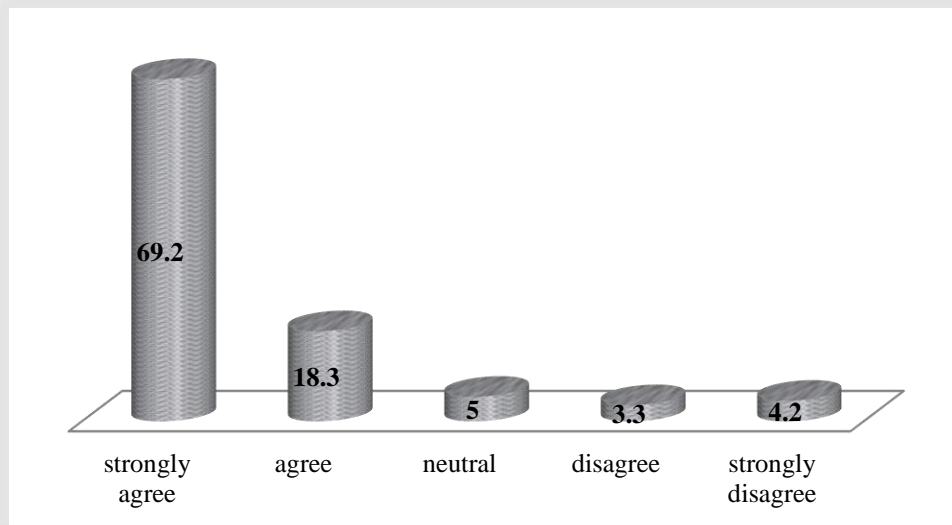
Figure (4.24) Informing teachers of the necessity of integrating target culture into FL classroom

From the above table (4.24) and figure (4.24) It is clear that there are (83) participants in the study's sample with percentage (65.0%) strongly agree with "Teachers should become informed and understand the necessity of target culture integrating into FL classroom". There are (22) participants (27.5%) agree, (6) participants (1.7%) not sure,(4) participants (3.3%) disagree,and (5) participants (2.5%) strongly disagree.

4.2 Test of the Study's Hypotheses

To answer the study questions and check its hypotheses, the mean and standard deviation will be computed for each question from the questionnaire that shows the opinions of the study respondents about the problems .To do that, we will give five degrees for each answer "strongly agree", four degrees for each answer "agree", three degrees for each answer" neutral", two degrees with each answer "disagree", and one degree for each answer with "strongly disagree". This means, in accordance with the statistical analysis requirements, transformation of nominal variables to quantitative variables. After that, we will use the non-parametric chi-square test to know if there are statistical differences amongst the respondents' answers about hypotheses questions

Table (4.25) Chi –square test for hypothesis No. (1): Culture will have apositive impact on foreign language teaching:

Nom	Statement	mean	SD	Chi square	p-value
1	When speakers of two different languages meet, misunderstanding arises often from linguistic as from cultural differences.	2.7	4.1	22	0.000
2	Teaching culture in FL classroom develops attitudes of openness and tolerance towards other people in the world.	2.6	0.5	19	0.000
3	Teaching culture in FL classroom makes communication successful for the students who want to learn target culture effectively.	2.5	.90	31	0.000
4	Learning a new language without familiarity with its	2.9	1.6	22	0.000

	culture, remains incomplete.				
5	The study of culture in FL classroom cannot hinder progress in linguistic accuracy.	2.6	.70	36	0.000
6	An emphasis on the study of culture in FL classroom, cannot contribute to the students' loss of cultural identity.	2.7	1.5	23	0.000
7	Learning culture within its socio-cultural context reduces the chances of resorting to L1 to fill the gaps of insufficiencies.	2.8	.60	22	0.000
8	In a FL classroom, students can acquire additional cultural knowledge as well as intercultural communicative competence.	3.1	3.5	38	0.001

- The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No. (1) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.8) whichis greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "When speakers of two different languages meet, misunderstanding arises often from linguistic as from cultural differences".

- The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (2) was (19) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences

at the level (5%) among the answers of the respondents, and also the calculated mean is(2.6) whichis greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "Teaching culture in FL classroom develops attitudes of openness and tolerance towards other people in the world".

- The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (3) was (31) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.5) whichis greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "Teaching culture in FL classroom makes communication successful for the students who want to learn target culture effectively".

- The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (4) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.9) whichis greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "Learning a new language without familiarity with its culture, remains incomplete".

- The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No. (5) was

(32) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.6) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "The study of culture in FL classroom cannot hinder progress in linguistic accuracy".

- The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No. (6) was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is (2.7) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "An emphasis on the study of culture in FL classroom, cannot contribute to the students' loss of cultural identity".

- The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (7) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.8) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement

"Learning culture within its socio-cultural context reduces the chances of resorting to L1 to fill the gaps of insufficiencies".

- The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (8) was (38) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(3.1) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "In a FL classroom, students can acquire additional cultural knowledge as well as intercultural communicative competence".

According to the above results the hypothesis No. (1) is accepted so it's true that culture will have a positive impact on foreign language teaching.

Table (4.26) Chi–square test for hypothesis No. (2): Foreign language teachers have positive attitudes towards culture teaching in FL classroom

No.	Statement	mean	S D	Chi square	p-value
1	Teaching culture in FL classroom helps my students to develop the ability to use FL appropriately and effectively in various cultural contexts.	2.8	2.1	27	0.000
2	Teaching culture in FL classroom helps my students to become more tolerant of behaviors which are different from their own.	2.7	1.5	29	0.000

3	The most important goal of learning about a foreign language is to develop a critical attitude towards both target and native culture.	2.6	.50	34	0.000
4	Providing additional cultural information in FL classroom makes my students more tolerant towards other cultures and people.	2.4	1.6	27	0.000
5	The use of target culture elements in FL classroom encourages my students to learn foreign language effectively.	2.9	2.7	23	0.000
6	Culture oriented activities in my lesson contribute to the acquisition of all language skills.	2.7	1.5	30	0.000
7	The more students know about the foreign culture the more tolerant they are.	2.8	.60	24	0.000
8	Teaching culture in FL classroom assists my students to acquire proficiency of FL which will enable them to meet their future needs.	3.2	3.5	33	0.001

- The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (1) was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.8) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement

"Teaching culture in FL classroom helps my students to develop the ability to use FL appropriately and effectively in various cultural contexts".

- The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (2) was (29) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.7) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "Teaching culture in FL classroom helps my students to become more tolerant of behaviors which are different from their own".

- The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (3) was (34) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.6) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "The most important goal of learning about a foreign language is to develop a critical attitude towards both target and native culture".

- The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No. (4) was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was

(11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.4) whichis greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "Providing additional cultural information in FL classroom makes my students more tolerant towards other cultures and people".

- The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (5) was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.9) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "The use of target culture elements in FL classroom encourages my students to learn foreign language effectively".

- The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No. (6) was (30) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.7) whichis greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "Culture oriented activities in my lesson contribute to the acquisition of all language skills".

- The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (7) was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.8) whichis greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "The more students know about the foreign culture the more tolerant they are".

- The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No. (8) was (33) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(3.2) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "Teaching culture in FL classroom assists my students to acquire proficiency of FL which will enable them to meet their future needs".

According to the above results, the hypothesis No. (2) is accepted so it's true that foreign language teachers have positive attitudes towards culture teaching in FL classroom.

Table (2.27) Chi –square test for hypothesis No. (3):Foreign language teachers are aware of the significance of integrating culture into FL classroom:

No.	Statement	mean	SD	Chi square	p-value
1	Combining language and culture in FL classroom helps my students to improve their language skills.	2.8	3.4	25	0.000
2	In a FL classroom teaching culture is as an important as teaching FL.	2.5	1.5	19	0.000
3	Incorporating cultural components in language course is essential.	2.4	.90	31	0.000
4	Incorporating language and culture in FL classroom enhances students' own cultural identity.	2.9	1.6	25	0.000
5	Teaching culture in FL classroom motivates my students.	2.6	.70	36	0.000
6	The cultural dimension in FL classes should be expanded.	2.7	1.5	23	0.000
7	Global identities of the students should be fostered in FL classes.	2.8	.60	27	0.000
8	All the FL speaking countries cultures are equally valid to be represented in FL classes.	3.0	3.5	32	0.001

- The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (1) was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.8) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement

"Combining language and culture in FL classroom helps my students to improve their language skills".

- The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No. (2) was (19) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.5) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "In a FL classroom teaching culture is as an important as teaching FL".

- The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No. (3) was (31) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.4) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "Incorporating cultural components in language course is essential".

- The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (4) was (31) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.4) which is greater than the hypothesized mean

(2.3) which support the respondents who agreed with the statement "Incorporating language and culture in FL classroom enhances students' own cultural identity".

▪ The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (5) was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.9) whichis greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "Teaching culture in FL classroom motivates my students".

▪ The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (6) was (36) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.6) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "The cultural dimension in FL classes should be expanded".

▪ The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No. (7) was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the

calculated mean is(2.7) whichis greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "Global identities of the students should be fostered in FL classes".

- The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No. (8) was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.8) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "All the FL speaking countries cultures are equally valid to be represented in FL classes".

According to the above results, the hypothesis No.(3) is accepted so it is true that Teaching foreign culture along with the language is important.

4.3 Analysis of the Interview Results

The results of the questionnaire were not sufficient to fully understand and find answers to the research questions. Another tool needs to be analyzed by experts who can provide us with fruitful information; therefore, an interview was designed for foreign language experts. The purpose of using the interview in this study was mainly to supplement the findings of data collected through questionnaire by eliciting responses not dealt with in the questionnaire. Interviewees were chosen purposefully which would help enhance the reliability of the research data. Interviews were carried out with five experts. The interviews were open and the questions were semi-structured. Interviewees did not want to be recorded so no tape recording

was used. The researcher also realized that the presence of tape recorder during interviews might change the behaviors, frankness and openness of respondents. The interview was carried out in English.

The open-ended questions were semi-structured rather than completely open. This means that all respondents were expected to focus their comments on the same questions rather than write more freely. The idea behind this interview was to let experts say anything that was left, unexpressed in the questionnaire. Their attitudes experience and comments served not only as a resource identifying problems but also as a resource for suggestions and recommendations. Despite the fact that information provided is usually in the form of very brief comments due to the limited spaces on the questionnaires.

In order to help the participants to freely elaborate on their answers and give deeper views, each participant was given enough time to think of the questions.

The following are their perceptions as revealed in the interview:

To know about the experts' views about culture, the first question is worth asking. Each expert wrote what he thought culture is. The following is a sample of expert's answers.

In responses to the first question "How would you define culture?"Their responses are as follows:

The first expert defines culture as follows:

1. Culture is customs, traditions, beliefs and way of life of people in a certain country or area.

2. The ways of life of a nation, including traditions, habits, and customs in all sphere of life.

3. Customs, traditions, beliefs and behavior of a society or community.

4. Customs and beliefs which form basement for a way of life in a given country.

As for the second expert, he listed the following definitions:

1. Culture is art, music, sport, tradition and customs as well as the behavior and national symbols of a nation in one specific country.
2. Life style, beliefs, literature, music, art, characteristics of a group having in a country and speaking the same language and sharing the same beliefs and lifestyle etc.
3. Culture is a combination of phenomena, which distinguishes one nation from the others.

As far as the third expert is concerned, culture can be defined as following:

1. Culture is anything connected to particular society.
2. Culture is a system of common values, of a country education, art, politics, history, music, law, customs and rules.
3. A term which is always a associated with   the traditions, habits and daily practices of societies.
4. Culture means the habits, customs which are practiced by people in a certain society or how people interact with each other in communication.
5. The fourth expert listed the following definitions:
6. Culture is about people's habits, beliefs and the way they act, the way they view life in general in a certain situation, the way of life basically.
7. Culture is customs, traditions, civilization, ideas, thoughts and activities of a particular society

8. Culture is a complex of ideas and attitudes that inhabits, implies, establishes shared meanings and goals and enables people to live in a social system.

The final expert gives the following answers:
1. Culture is everything related to a given speech community like beliefs, ways of communicating, etiquette, meanings and assumptions related to the real world.
2. Culture is a very broad concept, it shapes one's identity and can be related to aspects that differentiates one society from the others like religion, language--- etc.
3. Culture is knowledge, experience, beliefs, values, attitudes, religion, language and lifestyle.

In sum, it can be concluded that the experts who answered this question mostly define culture by listing its various elements both the observable aspects of culture (art, customs, traditions, way of life and behavior) and invisible features (beliefs, values and attitudes).

With regard to the second question "What do you understand by "Culture teaching" in a foreign language teaching context?
The experts'answers were as follow:
- The first expert considers culture teaching as follows:
   1. Provide information about the history, geography and political system of the foreign culture.
   2. Provide information about daily life and routine.
   3. Provide information about shared values and beliefs
   4. Provide experiences with a rich variety of cultural expressions (literature, music, film, theatre etc)

- The second expert listed his responses as follow:
  1. Develop attitudes of acceptance and tolerance towards others peoples and cultures.
  2. Widen students' horizons on the world.
- As far as the third expert is concerned, culture teaching means the following:
  1. Promote students' awareness of similarities and differences of foreign language speaking countries.
  2. Promote students' ability to evaluate their sensitivity to different cultures.
  3. Make language teaching more interesting and motivating.
  4. Promote the ability to handle intercultural contact situation.
- The fourth expert regards culture teaching as:
  1. Considering cultural varieties when teaching a second or a foreign language.
  2. Culture teaching is all what is reflected in the use of language.
- The fifth and final expert has the following responses:
  1. Culture teaching is teaching what can influence the use of language.
  2. Culture teaching is teaching traditions, values and way of life.

Concerning the third question "What do you think about the role of culture in teaching a foreign language?" the experts' responses were listed below:

- The first expert believes that culture has a crucial role in foreign language teaching for the following reasons:

1. Culture teaching helps students understand the full meaning or function of the linguistic forms of the foreign language.

2. Culture teaching helps students know how society uses the language it speaks.

3. Culture teaching should allow learners increase their knowledge of the target culture in term of people's way of life, values, attitudes, and beliefs, In brief culture teaching should make learners aware of speech act.

- As for the second expert, his responses are as follow:

1. Culture teaching enables learners adopt an appropriate style of speaking or writing the foreign language according to whether commutative situation formal or other vibration of language.

2. Culture teaching enable language learners communicate successfully with the speakers of another language.

3. Culture teaching do have a great role in achieving high motivation because most learners like culturally based activities such as singing, dancing, role playing.

4. Culture teaching enable language learners have agood command knowledge about different people and helps bridge communication gaps between them and lead to a better and mutual understanding.

- The third expert thinks that culture is inevitably of crucial role. He states that culture teaching should aim to foster empathy with the cultural norms of the target language community and increase awareness of one's own cultural logic in relation to others .He also believes that communication is culture bound so culture teaching

offers foreign language learners with a premium interaction with native speakers.

- As far as the fourth expert is concerned, culture teaching helps language learners determine how people encode messages, the meaning they have for message and condition and circumstances under which messages are interpreted.

- The final expert considers the role of culture as important in foreign language classroom because different languages have different social contexts. Concepts would be understood differently from one society to another.

When discussing the fourth question "What do you suggest as items to be considered in teaching culture?"

- The first expert mentions the followings:
  1. The people's way of life this includes their way of thinking, their beliefs, values and religions.
  2. The social customs in the target language country and cultural differences between the target culture and the home culture.

- The second expert considers the following items to be considered when teaching culture:
  1. Idiomatic expressions
  2. Authentic materials
  3. Non-verbal communication.

- The third expert believes that items such as patterns of politeness, youth life, customs and festivals should be considered when teaching culture in foreign language classroom. Other items such as

history, geography, food, non-verbal communication, law and orders are required when teaching culture.

- The fourth expert provides the following items to be considered when teaching culture:Daily life and routines, shopping, food and drink, festival and customs, literature, art, drama, youth culture (fashion, music etc) family life, films, and theatre.

- The fifth and last expert introduces the following items to be considered in foreign language classroom:Social and living condition, tourism and travel, values and beliefs, environmental issues, religious life, body language, international relations, values and beliefs and T.V programs.

    With regard to the fifth question"What are the problems that foreign language teachers face in teaching cultural issues in foreign language classes?"

- The responses of the first expert are listed below:
    1. Students are not much motivated to learn foreign language in general.
    2. They do not feel the desire to learn it.
    3. They have negative attitudes towards the foreign culture, they think of foreign culture threatens their own culture.

- As for the second expert, the problems are due to lack of teachers' knowledge about foreign culture that affects negatively on the students' learning. Teachers are not trained in teaching a foreign culture. Another problem is students' negative attitudes; they do not feel the desire to learn foreign language, knowing foreign culture will not help them to master language.

- The third expert relates the problem of culture teaching in foreign language classroom to the method of teaching, the method of teaching that ignores teaching the foreign language culture.

- The fourth expert thinks that unacceptability of some concepts that might be considered against social values, religions etc cause problems of teaching cultural issues in foreign language classes.

- The fifth and final expert thinks that the problem of culture teaching is that when comparing and contrasting culture, this leads to oversimplification and stereotypes of cultural characteristics.

The experts' responses to the final question" What do you suggest should be done to solve the problem of culture teaching?" are as follow:

- The first expert suggests that students should be encouraged to learn foreign language and its culture. Enable them to meet native speakers and be exposed to their culture. Moreover, motivating students to have foreign friends and direct contact with them might help develop their awareness and encourage them to accept the target language and its culture.

- The second expert suggests that more training to be given to foreign language teachers of foreign language in the issue of culture. He also suggests that methods of teaching foreign language and its culture need to be developed. In addition to that, there is a need to modify the content of foreign cultural aspects.

- With regard to the third expert, he suggests that the method of teaching language should be developed so that language and culture teaching should be of equal importance. Another suggestion is the need to conduct studies about the cultural topics which focuses on

the importance of integrating the teaching of foreign culture along with the language.

- The fourth expert suggests that teachers should teach authentic texts and raise their students' awareness towards the importance of culture so that they can be tolerant with others.

- The fifth experts suggests that students should be informed that all the foreign language speaking countries cultures are equally valid to be represented in foreign language classes when comparing and contrasting them.

Chapter Five

Main Findings, Conclusion, Recommendation and Suggestions for Further Studies

CHAPTERFIVE

Main Findings, Conclusion, Recommendation and Suggestion for Further Studies

5.1 Introduction

In this final chapter, the results of the study obtained from the questionnaire and interview are presented and conclusions regarding the results are deduced. The chapter is then followed by recommendations, and suggestions for further research.

5.2 Discussion of Results

In this part, the results obtained from the questionnaire and interviews are discussed in relation to research questions.

5.2.1 Summary of the Questionnaire Findings

To begin with, it should be stated that asked on the results obtained from the questionnaire, there is consensus among language teachers about the importance of combining language and culture in foreign language classroom. It can clearly be stated that participants of the questionnaire believe that combining language and culture helps students improve their language skills. The participants displayed opinions on combining language and culture in FL classroom. They believe that such combination helps students improve their language skill

One of the findings obtained from the questionnaire showed that when speakers of different languages meet, misunderstanding arises equally often from linguistic as from cultural differences. This indicates that culture has effect on language learning. Another finding revealed that teaching culture in foreign language classroom develops attitudes of openness and tolerance

towards other people and cultures in the worlds. This helps the students understanding and respecting others and be tolerant with them.

The findings also indicated that teaching culture in foreign language classroom, makes communication successful for students who want to learn the target language successfully This idea is then support the necessity of teaching foreign culture in FL classroom. The participants clearly showed that teaching culture in foreign language classroom enables students to master the target language successfully.

There is agreement among most participants that teaching culture in FL classroom, makes communication successful for the students who want learn language in natural way. The participants have positive attitudes towards the use of target culture elements. They think that the use of these elements encourage the students to learn FL effectively.

An important result obtained from the questionnaire indicated that learning target culture within its socio cultural content reduces the chances of resorting to L1 to fill the gaps of insufficiency. The participants also believe that when speakers of different languages meet, misunderstanding arises equally often from linguistic as from cultural differences.

Other than these, it is interesting to find that the participants expressed their dissatisfaction with the opinion that an emphasis on the study of foreign culture contributes to the student's loss of cultural identity. This implies that such emphasis does not have negative effect. Another dissatisfaction expressed by the participants is that the study of culture in FL classroom hinders progress in linguistic accuracy. In contrast such study enhances linguistic accuracy.

It is worth mentioning according to the obtained results that learning a new language without familiarity with its culture remains incomplete. That

is to say linguistic competence alone is not enough in mastering the target language. The participants also revealed that difference between cultures causes some misunderstanding in the interacting communication between a foreigner and native speaker. It is also noted from the participants' responses that providing cultural information makes students more tolerant towards other cultures and people. This implies that the more students know about the foreign cultures, the more tolerant they are.

According to another finding, it is found that integrating cultural components in language course is essential. It is also found that cultural awareness helps students to develop the ability to use language appropriately and effectively in various cultural contexts.

The participant's results showed that teaching culture in foreign language classroom helps students develop the ability to use foreign language appropriately and effectively in various cultural contexts. This opinion supports the possibility of integrating culture and language in Fl classroom. Further results showed that the most important goal in learning about a foreign language is to develop critical attitudes towards both target and native culture. Expanding the cultural dimensions as well as fostering global identities of the students was found to be essential in FL classes. The participants' responses also showed that incorporating language and culture in foreign language classroom, is essential as it enhances students own cultural identity, motivate them and improve their language skills. The participants are of the opinion that cultural dimension in foreign language classroom, should be expanded. Finally teachers should be informed about the necessity of target culture integration in foreign language classroom.

5.2.2Summary of Experts' Responses

The experts who answered the first question mostly define culture by listing its various elements;both the observable aspects of culture (art, customs, tradition, way of life and behaviors) and invisible features (beliefs, values, and attitudes) were mentioned.

What is also common among the experts' answers is that all of them related culture to aspects like: language, way of speaking and communication. This reveals that they are aware of the interrelation ship existing between language and culture and eventually the role culture plays in foreign language teaching. In fact, this is the aim of this question to see whether teachers consider culture as a part of language or not. It is found according to the responses of expert that culture plays a great role in foreign language teaching. They think that culture teaching motivates foreign language learning. It also makes learners aware of the target language culture. Moreover, it helps them when and how to use all the structures and build a high self-confidence. The expert indicates that the problems of teaching culture are: teachers are not trained in teaching culture, they were not aware of appropriate techniques. Another finding indicates that learners consider foreign culture as a threat, especially if it has features which can be forbidden in their culture. The solutions provided by the experts focus on teachers training. The concept of integrating culture within language should be promoted.

5.3 Conclusion

On the basis of the present study, the following conclusions are derived: The present study elicited very important and interesting responses from teachers and experts. After a thorough analysis of the questionnaire and interview, it is evident that the responses of the teachers as well as the experts indicate that there is a strong need to integrate culture into foreign language classroom. The study also gives a clear picture that teachers and experts are favorable to great extent in including culture and language in foreign language classroom. They are of the opinion that this will preserve and develop language proficiency. Many foreign language teachers have expressed that foreign language teaching is effective with the incorporation of cultural elements in foreign language classes because it aids in comprehending of the lessons more easily and effectively. The analysis of the questionnaire and interview given to both teachers and experts proved the positive relationship that culture and foreign language have. Cultural elements enable the learners to have positive outlook towards different countries with different cultures. This improves the learners' tolerance level towards target culture. It is a valuable store house of vast amount of authentic materials that helps learners to enrich their language learning abilities and skills through cultural enrichment. Both teachers and experts were conscious of the important role that culture plays in language acquisition. It is very clear from the given discussion that culture and language are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture. It is observed that many students, who have excellent academic performance in FL subjects, sometimes find it difficult to correspond with native speakers or in real life situations. This might be the result of learning language without

proper awareness of its culture. Therefore, the role of culture that it plays in teaching and learning of a foreign language cannot be avoided while teaching FL. The teachers should keep in mind the impact of culture on language.

By way of conclusion, we should reiterate the main premise of the present study, the teaching of culture should become an integral part of FL instruction. The aim of foreign language teaching is to make students both linguistically and communicatively competent since linguistic competence alone is not enough for learners of language to be competent in that language. Language learners need to be aware of culturally appropriate to, for instance address people, express gratitude, make request and agree or disagree with someone. They have to understand that, in order for communication to be successful, language use must be associated with other culturally appropriate behavior, thus, learning a language will also involve learning the culture the language express.

5.4 Recommendations

Based on the findings of the study, the researcher recommends the followings:

1. Language teachers should be made aware of the significance of integrating target cultural information in their teaching, this can be done by giving them training or seminars related to this topic.

2. Language teachers should be reminded that incorporating target culture does not mean to impose target cultural values or to change the student's values system. Rather it is aimed at developing awareness among students that they are part of a diverse community and thus cultural flexibility and tolerance are expected.

3. Language teachers ought to receive both experimental and academic training, with the aim of becoming mediators in culture teaching.

4. Teachers should plan instructions to create positive attitudes towards the target culture, avoid teaching culture as stereotypes or using negative connotation.

5. The ministry of education may be called to hold training programs to assess teachers in attaining ability to tackle cultural content while teaching language.

6. The role of teachers with regard to the FL teaching should be re-structured.Teachers should act as cultural assimilators and cultural interpreters in FL classes.

7. The ministry of education should provide the schools with the necessary pedagogical equipments (mass media), these are highly significant and influential all along the process of language teaching. They are more authentic and less boring and useful not only for culture instruction but for other language skills

8. Teachers should be provided with guidelines that would help them in teaching cultural aspects.

9. Teachers should work on their own using books, internet, etc to compensate for their lack of cultural background knowledge and training.

10. Teachers should attain more awareness to present cultural information in FL classroom through visual approaches such as using photographs, video tapes alongside other techniques.

11. Many teachers are not exposed directly to the target language culture, so they should make up for this lack by discipline reading.

12. Authentic materials are recommended to offer the students the linguistic and cultural insights. Authentic sources can include films, TV shows, proverbs, idioms, and songs of authentic FL. Using them in class, helps students to engage in authentic cultural situation and at the same time raises their motivation towards learning foreign language. For example students can watch and listen to videos taken from authentic sources.

13. Teachers can utilize many sources which might supply them with necessary cultural information such as newspapers, magazines, and mass media.

14. With the advent of globalization, teachers' role has changed significantly.Therefore, the teachers should gear up and equip themselves with more open-mindedness and receptiveness to the changing needs of the students and of the world.

15. Teachers should be trained in utilizing the latest technology as a part of their language teaching tool.

5.5 Suggestions for Further Researches

Some of the areas that can still be investigated are:-

1. In order to examine the relationship between language and culture and how cultural factors can have impact on FL teaching, in particular, there is a need for more research to focus on a detailed understanding of how culture and language are interrelated.

2. A study is recommended to explore the effect of cultural awareness on motivating FL students to learn the language.

3. Further research should also investigate both teachers' and students' perceptions on target culture integration into classroom.

4. It is hoped that this study can pave the way for other research to be carried out in the near future; as inevitably, a study like this has only scratched the surface.

5. Researchers are invited to conduct studies on the effect of cultural background on enhancing students' language proficiency.

6. More investigation need to be done in how developing intercultural approach and to implement it to learners.

7. The correlation between linguistic competence and intercultural competence needs further investigation for the sake of the present study, further investigation may look into how students use the target language to develop their intercultural competence. This aims to examine whether the use of the target language would produce a better connection between their linguistic competence and intercultural competence.

8. As I see it, much remains to be done particularly concerning the effective approach to culture teaching. It is within this orientation that concerted efforts should be made to develop both teaching techniques

and appropriate assessment tools. Our common concern should be the development of foreign language teaching. This is in order to ensure that our students are given the best possible training, not only to cope but to make a contribution in the intercultural world in which they are living. That pursuit will have to continue.

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Appendices

Appendix (1)

Questionnaire for teachers

Dear teacher

    This questionnaire serves as a data collection tool for a research work that aims to investigate the influence of culture in teaching a foreign language.

    I would very much appreciate if you could take the time and the energy to share your experience by responding to the statements below. Your answers are very important and will be of much help for the completion of this work.

Please, tick (√) the choice that best represents your response.

    Thank you very much in advance.

Part one: Demographic information:

- Gender: male ( )   female ( )
- Qualification: B.A ( )   MA ( )   PhD ( )
- Experience in years: from 1 - 5 ( )   from 6 – 10 ( ) from 11- 15 ( ) above 15 ( )

Part two: teacher's opinions about the influence of culture in teaching a foreign language

No.	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	When speakers of two different languages meet, misunderstanding arises often from linguistic as well as from cultural difference					
2	Teaching culture in FL classroom develops attitudes of openness towards other people in the world.					
3	Teaching culture in FL classroom makes communication successful for the students who want to learn the target language effectively.					
4	Learning a new language without familiarity with its culture remains incomplete.					
5	The study of culture in FL classroom cannot hinder progress in linguistic accuracy.					
6	An emphasis on the study of culture in FL classroom cannot contribute to the students' loss of cultural identity.					
7	Learning language within its socio-cultural contexts reduces the chance of resorting to L1 to fill the gaps of insufficiencies.					
8	In FL classroom students can acquire additional cultural knowledge as well as					

	inter- cultural communicative competence.					
9	Teaching culture in FL classroom helps my students to develop the ability to use FL appropriately and effectively In various cultural contexts.					
10	Teaching culture in FL classroom helps my students to become more tolerant of behavior which are different from their own.					
11	The most important goal of learning about a FL is to develop a critical attitude towards both target and native culture.					
12	Providing additional cultural information in FL classroom makes my students more tolerant towards other cultures and people.					
13	The use of target culture elements in FL classroom encourages my students to learn FL effectively.					
14	Culture oriented activities in my lesson contribute to the acquisition of all language skills.					
15	The more students know about the foreign culture the more tolerant they are.					
16	Teaching culture in FL classroom assists my students to acquire proficiency of Fl which will enable them to meet their future needs					
17	Combining language and culture in FL classroom helps my students to improve their language skills.					
18	In a FL classroom teaching culture is as an important as teaching FL.					
19	Incorporating cultural components in language course is essential.					
20	Incorporating language and culture in FL classroom enhances students' own					

	cultural identity.					
21	Teaching culture in FL classroom motivates my students					
22	The cultural dimension in FL classes should be expanded.					
23	Global identities of the students should be fostered in FL classes.					
24	All the FL speaking countries cultures are equally valid to be represented in FL classes					

Appendix(2)

The experts'interview

1. How would you define culture?

2. What do you understand by "culture teaching" in a foreign language teaching context?

3. What do you think about the role of culture in teaching and learning a foreign language?

4. What do you suggest as items to be considered in teaching culture?

5. What are the problems that foreign language teachers face in teaching cultural issues in FL classes?

6. What do you suggest should be done to solve the problem of culture teaching?