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# Teaching Culture as a Fifth Skill in EFL Classes:

# A Case Study of the L1 English Teachers and Students at Yahia Fares University of Medea.

A Dissertation Submitted in Partial Fulfillment of the Requirements

for Master Degree in English

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# DECLARATION

We, hereby, declare that this dissertation, entitled “Teaching culture as a fifth skill in EFL classes: A Case study of the L1 English Teachers and Students at Yahia Fares University of Medea.” has been undertaken by us for the requirements for Master Degree in English (Applied Linguistics) under the supervision of Mr. Samir Zinai. We also declare the materials of this research are the pure outcome of our investigation and do not incorporate any substances previously written or published by other researchers except those indicated in quotations, citations or in the reference list. We are duly informed that any person practicing plagiarism will be subject to disciplinary sanctions issued by the university authorities under the rules and regulations in force.

Date:

Signed:

## DEDICATION

This work is dedicated to every and each one who has been influential in our academic journey. To our parents and families, whose unwavering support, love, and encouragement have been the foundation of our achievements. To our friends and mentors, who have provided guidance, inspiration, and a shoulder to lean on during the challenging times. And to all those who have believed in us and stood by us, this is a testament to your faith and trust. Thank you for being there every step of the way.

After dedicating this work to my dear parents; I, Bouchera Semari, would like to dedicate this thesis to the most important people in my life, my beloved family members and my dearest best friends who have believed in me, even when I doubted myself. Your faith in my abilities has fueled my determination and pushed me to surpass my own expectations. Thank you!

I, Ikram Rafika Boulik, would like to dedicate this hard work to my husband Hichem, this thesis is dedicated to you. Your courage and determination have inspired me every step of the way, and I am grateful for the endless love and support you have given me. Get better soon!

I, Feriel Nour El Houda Aoune, would like to dedicate this to my savior Abdelmadjid Hayi whose endless encouragement, understanding, and love have been the driving force behind the completion of this thesis. This accomplishment is as much yours as it is mine. Without forgetting the huge contribution of my beautiful, creative, and supportive friend Khaoula Mekki.

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# ABSTRACT

This thesis examines the importance of integrating culture as a fifth skill in EFL (English as a Foreign Language) classes. It specifically focuses on the effectiveness of authentic materials and speaking exchange activities in enhancing students' cultural awareness. The study adopts a descriptive analytical method, targeting EFL students and teachers at Yahia Fares University. A sample of 25 L1 students and EFL teachers participated in an online questionnaire and interview, providing qualitative and quantitative data. The findings suggest that integrating culture as a fifth skill enhances students' language proficiency and overall cultural competence. Teaching literary texts and utilizing authentic materials were found to increase students' awareness of foreign language culture. Additionally, engaging in speaking exchange activities proved effective in promoting cultural understanding and communication skills. The study emphasizes the need for EFL learners to develop cultural competence alongside the traditional language skills. It recommends incorporating authentic materials and implementing speaking exchange activities as essential strategies in EFL instruction to foster students' cultural awareness. The research findings contribute to the ongoing discourse on language education, highlighting the significance of integrating culture as a vital component of language learning and teaching.



**Key terms:** culture, EFL, fifth skill, authentic materials, speaking exchanges, cultural awareness, cultural competence.

## ملخص

تتناول هذه الاطروحة أهمية دمج الثقافة كمهارة خامسة في دروس اللغة الإنجليزية كلغة أجنبية. وتركز على وجه التحديد على فعالية المواد الأصلية وأنشطة تبادل الحديث في تعزيز الوعي الثقافي لدى الطلاب. تعتمد الدراسة على منهج وصفي تحليلي، مستهدفة الطلاب والأساتذة في جامعة يحيى فارس بالمدية. شارك عينة من 25 طالبًا من السنة الأولى تخصص لغة انجليزية وأساتذة الجامعة في استبيان ومقابلة عبر الإنترنت، تشير النتائج إلى أن دمج الثقافة كمهارة خامسة يعزز كفاءة الطلاب في اللغة وكفاءتهم الثقافية العامة. تم العثور على أن تدريس النصوص الأدبية واستخدام المواد الأصلية يزيد من وعي الطلاب بثقافة اللغة الأجنبية. بالإضافة إلى ذلك، تبين أن مشاركة الطلاب في أنشطة تبادل الحديث كان له تأثير فعال في تعزيز التفاهم الثقافي ومهارات التواصل. تشدد الدراسة على ضرورة تطوير كفاءة الثقافة لدى متعلمي اللغة الإنجليزية إلى جانب المهارات اللغوية التقليدية. وتوصي بضرورة دمج المواد الأصلية وتنفيذ أنشطة تبادل الحديث كاستراتيجيات أساسية في تعليم اللغة الإنجليزية كلغة أجنبية لتعزيز الوعي الثقافي لدى الطلاب. تسهم نتائج البحث في الحوار المستمر حول التعليم اللغوي، مؤكدة أهمية دمج الثقافة كجزء حيوي من عملية التعلم والتدريس اللغوي.



**الكلمات المفتاحية:** الثقافة، اللغة الإنجليزية كلغة أجنبية، المهارة الخامسة، المواد الأصيلة، تبادل الحديث، الوعي الثقافي، الكفاءة الثقافية.

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## LIST OF ABBREVIATIONS

**CBI:** Content-based instruction

**EFL:** English as a foreign language

**ICC:** Intercultural Communication Competence

**L1:** First year License

**LMD:** License, Master, Doctorate

**PBL:** Project-based learning

**TBLT:** Task-based language learning

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# GENERAL INTRODUCTION

# General Introduction

Integrating culture as a fifth skill in EFL classes recognizes that language and culture are interconnected. This approach entails teaching learners not only the four traditional language skills but also the cultural knowledge and competence necessary to communicate effectively and appropriately in the target language. This dissertation explores the rationale for this approach, how it can be implemented, and the potential benefits and challenges. It provides practical recommendations for EFL educators.

## 1. Research Background

Language learning research has long recognized the importance of integrating culture into language learning and teaching. Scholars such as Kramsch (1993) and Byram (1997) have emphasized the importance of developing learners' intercultural competence, which involves not only learning about the target culture but also developing awareness of one's own cultural background and the ability to interact effectively with people from other cultures.

Recent studies have also highlighted the benefits of integrating culture into language learning. For example, Chen and Starosta (1997) found that learners who received intercultural training had more positive attitudes towards the target culture and were better able to interpret and understand cultural differences. Similarly, Lee and Kim (2017) found that integrating culture into language learning enhanced learners' motivation and engagement.

Despite the recognized importance of integrating culture into language learning, many EFL programs still focus primarily on the four traditional language skills without explicitly addressing cultural competence. Therefore, there is a need for research that explores how culture can be integrated into EFL classes and the potential benefits and

challenges of this approach. This dissertation aims to contribute to this research gap and provide practical recommendations for EFL educators.

## 2. Problem Statement

This study aims to address the problem of EFL students lacking knowledge of culture by exploring ways to develop their cultural knowledge and awareness in the context of English language learning. Specifically, the study will investigate the effectiveness of cultural contexts, such as authentic materials and literary texts, in developing cultural awareness as a fifth skill alongside the four traditional language skills.

## 3. Research Questions

**3.1.** What is the importance of teaching culture as a fifth skill in EFL classes?

**3.2.** What are the different materials used in integrating culture in English classes?

**3.3.** How do EFL students acquire culture from classroom speaking exchange?

## 4. Research Hypothesis

**4.1.** EFL learners may find it very important to learn culture as a fifth skill.

**4.2.** Using authentic materials may help improve learners' awareness of foreign language culture.

**4.3.** EFL learners may be able to acquire cultural awareness through practicing classroom speaking exchanges.

## 5. Research Objectives

**5.1.** Explore the potential benefits of integrating culture as a fifth skill in EFL classes, such as enhancing learners' intercultural competence, motivation, and engagement.

**5.2.** Investigate the most effective ways and techniques of integrating culture into EFL classes, such as the use of authentic materials and literary texts, and to provide practical recommendations for EFL educators.

**5.3.** Contribute to the ongoing discussion about the role of culture in language learning and teaching, and to provide a research-based framework for integrating culture as a fifth skill in EFL classes.

## 6. Significance of the Study

This study highlights the importance of teaching culture as a fifth skill in EFL classes. It demonstrates that reading literary texts and authentic materials is effective in developing learners' cultural awareness. The study also suggests that syllabus designers should include foreign language culture in their syllabus design.

## 7. Thesis Layout

The present study is structured into four main chapters. The dissertation commences with a comprehensive introduction that provides a general overview of culture and previous studies that examine the effectiveness of integrating culture into English as a Foreign Language (EFL) classes. The second chapter focuses on conducting a literature review, delving into existing research on the integration of culture, highlighting its significance, and exploring various methods employed in EFL teaching. In the subsequent chapter, the methodology section elucidates the specific procedures and methodology employed for data collection and analysis, while also justifying the chosen approaches. Finally, the fourth chapter encompasses the discussion and findings of the research, presenting and analyzing the research findings in the context of integrating culture as a fifth skill in EFL classes. This section also evaluates the implications and outcomes of incorporating cultural elements into EFL teaching, and addresses any limitations or challenges encountered during the research process. The dissertation concludes with a succinct summary of the main findings, confirming the research hypotheses, and providing closing remarks that summarize the overall research and its implications.

# CHAPTER ONE:
# Literature Review

## Introduction

Learning a language involves much more than just mastering its grammar and vocabulary. To truly communicate in a foreign language, learners need to understand and appreciate the cultural nuances that underpin it. The teaching of culture as a fifth skill in EFL (English as a Foreign Language) classes has been gaining increasing attention from language educators and researchers over the past few decades. This literature review examines some of the key methods and approaches that have been used to teach culture in EFL classes.

### 1. Definition of Culture and Language

#### 1.1. Definition of Culture

Culture can be defined as the set of values and principles that make up the core of a group of people, a company, a legal entity, or an organization. Liddicoat et al. (2003) state: “a complex system of concepts, attitudes, values, beliefs, conventions, behaviors, practices, rituals, and lifestyles of the people who make up a cultural group, as well as the artifacts they produce and the institutions they create.” (p. 45) culture definitions extend from a small group of people into a large group that share a common gender, religion, ethnicity, race, country or have any common ground within the group. Triandis (1972) defines culture as "the patterned ways of thinking, feeling, and reacting that are acquired and transmitted mainly by symbols and that constitute the distinctive achievements of human groups" (p. 9). Geertz (1973) argues that culture is "a system of inherited conceptions expressed in symbolic forms" (p. 89), while Kroeber and Kluckhohn (1952) view culture as "patterns of and for behavior acquired and transmitted by symbols, constituting the distinctive achievements of human groups, including their embodiments in artifacts" (p. 181)

Harris (1968) offers a comprehensive definition of culture as "the total way of life of a people, including their learned and shared behavior patterns, values, institutions, and material objects" (p. 23). Overall, these definitions highlight the diverse ways in which culture can be conceptualized, from shared knowledge and values to inherited symbolic systems and total ways of life.

### 1.1.1. Definition of Language

Linguists and scholars have been interested in studying the multifaceted phenomenon of Languages for centuries. Chomsky (1980) defines language as a "system of mental representations and procedures" that underlie the capacity to use language, emphasizing the cognitive aspect of language acquisition and use. Saussure (1959) views language as a "system of signs that express ideas," emphasizing the communicative aspect of language and the role of signs in conveying meaning.

Sapir (1921) defines language as a "non-instinctive method of communicating ideas, emotions, and desires by means of voluntarily produced symbols," emphasizing the voluntary aspect of language use and the ability of humans to create symbols that communicate meaning. Meanwhile, Labov (1972) views language as a "social behavior that is shared by members of a speech community," highlighting the importance of social context in shaping language use.

The presented definitions implemented the different perspectives of Scholars and Linguists that were based on the study of Languages and their roles in human communication. In understanding these variant perspectives, one can gain an adequate comprehension of the language complexities and the valued role of languages in societies.

## 1.2. Culture and Language

Sapir (1921) indicates that language is an "indispensable instrument of cultural expression," reflecting not only the character of people but also its culture (p. 69). In this matter, Language and culture share a fundamentally crucial relationship that allows people to exchange cultural assets within various social communities. Kramsch (1998) similarly argues that language is the "most important semiotic practice of a culture," through which cultural meaning is produced, shared, and negotiated (p. 11).

On the other hand, Whorf (1956) argues that language plays a crucial factor in influencing cultures, linguistic relativity imposes that the language we speak influences our cognition and perception of the world it also effects the human communication within a multicultural society.

To get a clear insight concerning the social practices and values of a particular community, one must comprehend the relationship between language and culture.

### 1.3. Importance of Culture in English Classes

Language and culture are indivisible systems. Therefore, language learners cannot know the language without knowing about its culture, as (L. E Harrison and S. P Hantington, 2000) declared “culture is a crucial element in understanding societies, analyzing differences among them, and explaining their economic and political development” (p.14). The acknowledgement of the close relationship between culture and language can raise the learners’ awareness about culture and the importance of incorporating it in their classes. Thus, learning English cannot be accomplished without knowing about England’s culture or about the English native speakers. Learning English by focusing on the linguistic system only seems incomplete and senseless, according to Bada (two thousand), “the need for cultural literacy in ELT arises mainly from the fact that most language learners, not exposed to cultural elements of the society in question, seem to

encounter significant hardship in communicating meaning to native speakers." (p. 101). It is commonly believed that language is an integral part of culture, and that culture is crucial in language teaching. However, many scholars and teachers do not really rely on integrating culture in English classes. This may lead to construct non-communicatively competent learners. Eventually, they notice that the problems resulting from not teaching culture along with language are increasing through the recent decades. Therefore, they display much more importance to the integration of culture in teaching language by putting their learners into real situations and expose them to the culture related to this language.

The introduction of culture in teaching language is extremely useful. Many scholars approve of this. According to Bennett (1993), "A fluent fool is someone who speaks a foreign language well but doesn't understand the social or philosophical content of that language "(p. 16). Bennett states that culture should be taught the same way language is being taught in order not to get fluent fools instead of communicatively competent learners. Learning the target culture is crucial because it helps to create a clear image in the learners' mind about real life situations. Moreover, providing access into cultural aspect of language would help learners relate the abstract system of language to real people and places (Chastain, 1971). Also, it helps to accept people with points of view different from their own by showing empathy and respect. In this matter, Kramsch (2001) said that:

> People who identify themselves as members of a social group (family, neighborhood, professional or ethnic affiliation, nation) acquire common ways of viewing the world through their interactions with other sixteen members of the same group. These views are reinforced through institutions like the family, the school, the workplace, the church, the government, and other sites of socialization through their lives. Common attitudes, beliefs and values are reflected in the way

members of the group use language-for example, what they choose to say or not to say and how they say it (p.6).

In addition, teaching culture can also solve the problem of the confusion between the norms of the learners' own culture and the norms of the TC. Therefore, incorporating culture is English classes may lead learners to avoid transfer from their mother culture into the English culture because they already know the existing similarities and the differences of each culture.

### 1.4. Teaching Culture as a Fifth Skill

According to Byram and Feng (2006), nowadays, a successful communication consists of the development of intercultural competence that is to indicate that Language Teachers are asked to incorporate cultural aspects while teaching the given curriculum to ensure the appropriate acquisition of the language necessary skills of their students including the cross-cultural communication abilities.

Teachers of the English Language must include cultural norms, values, assets, and practices while focusing on the other language skills because of The significance of cultural teaching that is thoroughly explained by Kramsch (1993), who argues that language and culture are intertwined and cannot be separated.

There are several methods to incorporate cultural teaching into language learning and one way to impose cultural teaching as a necessary skill for Second Language Acquisition is using accurate aspects. According to Kramsch (1993), authentic materials such as literature, film, and music provide a window into the target culture and expose students to real-life situations.

As a conclusion, teaching culture as a fifth skill is extremely crucial for Language Learning. Byram and Feng (2006) state that intercultural competence is a vital aspect of

communication in a globalized world. Similarly, Kramsch (1993) argues that language and culture are interconnected, and that language teaching should include cultural teaching. This indicates that including Cross Cultural aspects as in learning The English Language helps contribute to a successful Language acquisition.

### 1.5. The Different methods of teaching culture

Culture is more than learning facts about a particular country, it is about understanding the values, the behaviors, and the beliefs of that country because they are the elements that shape the way people interact with each other and the world around them. In language teaching, the role of culture is to help students communicate effectively with native speakers in real-world by providing a deep understanding of the language they are studying. Additionally, to accommodate varied learning preferences and to aid students in developing their skills and abilities across a range of learning styles, teachers and educators should try to offer a variety of instructional methodologies. Adapting instructional methodologies and authentic resources, such as interviews, maps, songs, and music, are necessary for translating a teaching culture.

#### 1.5.1 The Grammar Translation Method:

The Grammar Translation method is a traditional language teaching approach that focuses on the teaching of grammar rules and vocabulary through translation activities. It can play a significant role in helping students to become more aware of the cultural setting in which the language they are learning is used. In this Method, students are typically exposed to literary texts and other cultural materials in the target language. These texts often reflect the cultural values, traditions, and customs of the society in which the language is spoken. The Grammar Translation Method can give students a fundamental grasp of the cultural setting of the language they are learning, despite its limits in terms of

its efficacy for language acquisition. However, to provide a more thorough understanding of the culture connected with the language being studied, it is crucial to combine this method with other strategies that prioritize communicative competence and cultural immersion.

### 1.5.2. The Direct Method:

The Direct Method is a language teaching method that emphasizes the use of the target language in the classroom. The name of this method alludes to the concept of illuminating meaning in the target language without using the student's native tongue through examples and visual aids. In other words, it refers to the idea of using examples and visual aids to convey meaning directly in the target language This method is also called the natural method in which the teacher speaks only in the target language and uses pictures, gestures, and real-life objects to convey meaning. Grammar is taught inductively, with examples and practice activities, rather than deductively through explicit rule memorization. However, vocabulary is taught through context and association with real-life situations. Speaking and listening skills are emphasized with a focus on oral communication in the Direct Method. After the student has a solid foundation in spoken language, reading and writing are introduced later in the course. The DM contends that teaching a foreign language is feasible even without the aid of translation or the learner's native tongue. Larsen-Freeman (2000) further states that “culture in the direct method consists of the history of people who speak the target language, the geography of the country or countries where the language is spoken, and the information about the daily lives of people who speak the language”.

### 1.5.3. The Audio-Lingual Method:

The Audio-Lingual Method is a language teaching method that became popular in the mid-20th century. In this method, learners listen to mimic dialogues, drills, and patterns with the guidance of the teacher. Grammar is taught inductively via examples and practice tasks, and it strongly relies on imitation and repetition.

The improvement of oral communication abilities, with an emphasis on pronunciation and correctness, is another priority of the Audio-Lingual Method. With an emphasis on learning English as it is used in everyday circumstances, vocabulary is taught in context. The Audio-Lingual method argues for teaching contrast-analytic methods in culture instruction classes in addition to teaching the linguistic forms. In addition to giving students a foundation for understanding cultural differences and similarities, this method can aid in the development of cross-cultural awareness and sensitivity. The conversations in audio lingual method literature, according to Chastain (1976), were created to be real in both linguistic and cultural terms. Thus, the conversations in ALM materials can be appropriate for the social and cultural context in which they occur and take place in the target language culture.

## 1.6. Integrating Culture in English Classes

Integrating culture into English classes can enhance students' understanding of the language and provide them with a richer learning experience. Emitt and Komesaroff (2003) state that EFL students need to become efficient in using language for a range of purposes in their daily lives. These purposes can be achieved through classroom activities aiming to enhance the communicative competence of the students. Among the activities that can be done to fulfill these needs: Teaching culture- specific vocabulary, incorporating cultural readings, watching movies and TV shows, conducting cultural projects, and

inviting guest speakers. Thus, the use of such activities can not only enhance the students' efficiency in using language but also enhance their cultural awareness.

By integrating culture into English classes, students can gain a deeper understanding and appreciation of the language and develop cross- cultural competence that will serve them well in their future endeavors.

### 1.7. Classroom Exchange as a Method of Teaching Culture

Culture teaching varies in its methods, one of core techniques used is: Classroom exchange which involves a link between students from diverse cultural backgrounds all around the world for proper communication. As Kramsch and Thorne (2002) noted, "Classroom exchange can be an effective way to promote cultural understanding and intercultural competence, as it provides students with opportunities to interact with people from different cultures and to learn about their beliefs, customs, and traditions" (p. 83). Such a method connects students from distinct cultures for them to focus on sharing information concerning their cultures, traditions, customs, and beliefs. Belz and Kinginger (2003) explain that "through classroom exchange, students can develop their language skills in an authentic and meaningful context, as they communicate with their exchange partners and learn new vocabulary and expressions that are relevant to the culture they are studying" (p. 594).

Face to face exchanges, pen pal programs, and virtual exchanges are different forms of classroom exchange that has a variety of advantages for educating culture in EFL classes as a fifth skill which leads to an adequate culture understanding, respect and tolerance to enhance the students' intercultural skills. As Ware and Kramsch (2005) suggest, "the use of technology in classroom exchange can facilitate intercultural communication and provide students with opportunities to interact with people from

different cultures in a safe and controlled environment" (p. 191). Students can acquire knowledge about cultural norms, values, and beliefs. This shall develop methods and techniques for better communication with people from diverse cultural backgrounds.

### 1.8. Content-Based Instruction in Teaching Culture

Content-based learning (CBI) is an approach to language education that integrates language learning with content knowledge. Content-based learning aims to teach language and content at the same time, helping students to develop their language skills and understanding of the subject matter. This approach is particularly effective in teaching culture as a fifth skill in EFL classes, as it allows students to learn language and culture together. Content-based learning can be implemented in separate ways, such as using authentic materials, project-based learning, and task-based instruction. According to Snow (2010), CBI can be defined as “the teaching of subject matter content in a second language to students who have had little or no prior experience with that language” (p. 22). The key feature of CBI is that it integrates language instruction with content knowledge, with the aim of teaching language skills in an authentic context. Using CBI aims to provide an authentic context for language learning, helping students develop their language proficiency in a meaningful way. It also helps students develop critical thinking skills and content knowledge, as they interact with subject matter content in an effective way. Finally, content-based learning can be used to promote intercultural competence, as students learn about diverse cultures and how they are reflected in language use.

For the implementation of content-based learning. CBI can be used with learners at distinct levels of language proficiency, and it can be adapted to different content areas. For example, content-based learning approach can be used to teach history, literature, or science, according to the needs and interests of the learners. Moreover, it can be

implemented through various education modes, such as face-to-face education, online education, or blended learning.

### 1.9. Selecting Authentic Materials

Authentic materials make an important part of any culture in the world. Moore (2003) points out that “exposing students to authentic sources is the most effective way of teaching culture” (p.16). Using those materials in integrating culture in teaching foreign languages in an effective way can help to gain a deeper understanding of the target culture and develop the students’ communicative competence. The role of teachers is to ensure that the used materials are relevant, appropriate, authentic, diverse, interactive, accessible, and adaptable to meet the needs and interests and the different learning styles of their students.

#### 1.9.1. Media Visuals

Pictures, videos, slide presentations, blogs, and info graphics can be powerful tools for teaching culture because they offer a visual representation of the customs, beliefs, and practices of diverse cultures. Illustrating cultural artifacts such as clothing, architecture, and tools; Depicting cultural celebrations and demonstrating non-verbal communication such as facial expressions, gestures, eye contact and body language can also be effectively presented with such visuals.

#### 1.9.2. Films

Films and TV shows can help students understand the culture's customs, habits, behaviors, and lifestyle. Therefore, they may provide the chance to see some behaviors that are not always revealed in written materials. Herron et all’s (1999) study demonstrated that watching films and videos in the target language can offer the opportunity of gaining a

large amount of cultural knowledge, developing the language proficiency in a meaningful way, and advancing students' language skills.

### 1.9.3. History

Students may find it exciting to debate historical events in class. Thus, teachers should offer the opportunity to them to talk about the remarkable events of different countries in the target culture to gain a better understanding of the target culture.

### 1.9.4. Food

Students can better understand the culture's food customs, the eating practices, and the social norms of the target culture by exploring its cuisine and knowing about its culinary traditions.

### 1.9.5. Music

Teenagers and even adults nowadays like listening to music. As a result, it becomes a daily practice. Songs and other music from the target culture should be implemented in class because they can assist students understand the aesthetic representations of the culture and enhance their listening skills.

### 1.9.6. Using Genuine Materials

To achieve a better cultural understanding, genuine materials and authentic readings must be used regularly in the classroom and students should be exposed to them as much as possible, even as home assignments or in class. Moreover, according to Kramsch (1993), using genuine materials in classrooms along with pictures, slides, and other visual aids is efficient to grasp and communicate effectively using the foreign language.

## 1.10. Doing Research Based Learning

“Research-Based Learning” is an educational appeal which improves students’ learning experience and enhances their skills such as problem-solving, critical thinking, and inquiry-based learning through various research activities. In this matter, the efficiency of the learning process is shown through the active engagement of the students. According to Healey and Jenkins (2009), "Research-based learning is a teaching and learning approach that emphasizes the value of engaging students in inquiry-based activities that draw upon the knowledge and skills of researchers" (p.5). The designed activities through the research-based learning of teaching culture, reinforce students to explore cultural phenomena within their social lives. The significance and the origins of any given research can be understood through the identification of various encountered issues including cultural traditions, practices, and beliefs. Brew (2006) states that research-based learning motivates students to create their own research inquiries and hypotheses, establish and execute their own research techniques, and evaluate and explain their discoveries to reach novel knowledge and understanding (p. 23). Broadening cultural themes and developing an accurate understanding of cultural aspects, these are achieved through encouraging students to relate their own experience with one another.

## 1.11. Teaching Language Through Culture

Teaching language through culture has become an increasingly popular approach in language education (Kramsch, 1993). According to Kramsch, language and culture are "intertwined and inseparable" (p. 1), and therefore it is important to integrate cultural elements into language instruction. By incorporating cultural elements into language learning, learners can gain a deeper understanding of the language and the context in which

it is used. This approach has been shown to improve learners' motivation, engagement, and proficiency in the language (Byram & Fleming, 1998).

Moreover, incorporating cultural elements into language instruction has the potential to promote intercultural understanding and respect. As Kramsch (2002) notes, learning a language is not just about mastering the grammatical rules and vocabulary, but also about understanding the cultural practices, beliefs, and values of the target language community.

By learning about the cultural elements of a language, learners gain insight into the cultural context in which the language is used, and this can help them communicate more effectively and appropriately with members of the target language community.

teaching language through culture can also help to foster learners' critical thinking skills. By analyzing cultural practices and beliefs, learners can gain a better understanding of the historical and social contexts that shape the target language community. This can help learners develop a more nuanced understanding of the complexities of intercultural communication and the ways in which language use is influenced by cultural practices and norms. As Byram and Fleming (1998) argue, teaching language through culture can help learners develop "intercultural communicative competence" (p. 2), which involves not only linguistic competence but also cultural knowledge, skills, and attitudes.

In conclusion, teaching language through culture is an effective approach for developing learners' communicative competence, promoting intercultural understanding and respect, and fostering critical thinking skills. By integrating cultural elements into language instruction, learners can gain a deeper understanding of the language and the cultural context in which it is used, and this can help them communicate more effectively with members of the target language community.

## 1.12. Enhancing Intercultural Communication Competence

Intercultural communication competence refers to the ability to interact with individuals from diverse cultural backgrounds in an effective and an appropriate way. Deardorff (2006) defines it as the capability to navigate and communicate across cultural boundaries. This concept is closely related to the idea of teaching culture as a fifth skill in EFL classes, as both aim to provide students with the skills and knowledge necessary to function effectively in a globalized world. By developing ICC, students' language proficiency, motivation to learn, and intercultural sensitivity can upgrade to a new level (Byram & Wagner, 2018). In addition to, ICC education can prepare Students to interact with individuals from diverse cultural backgrounds, which is an essential aspect of language learning. As Fantini (2014) notes, "A major goal of ICC education is to provide students with the skills and knowledge necessary to successfully navigate and communicate across cultural boundaries" (p. 459). Therefore, incorporating intercultural communication competence education in language classes can be beneficial to students in terms of improving their language's level of proficiency, increasing their intercultural capabilities, and preparing them to interact with people from diverse cultural backgrounds.

## 1.13. Using Literary Texts to Teach Culture

The use of literary texts to teach culture is a popular method in language and cultural studies. Literary texts, such as novels, short stories, and poetry, can provide rich insights into the cultural values, beliefs, and practices of a particular society or community. By analyzing these texts, students can gain a deeper understanding of the cultural context. Carter (1995) states out” Literature, it seems to me, is the surest bridge to understanding”.

Van (2009) emphasizes the importance of studying literature in developing cultural literacy. By reading literature in the target language, students can gain exposure to a variety of rich and meaningful contexts that are filled with descriptive language and interesting characters. This exposure can expand students' vocabulary, improve their comprehension skills, and provide them with a deeper understanding of the cultural context in which the literature was written. It allows students to engage with the material in a more meaningful way. Instead of simply learning about cultural practices and beliefs through lectures or textbooks, students can explore them through the experiences of characters in a story. This can help to bring the material to life and make it more relevant to students' own lives.

Furthermore, studying literature in the target language can also help to develop critical thinking skills. By analyzing plots, themes, and characters, students can learn to question their own assumptions to develop a better understanding of the cultural contexts. This, in turn, can lead to greater cultural awareness and sensitivity. Peterson and Coltrane (2003) pointed out 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 (2001:16, 20) also agreed and claimed that literary texts can be a powerful tool for language and cultural studies because they are richer, more beneficial, and more diverse than factual texts.

### 1.14. Using Literature to Enhance Listening

The use of literature to enhance listening has been a topic of interest for researchers in the field of language learning and education. According to Vandergrift and Goh (2012), literature can provide a rich source of input for learners, exposing them to a wide range of vocabulary, grammar, and cultural information. This exposure can help learners to develop

their listening skills, as they become more familiar with the sound patterns and intonation of the language.

One way to use literature to enhance listening is to engage in extensive listening activities, such as listening to audiobooks or podcasts. According to Bernhardt and Kamil (1995), extensive listening involves listening to a large amount of authentic language input, with the goal of developing a general understanding of the language. By listening to literature in this way, learners can improve their comprehension skills and develop a better sense of the rhythm and flow of the language.

Another way to use literature to enhance listening is to engage in intensive listening activities, such as close listening to specific texts or passages. According to Anderson and Lynch (1988), intensive listening involves a detailed analysis of the language, with a focus on developing specific listening skills such as identifying key words and phrases, predicting meaning from context, and understanding discourse markers. By engaging in intensive listening activities with literature, learners can improve their ability to understand and interpret complex language structures.

In addition to these approaches, literature can also be used to enhance listening by interactive listening activities. According to Vandergrift and Baker (2015), interactive listening involves engaging learners in dialogue about the language, with the goal of promoting reflection and metacognitive awareness. By discussing literature with others, learners can develop a deeper understanding of the language, as well as improve their ability to express themselves and engage in meaningful conversation.

Overall, the use of literature to enhance listening can be a valuable tool for language learners, providing them with a rich source of input and opportunities for reflection and analysis. As Vandergrift and Goh (2012) note, "the use of literature in

language learning provides a context for developing a range of cognitive and affective skills that are necessary for effective communication in a second language" (p. 168). By incorporating literature into their listening practice, learners can develop their skills in a meaningful and engaging way.

### 1.15. Using Literature to Enhance Reading

Using literature to enhance reading has been an important topic in language learning and education. Literature can provide learners with a rich source of input that exposes them to a wide range of vocabulary, grammar, and cultural information (Bernhardt & Kamil, 1995). According to Krashen (1982), extensive reading, or reading a large amount of material in the target language, is an effective way to improve reading proficiency. This approach helps learners to develop their reading fluency, increase their vocabulary, and improve their reading comprehension.

In addition to extensive reading, literature can also be used to enhance reading close reading and analysis. As noted by Freeman and Freeman (2014), close reading involves a detailed analysis of the text, with a focus on understanding the author's purpose, identifying literary devices, and interpreting the meaning of the text. By engaging in close reading activities with literature, learners can improve their ability to comprehend and analyze complex texts.

Another way to use literature to enhance reading is with interactive reading activities. According to Allen and Valette (1977), interactive reading involves engaging learners in dialogue about the text, with the goal of promoting reflection and critical thinking. By discussing literature with others, learners can develop a deeper understanding of the text and improve their ability to express themselves and engage in meaningful conversation.

Overall, the use of literature to enhance reading can be a valuable tool for language learners, providing them with a rich source of input and opportunities for reflection and analysis. As Bernhardt and Kamil (1995) note, "reading is the most important skill for second language learners to develop, and reading extensive amounts of material is the best way to improve reading ability" (p. 17). By incorporating literature into their reading practice, learners can improve their reading proficiency in a meaningful and engaging way.

### 1.16. Using Literature to Enhance Speaking

Literature is the mirror of society. Using literature in teaching culture improves learners' speaking skills and promotes their intercultural understanding and communication. Byram and Wagner (2018) argued that "Reading literature from different cultures can help language learners improve their speaking skills by exposing them to a range of communication styles and norms. By understanding how culture influences communication, learners can become more effective communicators in diverse settings" (p. 53). The relationship between literature and culture can be closely intertwined. Literature can provide learners with a valuable vision of distinct cultures and customs. Lee (2019) stated that:

> "By studying literature from different cultures, language learners can learn to appreciate and respect cultural diversity, which can improve their ability to communicate effectively with people from different backgrounds. Literature can provide a bridge between cultures, facilitating intercultural understanding and communication." (p. 84).

Reading and analyzing literature from divergent backgrounds helps learners to gain a better view of how culture affects communication and how to communicate effectively with people from diverse backgrounds, and an insight into the cultural norms and values that shape communication styles. In the end, integrating literature into speaking-focused

activities like discussion, debate and oral sessions can help learners develop their communication skills and provide them with opportunities to practice their speaking skills and adapt their own communication style.

## Conclusion

The deduction of this chapter tackled thoroughly the definition of both culture and language and the relation between those two concepts, the previous mentioned methods of integrating culture as a fifth skill in the learning process of languages indicate that culture can be highly efficient for EFL learners (English as a foreign language). Learning languages can be both resourceful and effective, when teachers take into consideration integrating authentic materials to enhance EFL learner's language abilities including; movies, films, food, music …. etc.

The research methodology and primary procedures used in the data collection process will be discussed in the next chapter. It will explain how the theories stated in this chapter are used to interpret the effectiveness of the integrating culture in EFL classes.

# CHAPTER TWO:
# Methods and Procedures

## Introduction

After presenting the literature on the term of language and culture, on the relationship between them, and on the importance of teaching culture as a fifth skill in chapter one, chapter two is devoted for describing the research methodology of our research paper used to investigate the importance of integrating culture as a fifth skill among first year Yahia Fares University English students and their teachers. It introduces, as well, a detailed account of the targeted population and the method of sampling. Likewise, this chapter presents the research instruments and procedure for data collection. For data gathering tools. This chapter concludes by summarizing the whole research strategy process.

### 2.1 Research Design

Selltiz (1962) defines research design as being "the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure" (p.50). The research design is a crucial aspect of the research methodology that outlines the plan for conducting the study. This latter enables researchers to employ the most appropriate approaches for their study.

Mixed methods research is used for this study because it combines elements of both qualitative and quantitative approach. To answer the research questions, the mixed methods afford a complete picture as it integrates the benefits of both methods.

The qualitative part of this study is reflected in the online interview that was directed at the teachers. The former is used to provide a good understanding of the teachers' opinions as it allows them to express their suggestions and more clarifications as well as insights into their experiences about teaching culture in their classes.

To measure the impact of the phenomenon discussed, a quantitative approach also took place in this study to find out how many individuals feel and behave in certain manners. Wade (2011) defines quantitative methods as "dealing with numbers and anything that is measurable in a systematic way of investigation of phenomena and their relationships" (p.88). an online questionnaire was a suitable tool to help the researcher understand the students' attitude toward integrating culture as a fifth skill in their classes.

## 2.2 Methodological Approach

For a researcher, the choice of a suitable research method may be the hardest task in authoring a research paper. It depends on the nature of the research topic and the resources he employs in his study to answer the research questions being investigated. Through this study, we are dealing with immeasurable abstract notions. Due to this, we are selecting the descriptive method. Additionally, as certain empirical data must be analyzed, the research entails an analytical procedure.

The objective of the descriptive analytical approach is to systematically describe, evaluate and clarify the basis for a deep understanding of the research problem.

## 2.3 Research Methods

### 2.3.1 Qualitative Research

Qualitative research is an important research method that focuses on exploring through a thorough comprehension of motives, perspectives, and reasoning. This method deals with subjective data, it is usually non-numerical and depends on examination, interviews, and flexible questioning.

The main use of qualitative research is scanning complex matters, exploring speculations, and acknowledging various experiences and insights.

### 2.3.2 Quantitative Research

Quantitative research is an essential research method that entails numerical data from collection to analysis. It is used to assess and calibrate variables such as attitudes and behaviors which are commonly distinguished by immense sample sizes and structured data.

The major use of quantitative research is assessing the hypothesis and developing forecasts concerning the parallel between various variables. Therefore, we used the mixed method to analyze our data because:

Firstly, it allowed for a comprehensive exploration of the research topic, combining the strengths of both qualitative and quantitative methods. The qualitative approach provided a rich understanding of participants' experiences and perspectives, while the quantitative approach offered statistical validity and generalizability. Secondly, the use of multiple data sources and methods helped to triangulate the findings, enhancing the overall reliability and validity of the research. By examining the research question from different angles, the mixed-method approach provided a more robust and comprehensive analysis. Ultimately, the integration of qualitative and quantitative data contributed to a more holistic and nuanced understanding of the integration of culture as a fifth skill in EFL classes.

## 2.4 Population and Sampling:

### 2.4.1 Population:

The study is conducted on first-year students at the Department of Foreign Languages, section of English at Yahia Fares University of Medea during the academic year 2022-2023.

### 2.4.2 Sampling:

From the above-mentioned population, we have selected a sample of thirty students, including males and females to fulfill the requirement of completing questionnaire about integrating culture as a fifth skill in English classes. The choice of the samples was random as the informants involved in this study have a lot in common in terms of cultural background, standards, and values although they do not share the same linguistic background. Despite having studied English at middle and high school, where they mostly concentrated on the four fundamental language skills (speaking, listening, reading, and writing), the participants encounter a foreign culture for the first time in this course.

## 2.5 Data Gathering Tools

This study is more flexible because it used the mixed method (qualitative and quantitative). To gather the needed data and for better understanding, an interview and questionnaire were used as instruments for the aim of the study.

### 2.5.1 Interview

In qualitative research the most used data gathering method is interview. Interviews allow the researcher to get key information on difficult-to-obtain themes, such as beliefs and attitudes.

To get a broader image of the situation, a semi-structured interview was selected, with a set of open-ended questions that allow the interviewees to express their opinions and conduct pure facts. The choice of an online interview was due to some difficulties we had faced.

The teachers received an email to participate, and a link directing them to the online interview created in Google Forms.

### 2.5.2 Questionnaire

Since the research methodology takes a quantitative approach as a part of the followed method, a questionnaire was used as an instrument for this dissertation. Brown (2001) defines questionnaires as 'any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers' (p. 6). A questionnaire is a self-administered tool that allows researchers to gather data from the participants by presenting them with a set of questions. An online questionnaire was the best choice as it can be easily assessed from different devices and allow the researchers to be selective.

## 2.6 Research Instruments

### 2.6.1 Teachers' Interview

#### a) Administration of the Interview:

An online twelve-question written interview was administered to EFL teachers throughout the academic year 2022-2023 at Yahia Fares University of Medea and was directed to eight teachers who teach various modules to L1 students in the English Department but only five teachers were interested. The questions were as direct and clear as to be easily answered.

#### b) Procedure:

In this interview, teachers are asked to answer thirteen important questions. The questions were mainly open ended; the first ones were concerned with the background knowledge of the teachers' experience with teaching culture in their classes, whereas the remaining questions were mainly concerned with the participants' attitude toward teaching culture and the effectiveness of reading authentic materials and using speaking exchanges

in promoting cultural awareness, in addition to how they can incorporate more cultural content into their EFL classes.

### 2.6.2 Students' Questionnaire:

#### a) Administration of the questionnaire:

An online fifteen-question questionnaire was administered to First year LMD students (L1). The questionnaire was delivered to 25 students from the English department. The online questionnaire was designed on Google Forms and posted by our supervisor on Facebook group that is only for L1 students of Yahia Fares University. from May 18th to 20th during the Academic year 2022/2023 to collect the necessary data.

#### b) Procedure:

Throughout the questionnaire, the students were asked to answer fifteen questions. To guarantee that participants understood them correctly and easily, the questionnaire was written using simplified English. The questions were closed-ended with only two open-ended questions; the first ones were concerned with the students' general knowledge concerning the importance of teaching culture and the sufficiency of the four language skills. The remaining questions were concerned with the participants' attitude towards the different methods of teaching culture and the effectiveness of using authentic materials. Whereas in the open-ended ones the aim was to know students' own answers where they have the chance to answer freely according to their point of view, and attitudes.

## Conclusion

This chapter presented the methodological framework of this study. Starting with an introduction, followed by a research design and the methodology used in this research. Population and sample study are also mentioned before a discussion of the procedures as well as the instruments used to conduct this study, which consist of an online interview for teachers and an online questionnaire for students.

This section was about the tools used to gather data for the research which gives the study its validity and reliability.

# CHAPTER THREE:
# Data Analysis

## Introduction

In the previous chapters, we discussed the significance of integrating culture as a fifth skill in English classes, exploring its role in enhancing the students' cultural awareness and their intercultural competence. The research methodology used in conducting our study is portrayed as well. However, this chapter is devoted to presenting and analyzing the data we collected through the investigation of our research. In order to obtain valuable insights from students and teachers as well, a mixed-methods approach is used, incorporating both quantitative and qualitative research methods. Thus, this chapter tackles the analysis of the following data collection sources: a quantitative questionnaire designed for First-year English students to check their cultural awareness and the benefits of the culture they are being exposed to and a qualitative interview conducted with teachers regarding the importance of teaching culture as a fifth skill within English classes.

### 3.1 Section one: Teachers' Interview

#### 3.1.1 Analyzing the Results of the Teachers' Interview

**Q1: Do you think that cultural competence is an important aspect of EFL learning? why or why not?**

There was total agreement among the teachers that cultural competence is an important aspect of EFL learning. However, they differed in their illustration:

*"Yes, I think cultural competence is an important aspect of learning English as a foreign language. Language is not just a set of words and grammar rules, but rather a tool to communicate and interact with the culture and society that speaks that language. By understanding the culture of the English language, the learner can understand more than*

*just individual words and sentences. He can perceive the customs, traditions, values, and perceptions that form the core of language. This helps him to have better cultural understanding and communication with native English speakers. Moreover, culture influences the use of language and communication in various contexts, be it social, practical, or academic. Understanding the cultural norms related to speaking, writing, respect and non-verbal communication can significantly improve a learner's English language skills. In addition, learning about language-related culture enhances understanding of cultural content available in English, such as literature, music, film, art, history, and traditions. A learner can enjoy English culture more and integrate into English-speaking societies if he has a deep understanding of the multicultural elements."*
Extracted from teacher 3 interview.

*"Yes, culture and language are two sides of the same coin."*

Extracted from teacher 4 interview

*"Yes, it is very important, as the learners are sometimes exposed to situations in which they have to communicate with natives, or decode the received messages from natives through different channels, such as movies, music, newspapers, books...etc."*

Extracted from teacher 1 interview.

*"Yes, I do because culture is part of everything we do."*

Extracted from teacher 2 interview.

*"Absolutely."*

Extracted from teacher 5 interview.

**Q2: How do you currently integrate culture into your EFL classes?**

All teachers agreed on integrating authentic materials into their EFL classes. However, they differed in the way they do so in addition to the types of the authentic materials they incorporate:

*"I usually use authentic material (articles, transcripts, videos, recordings...etc.)"*

Extracted from teacher 1 interview.

*"I use stories and examples where culture is showcased. I also use comparisons and eliciting cultural content whenever possible."*

Extracted from teacher 2 interview.

*"Use authentic media: Introduce authentic texts, videos, songs or press articles from English-speaking countries. This will allow students to explore English culture through real sources. Discuss cultural differences: Encourage students to share their own cultural experiences and compare customs, traditions, and social norms between their culture and that of English-speaking countries. This can be done through debates; role plays or group discussions. Study literature and the arts: Introduce literary works, films, paintings, or songs that are emblematic of English-speaking culture. Analyze them in class and encourage students to express their opinions and thoughts. Research Projects: Have students conduct research on specific aspects of English-speaking culture that interest them, such as food, music, festivals, or history. They can then share their findings with their classmates. Outings and virtual tours: If possible, organize cultural outings to museums, exhibitions or events related to Anglophone culture. If in-person outings are not feasible, consider virtual tours using online resources. Use games and interactive activities: Incorporate board games, quizzes, role-playing, or interactive activities related*

*to English culture to make learning more fun and actively engage students. Invite speakers: If possible, invite English speakers or experts in English culture to speak in class or interact with students via videoconference. This provides an authentic and direct perspective of English-speaking culture. It is important to note that the integration of culture into EFL courses should be done in a sensitive and respectful way, taking care not to favor one culture at the expense of others and encouraging intercultural dialogue."*

Extracted from teacher 3 interview.

*"Choosing authentic teaching supports and materials."*

Extracted from teacher 4 interview.

*"Through literature, Culture is embedded within the literature. I highlight the cultural aspects."*

Extracted from teacher 5 interview.

**Q3: What are some challenges you have faced in integrating culture into your EFL classes? and how have you overcome them?**

All Teachers face some difficulties in integrating culture in their EFL classes. However, each teacher seeks different solutions to overcome these difficulties in his class.

*"Some of the challenges are the ones which constitute taboos in our culture and values, and I overcome them through making a comparison between our culture and the targeted culture."*

Extracted from teacher 1 interview.

*"When the students are not performant in language, the cultural part becomes even more difficult to convey. To overcome that one has to simplify as much as possible and use metaphors."*

Extracted from teacher 2 interview.

*"Cultural sensitivity: Teachers should be aware of cultural differences and avoid perpetuating stereotypes or favoring a particular culture. It is important to adopt a balanced and inclusive approach, encouraging cultural diversity and respecting the opinions and values of all students. Solution: Provide a balanced perspective by exposing students to a variety of English-speaking cultures. Encourage open discussion and mutual respect in the classroom.*

*Language Barrier: Students may experience difficulty in understanding and interpreting certain aspects of English-speaking culture due to their level of proficiency in English. Solution: Use authentic resources appropriate to the skill level of the students, providing visual aids or explaining cultural concepts in a simplified way. Encourage discussion and questions to clarify difficult points.*

*Lack of resources: It can be difficult to find cultural resources that are authentic and adapted to the needs of students. Solution: Look for online resources, such as videos, articles, blogs, or web sites, that feature specific cultural aspects. Collaborate with other teachers to share resources and ideas. Create culture-based activities or projects using available resources.*

*Cultural biases: Students may have biases or preconceptions about English culture, which can affect their perception and understanding. Solution: Encourage openness and mutual respect in the classroom. Address cultural biases constructively through discussions, presentations, or cross-cultural awareness activities. Provide factual information to dispel stereotypes.*

*Lack of time: Limited class time can be a challenge to fully integrate culture into EFL lessons. Solution: Integrate culture regularly and systematically into lesson plans. Plan short, interactive activities that allow students to explore various cultural aspects. Encourage students to pursue their own research and cultural discoveries outside of the classroom."*

Extracted from teacher 3 interview.

*"Hard for students to comprehend."*

Extracted from teacher 4 interview.

*"Some students are disconnected from the English and American culture which makes it difficult to interact with them on a deep level."*

Extracted from teacher 5 interview.

**Q4: Do you think that using authentic materials in EFL classes can help learners better understand the culture of the target language? Explain?**

For a better understanding of the target culture, teachers shared the same opinion by acknowledging the significance of incorporating culture in EFL classes despite the different explication they provided.

*"Yes, using authentic materials has a great effect on the learners understanding of the target language, as we are somehow using the Content Based Instruction, in the framework of which the learners discover the cultural aspects, in addition to enhancing the four skills based on the contents of the authentic materials."*

Extracted from teacher 1 interview.

*"Yes, since authentic materials are loaded with cultural elements, for we cannot separate between the linguistic content and the cultural one."*

Extracted from teacher 2 interview.

*"Yes, the use of authentic materials in EFL lessons can play a vital role in helping learners better understand the target language culture. It is important for teachers to guide learners in exploring and understanding authentic materials by providing explanations, preparation activities and class discussions. This helps maximize the benefits of using authentic materials and deepen understanding of the target language culture. Direct exposure to culture: Authentic materials such as texts, videos, songs, or films from English-speaking countries provide learners with direct exposure to the culture of the target language. This allows them to discover the lifestyles, values, traditions, artistic expressions, and cultural realities of native speakers. Linguistic and cultural authenticity: Authentic materials reflect the actual use of language and cultural practices in their natural context. Learners can thus become familiar with the different idioms, cultural nuances, and communication habits specific to the culture of the target language. This helps them develop a deeper and more authentic understanding of language and culture. Cross-cultural awareness: Authentic materials allow learners to experience cultural diversity within English-speaking countries. They can explore regional differences, local customs, social practices, and varied perspectives. This promotes cross-cultural awareness, helping learners to develop openness, mutual respect, and appreciation for cultural differences. Engagement and motivation: Authentic materials are often more engaging and motivating for learners because they can connect more easily with real, concrete situations. The use of interesting and relevant materials for learners stimulates their intrinsic motivation and promotes deeper cultural immersion. Development of*

*integrated language skills: Authentic materials allow learners to develop their language skills in an integrated way. They can improve their listening comprehension, vocabulary, grammar, and written expression by actively engaging with real-world resources. Language learning is thus contextualized and linked to real cultural situations.*"

Extracted from teacher 3 interview.

*"Yes, mainly videos as they provide clear contexts, whenever the context is clear, students can grasp the culture involved."*

Extracted from teacher 4 interview.

"*Of course."*

Extracted from teacher 5 interview.

**Q5: How do you select appropriate authentic materials for your EFL classes?**

Teachers rely on different criteria for selecting the authentic materials they use in their classes. Thus, these criteria differ from one teacher to another as following:

*"I focus on the ones related to the most important historical stages that have drawn the cultural landscape of the targeted culture and language."*

Extracted from teacher 1 interview.

"*Depending on the needs of the class and the aim of each class."*

Extracted from teacher 1 interview.

*“Language skill level: Choose materials that match the learners' language skill level. Consider their ability to understand and interact with the material without feeling too overwhelmed or frustrated. You can use suitable authentic resources, such as simplified news articles, videos with subtitles or audio recordings with transcriptions.*

*Cultural relevance: Look for material that is relevant to learners' interests and needs. Consider their cultural background and learning goals. For example, if your students are interested in music, choose popular songs or interviews with English-speaking artists.*

*Authenticity and timeliness: for authentic material that reflects the actual use of English language and culture. Look for sources from English-speaking countries and resources produced by native speakers. Also, make sure the material is recent to reflect cultural realities and current trends. Cultural Diversity: Select material that represents the cultural diversity of English-speaking countries. Look for resources that cover different regions, ethnic groups, customs, and traditions. This will allow learners to explore the richness and variety of English-speaking culture.*

*Interest and engagement: Choose material that engages learners' interest and engagement, for relevant topics, compelling stories, engaging videos, or interactive activities. The aim is to hold the learners' attention and motivate them to explore and understand the target language culture. Difficulty rating: Rate the level of difficulty of the material taking into account vocabulary, grammar, and content complexity. Make sure the material is accessible to learners while providing them with appropriate challenges to support their learning. Additional validation: If you are unsure of the relevance or authenticity of the material, you may consult other EFL teachers, specialist online communities or recognized teaching resources for recommendations or opinions*.”

Extracted from teacher 3 interview.

*"Relevance, richness, clarity are my key features in selecting materials.*"

Extracted from teacher 4 interview.

"I teach literature therefore I use novels, poems and plays as authentic materials."

Extracted from teacher 5 interview.

**Q6: Have you noticed any differences in the language learning outcomes of EFL learners who have received cultural training versus those who have not?**

There was a total consensus among teachers that integrating culture made a difference in the learning outcomes among EFL learners.

*"Yes, I have noticed that the learners who deploy much more efforts in the module culture and civilization are much more likely to have a better level in the four skills of language."*

Extracted from teacher 1 interview.

*"Definitely, from pragmatics point of view."*

Extracted from teacher 2 interview.

*"Some research suggests that cultural training embedded in EFL lessons can have positive effects on language learning outcomes. Here are some potential observations:*

*Improved language proficiency: Integrating culture into language learning can provide meaningful context, which promotes vocabulary acquisition, grammar comprehension, and overall language proficiency. By exploring authentic cultural materials and participating in culturally relevant activities, learners can improve their language skills in more meaningful and engaging ways.*

*Development of communicative competence: Cultural training exposes learners to different cultural norms, practices, and perspectives. This exposure helps learners develop cultural sensitivity, which is an essential aspect of communicative competence. By understanding cultural intricacies, learners can navigate social interactions more effectively and communicate more appropriately in real-life situations.*

*Strengthening intercultural competence: Cultural training promotes the development of intercultural competence, which is to interact and communicate effectively between cultures. Learners who receive cultural training develop a better awareness and understanding of cultural diversity, which leads to greater tolerance, empathy, and open-mindedness. This skill is crucial in today's globalized world, where cross-cultural interactions are common.*

*Improved motivation and engagement: Incorporating culture into language learning can boost learner motivation and engagement. Cultural topics and materials can spark curiosity and interest, making the learning experience more enjoyable and meaningful. Learners who feel connected to the culture of the language they are learning may be more motivated to invest time and effort in their language studies."*

Extracted from teacher 3 interview.

*"Yes, sure."*

Extracted from teacher 4 interview.

*"Yes, I have.*"

Extracted from teacher 5 interview.

**Q7: Do you think that cultural competence can help EFL learners better communicate with native speakers of the target language? Explain?**

Teachers agreed that cultural competence can enhance the ability of English learners to effectively communicate with native speakers of the target language. However, each teacher has its own explication:

*"Yes, it certainly can, as the native speakers tend to use lots of idiomatic expressions and colloquial language which contain sometimes a huge cultural mass."*

Extracted from teacher 1 interview.

*"Yes. It doesn't need much explanation. Natives do integrate culture implicitly and sometimes unconsciously and being conscious of that make a difference."*

Extracted from teacher 2 interview.

*"Yes, cultural competence can definitely help EFL learners communicate better with native speakers of the target language. Here are some reasons why cultural competence can facilitate communication:*

*Understanding cultural norms and practices: Cultural competence enables learners to understand the specific cultural norms and practices of native speakers of the target language. This includes how native speakers greet, behave in social situations, use formal or informal language, and interact in professional or informal settings. By understanding these cultural elements, learners can adapt their behavior and language to be more in tune with the expectations of native speakers, thereby improving their communication.*

*Sensitivity to cultural nuances: Cultural competence enables learners to develop an increased sensitivity to cultural nuances in the target language. This includes the use of idioms, proverbs, cultural humor, gestures, and non-verbal behaviors. By understanding*

*and using these elements appropriately, learners can make stronger connections with native speakers and avoid misunderstandings or misinterpretations.*

*Adaptation to communication styles: Each culture has its own preferential communication styles. For example, some cultures value direct and explicit communication, while others value more indirect and implicit communication. Learners with cultural competence can recognize and adapt to these different communication styles, which facilitates interaction with native speakers and builds mutual understanding.*

*Developing trust and credibility: When learners demonstrate knowledge and appreciation of the target language culture, it can build their confidence and credibility when communicating with native speakers. Native speakers appreciate learners' efforts to understand and adapt to their culture, which can lead to more fluid and positive communication.*

*Recognition and respect of cultural differences: Cultural competence helps learners to recognize and respect the cultural differences between their own culture and that of the target language. This fosters an attitude of respect and tolerance towards native speakers, which can create a more harmonious communication climate and facilitate cross-cultural exchanges."*

Extracted from teacher 3 interview.

*"Of course, students will be familiar with many aspects of the spoken language when they delve into culture through its authentic sources."*

Extracted from teacher 4 interview.

"It helps because it develops their pragmatic competence. Their understanding of the discourse community becomes more accurate."

Extracted from teacher 5 interview.

**Q8: Do you think that classroom speaking exchanges can effectively promote cultural awareness among EFL learners? Explain?**

The majority of teachers approved of the effectiveness of classroom speaking exchanges in promoting cultural awareness among EFL learners. However, the difference lies in the diversity of teachers' insights toward the nature of the discussed topics in upholding a successful and an effective classroom speaking exchange.

*"Cultural Topics and Content: Speaking exchanges often involve discussions on cultural topics, traditions, and customs. These discussions provide a platform for learners to explore and deepen their understanding of the target culture. They can share their own cultural practices, learn about others' traditions, and compare cultural perspectives. By engaging in these conversations, learners gain a broader awareness of different cultures, enhancing their cultural knowledge and sensitivity.*

*Critical Thinking and Reflection: Speaking exchanges encourage learners to think critically about cultural issues. Through discussions, learners can analyze cultural practices, challenge stereotypes, and examine their own cultural assumptions. They can reflect on the similarities and differences between their own culture and the target culture, fostering a deeper understanding and appreciation of cultural diversity."*

Extracted from teacher 3 interview.

*"Yes, I totally think that classroom speaking exchanges can effectively promote cultural awareness among EFL learners; because through these exchanges the learners can discuss their ideas and correct the wrong ones."* Extracted from teacher 1 interview.

*"They can, depending on the topics addressed."* Extracted from teacher 2 interview.

*"If culture is the subject of discussion, then yes."* Extracted from teacher 5 interview.

**Q9: Based on your experience, are there any specific types of speaking exchanges or activities that are particularly more effective in promoting cultural awareness among EFL learners?**

This question aims to find out the specific types of speaking activities that our teachers found particularly effective in their classes. While some teachers mention specific activities, the common thread in all the given answers revolves around providing the learners with better opportunities to engage in discussion and share experiences.

*"Yes, the discussions on topics related to some historical or cultural events, and the choices and behaviours of some historical figures of the target country."*

Extracted from teacher 1 interview.

*"Yes, picking topics where culture is salient makes students more conscious about it."*

Extracted from teacher 2 interview.

*"Yes, classroom speaking exchanges can effectively promote cultural awareness among EFL learners. Here's why: Exposure to diverse perspectives: Classroom speaking exchanges provide opportunities for EFL learners to interact with their peers who come from different cultural backgrounds. Through these exchanges, learners can engage in discussions, share personal experiences, and gain insights into different cultural perspectives. This exposure to diverse perspectives fosters cultural awareness and encourages learners to appreciate and respect the cultural diversity within the classroom. Cross-cultural communication skills: Speaking exchanges require learners to actively communicate and engage in conversations. When learners interact with peers from different cultural backgrounds, they encounter different communication styles, norms, and values. This challenges them to adapt their communication strategies and develop cross-*

*cultural communication skills. By navigating these cultural differences in real-time conversations, learners become more culturally sensitive and proficient in intercultural communication. Language use in authentic contexts: Classroom speaking exchanges provide a platform for learners to practice using the language in authentic and meaningful ways. When discussing cultural topics or sharing personal experiences, learners need to express themselves effectively and accurately. This practice enhances their language skills while also deepening their understanding of the cultural aspects embedded in language use. They learn how language and culture intersect, helping them develop cultural awareness alongside their linguistic competence. Reflection and cultural comparison: Speaking exchanges often involve discussions and reflections on cultural topics, traditions, and customs. Learners are encouraged to express their opinions, compare their own culture with others, and critically analyze cultural differences and similarities. Through these discussions, learners develop a greater awareness of their own cultural values and assumptions, as well as those of others. This reflection and cultural comparison contribute to the development of cultural awareness and sensitivity. Building empathy and understanding: Classroom speaking exchanges create a space for learners to share their personal stories, experiences, and perspectives. Through active listening and respectful dialogue, learners develop empathy and understanding towards their peers' cultural backgrounds and lived experiences. This empathetic engagement facilitates the cultivation of cultural awareness, as learners gain insights into the diverse realities and challenges faced by individuals from different cultures."*

Extracted from teacher 3 interview.

*"Yes, there are. I would stress the importance of live chat."*

Extracted from teacher 4 interview.

*"Discussing pop culture, movies and political debates."*

Extracted from teacher 5 interview.

**Q10: How do you evaluate your own effectiveness in teaching cultural knowledge in your EFL classes?**

This question is an attempt to find out if the teachers are satisfied with their cultural knowledge and its effectiveness in their classes. The answers varied from self-rating to perceived effectiveness.

*"I believe that what learners are taking from classes is not enough, because the high awareness of cultural aspects necessitates the autonomy of the learners and making the English language and culture a way of life which accompanies them in every moment of their daily life."*

Extracted from teacher 1 interview.

*"7/10"*

Extracted from teacher 2 interview.

*"Assessments: Educators can design assessments that specifically target cultural knowledge and understanding. These assessments may include tasks such as cultural presentations, projects, written reflections on cultural topics, or quizzes on cultural facts and practices. By reviewing the performance of their students on these assessments, educators can gauge the level of cultural knowledge and awareness that students have acquired.*

*-Observations: Educators can observe classroom interactions, discussions, and activities to assess the engagement and participation of students in cultural learning. They can*

*observe whether students demonstrate an understanding of cultural nuances, adapt their communication styles appropriately, and show respect and appreciation for cultural diversity. These observations can provide valuable insights into the effectiveness of cultural teaching strategies.*

*-Student Feedback: Gathering feedback from students is an important way to assess the effectiveness of teaching cultural knowledge. Educators can administer surveys or conduct interviews to understand students' perceptions of the cultural content in the course. They can ask about the relevance, interest, and impact of the cultural materials and activities on their learning. Student feedback can provide valuable insights into the strengths and weaknesses of the cultural teaching approach.*

*-Classroom Discussions and Reflections: Engaging students in discussions and reflections about cultural topics can provide opportunities for educators to assess their understanding and engagement. By actively participating in these discussions, students can showcase their knowledge, share personal experiences, and express their thoughts on cultural issues. Educators can evaluate the depth of student contributions and their ability to critically analyze and apply cultural knowledge in these discussions.*

*- Learning Outcomes: Assessing the overall learning outcomes of the course can also indicate the effectiveness of teaching cultural knowledge. Educators can evaluate whether students have demonstrated improved cultural sensitivity, intercultural communication skills, and a broader understanding of cultural diversity. Assessing language proficiency in cultural contexts can also provide insights into the impact of cultural teaching on language acquisition.*

Extracted from teacher 3 interview.

*"Very effective"* Extracted from teacher 4 interview.

*"I do include culture as much as possible, but it is still not sufficient."*

Extracted from teacher 5 interview.

**Q11: To what extent do you think that teachers' cultural competence (i.e., knowledge, skills, and attitudes towards to the target language culture) is important for integrating culture into EFL classes?**

The answers reveal a common consensus among all teachers regarding the significance of the teachers' cultural competence in incorporating cultural elements into language teaching.

*"I believe that the teachers of culture must be endowed with a high sensitivity towards all the historical, cultural, political and religious considerations, not only of the target language and culture, but also those of the surrounding languages and cultures, as it is impossible to learn a country's culture or understand certain data related to it, in isolation from the other countries which had clashes and even complementarity with the target country."*

Extracted from teacher 1 interview.

*"It is primordial since attitude is contagious."*

Extracted from teacher 2 interview.

*"Knowledge of the target language culture: Teachers with a strong understanding of the target language culture can provide accurate and relevant information to students. They can share cultural facts, historical context, social customs, and cultural nuances that are essential for a comprehensive understanding of the language and its cultural context. Without this knowledge, it becomes challenging to effectively incorporate cultural elements*

*into language teaching. Skill in integrating culture with language instruction: Teachers with cultural competence can skillfully integrate cultural content into language instruction. They can design activities, lessons, and materials that authentically reflect the target culture, ensuring that cultural knowledge is seamlessly integrated with language learning. They can create opportunities for students to practice language skills while engaging with cultural themes, thereby reinforcing both linguistic and cultural competencies. Sensitivity to learner backgrounds: Teachers who are culturally competent are sensitive to the diverse backgrounds and experiences of their students. They can recognize the cultural diversity within the classroom and create a supportive and inclusive learning environment. They can acknowledge and appreciate students' individual cultural perspectives, encouraging them to share their own experiences and contribute to the cultural learning process. This sensitivity fosters a positive and enriching classroom dynamic. Effective communication with students: Cultural competence enables teachers to effectively communicate cultural concepts to students. They can explain complex cultural ideas in a clear and accessible manner, adapting their language and explanations to suit the students' proficiency levels. They can also facilitate discussions on cultural topics, encouraging students to actively participate and express their thoughts and opinions. Effective communication helps students grasp cultural concepts more effectively and encourages their engagement in the cultural learning process."*

Extracted from teacher 3 interview.

*"Extremely important"*

Extracted from teacher 4 interview.

*"The more culturally competent they are the better their performance as teachers becomes."*

Extracted from teacher 4 Interview.

**Q12: How do you develop and maintain your own cultural competence?**

*"Through delving deep in the history of all the countries, with a special focus on our history."*

Extracted from teacher 1 interview.

*"Through reading and watching relevant materials."*

Extracted from teacher 2 interview

*"I generally focus on the following elements:*

*01. Continuous Learning: Cultivate a mindset of continuous learning about different cultures. Engage in self-study by reading books, articles, and online resources about various cultures, histories, customs, and traditions. Stay updated on current events and global issues that impact different cultures. Seek out opportunities to expand your knowledge and understanding of different cultural perspectives.*

*02. Immersion and Experiential Learning: Immerse yourself in diverse cultural environments whenever possible. Travel to different countries, interact with people from different cultural backgrounds, and participate in cultural events and activities. This firsthand experience provides invaluable insights and helps develop empathy and understanding towards other cultures.*

*03. Cross-Cultural Communication: Actively engage in cross-cultural communication. Interact with individuals from different cultural backgrounds, engage in conversations, and listen attentively to their experiences and perspectives. This helps to develop effective communication skills and cultural sensitivity.*

*04. Reflect on Personal Cultural Biases: Reflect on your own cultural biases and assumptions. Recognize that everyone has their own cultural lens through which they view the world and be open to challenging and questioning their own perspectives. This self-reflection allows for personal growth and helps to minimize biases and stereotypes.*

*05. Cultural Training and Workshops: Attend cultural training sessions or workshops that focus on developing cultural competence. These sessions provide structured guidance, tools, and resources to enhance your understanding of different cultures and develop the necessary skills to navigate cultural diversity effectively.*

*06. Collaboration and Networking: Collaborate with colleagues, peers, or mentors from different cultural backgrounds. Engage in discussions, share experiences, and learn from their insights. Collaborative efforts allow for a diverse range of perspectives and foster mutual learning.*

*07. Sensitivity and Respect: Develop an attitude of sensitivity and respect towards different cultures. Value diversity and appreciate the richness that different cultures bring. Treat individuals from different cultures with respect and dignity, recognizing their unique contributions and perspectives."* Extracted from teacher 3 interview.

*"Travel, news, being updated with the dynamics of life."*

Extracted from teacher 4 interview

*"I watch movies, follow pop culture through social media, read books, watch YouTube, search about history and through music."* Extracted from teacher 5 interview

As shown in the extracts above, the teachers' responses exhibit a range of perspectives and followed strategies that enable them to maintain their own cultural competence.

**Q13: What suggestions do you have for improving the integration of culture as a fifth skill in EFL classes?**

The teachers suggest several methods and techniques that help improve the integration of culture into EFL classes, yet most of them focused on incorporating authentic materials.

*"- Incorporate authentic materials.*

*- Introduce cultural topics.*

*- Foster intercultural communication.*

*- Promote cultural comparisons.*

*- Use role plays and simulations.*

*- Integrate culture across language skills.*

*- Encourage real-world experiences.*

*- Provide teacher training and resources."*

Extract from teacher 1 interview.

*"The use of various materials where culture is more noticeable. The use of authentic texts and literary ones is also a good track."*

Extracted from teacher 2 interview.

*"Select Relevant and Authentic Materials: Use a variety of authentic materials, such as literature, films, music, news articles, and online resources, that reflect the target culture. Choose materials that are current, engaging, and relevant to students' interests and language proficiency levels. This provides opportunities for students to engage with real-world cultural content and develop their understanding.*

*Integrate Culture Across Skills: Incorporate cultural topics and activities into all language skills (listening, speaking, reading, and writing). Design lessons and tasks that require students to use language skills in cultural contexts. For example, students can listen to authentic interviews, engage in role-plays representing cultural scenarios, read and analyze cultural texts, and write reflections on cultural experiences. This integration helps students develop cultural competence while improving their language proficiency."*

Extracted from teacher 3 interview.

*"Exchange programs, debates with native students, daily access to different culture sources."*

Extracted from teacher 4 interview.

*"I think political debates in the classroom are a good a way to explore culture in the classroom."*

Extracted from teacher 5 interview.

### 3.2 Section two: Students' Questionnaire

#### 3.2.1 Analyzing the Results of the Students' Questionnaire

**Q1: Do you think that learning about culture is important for improving English language skills?**

| Yes | No | Total |
|---|---|---|
| 23 | 2 | 25 |
| 92% | 8% | 100% |

**Table 01: Students' opinion towards the importance of learning culture for improving English language skills.**

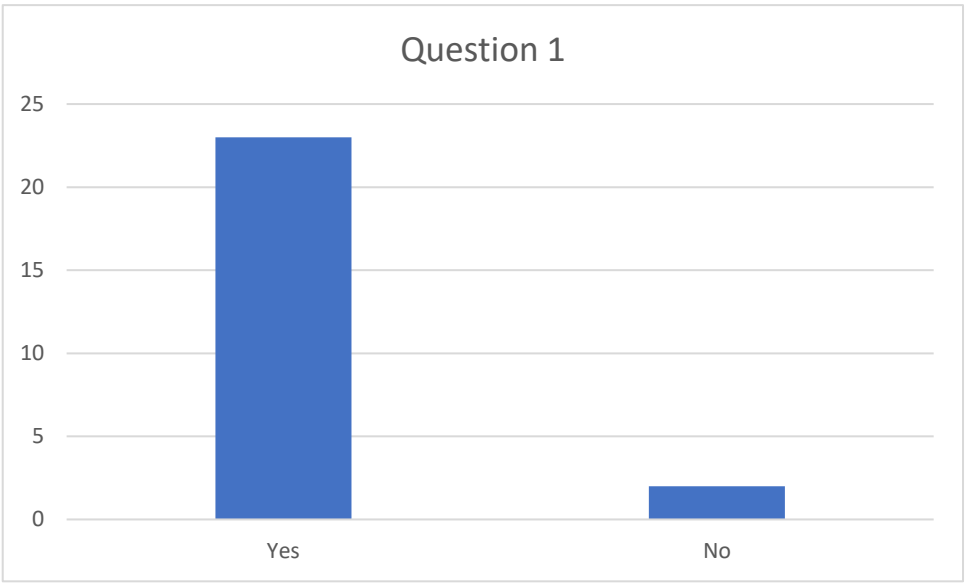



**Figure 01: Students' opinion towards the importance of learning culture for improving English language skills.**

Question one interrogates EFL learners about their opinions concerning the importance of learning culture in improving their English language skills. This question was presented to collect data about the awareness of EFL learners whether that culture they are being exposed to is benefiting them to improve their language abilities.

The results show that the 92% of the interrogated learners agree that culture explosion helps their language improvement. On the other hand, 8% of the learners do not agree with the presented idea.

**Q2: Do you think that the four skills (Speaking / Reading / Writing / Listening) are sufficient to master a language?**

| Yes | No | Total |
|---|---|---|
| 18 | 7 | 25 |
| 72% | 28% | 100% |

**Table 02: Students' opinion about the significance of the four language skills in mastering the language.**

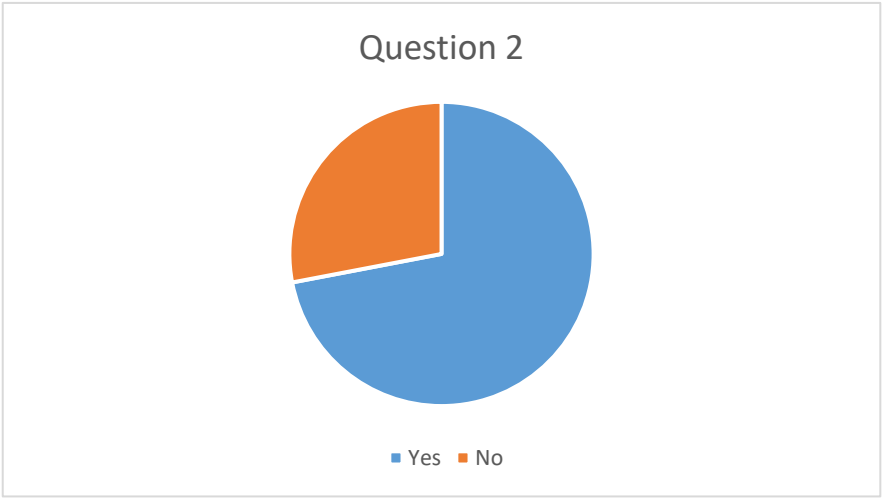



**Figure 02: Students' opinion towards the significance of the four-language skill in mastering the language.**

This question was asked to L1 students to collect their point of views about the four skills of learning languages which are (Speaking/ Reading/ Writing/ Listening) in helping them master the language. The purpose of this question was to determine the efficiency of the four skills of language in the learning process of the L1 students.

The results show that the majority of students agree that the four skills of language are efficient to their learning process while a considerable number of students do not agree with the question.

**Q3: Do you believe that integrating culture as a fifth skill in EFL (English as a foreign language) classes would be beneficial?**

| Yes | No | Total |
|---|---|---|
| 16 | 9 | 25 |
| 64% | 36% | 100% |

**Table 03: Students' opinion towards the benefits of integrating culture.**

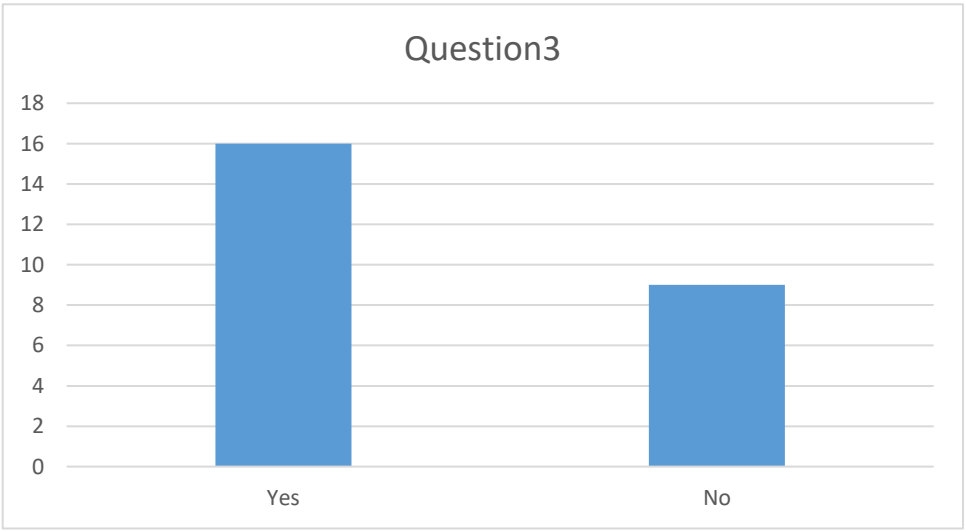



**Figure 03: Students' opinion towards the benefits of integrating culture.**

The third question asks EFL learners about whether they think that integrating culture as a fifth skill in EFL learning is beneficial for the enhancement of their language learning.

The results indicate that 64% of the designated students think that culture should be included as a fifth skill in the language learning process. Yet, 36% of the asked students do not agree with the idea of including culture as a fifth skill of languages.

**Q4: Have you ever experienced any communication (discourses) difficulties with native speakers due to cultural differences?**

| Yes | No | Total |
|---|---|---|
| 13 | 12 | 25 |
| 52% | 48% | 100% |

**Table 04: Students' attitude towards the difficulties they faced with native speakers.**

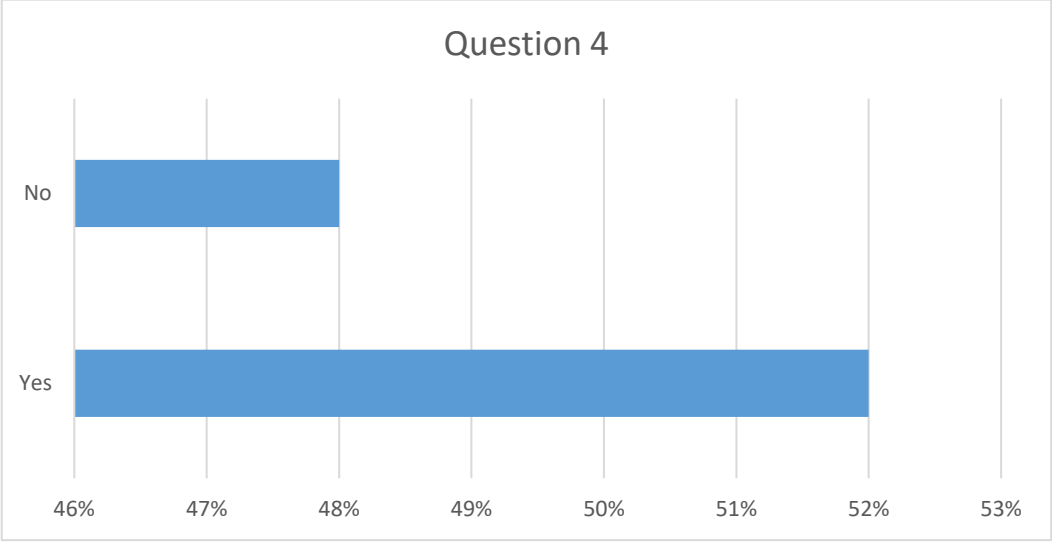



**Figure 04: Students' attitude towards the difficulties they faced with native speakers.**

The fourth question interrogates EFL learners about the difficulties they have encountered with native speakers due to cultural indifferences that occurred during direct interactions or via virtual means. The purpose of this question is to analyze the obstacles that EFL learners have faced while interacting with native speakers because of the lack of cultural background. The results show that 52% of the asked learners say that they have faced multiple difficulties when interacting with native speakers. However, 48% of the interrogated students say that they have not encountered any difficulties while communicating with native speakers.

**Q5: Have you ever found it difficult to understand English idioms or expressions that contain cultural components?**

| Yes | No | Total |
|---|---|---|
| 19 | 6 | 25 |
| 76% | 24% | 100% |

**Table 05: The difficulties in understanding English idioms or expressions that contain cultural components.**

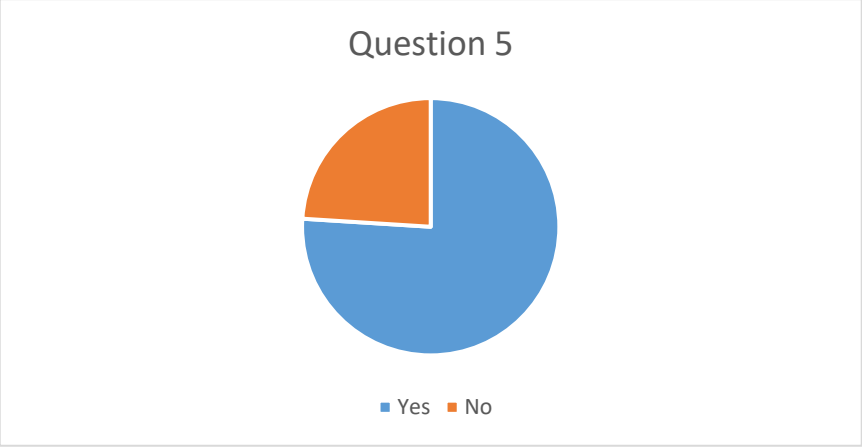



**Figure 05: The difficulties in understanding English idioms or expressions that contain cultural components.**

The fifth question is presented to EFL learners to gather data about the difficulties that students have faced in understanding idioms and expressions with cultural components. The purpose of this question is to gain a clear image on whether EFL learners have issues grasping the concepts of idioms and expression with different cultural background.

The results indicate that 76% of EFL learners who answered the question agree that due to the lack of cultural background causes them to face several issues in understanding idioms and expression. On the contrary, 24% of the students say that they do not face difficulties understanding culturally based idioms and expressions.

**Q6: Do your teacher use authentic materials in the classroom?**

| Yes | No | Total |
|---|---|---|
| 20 | 5 | 25 |
| 80% | 20% | 100% |

**Table 06: Students' attitude towards teachers using authentic materials.**

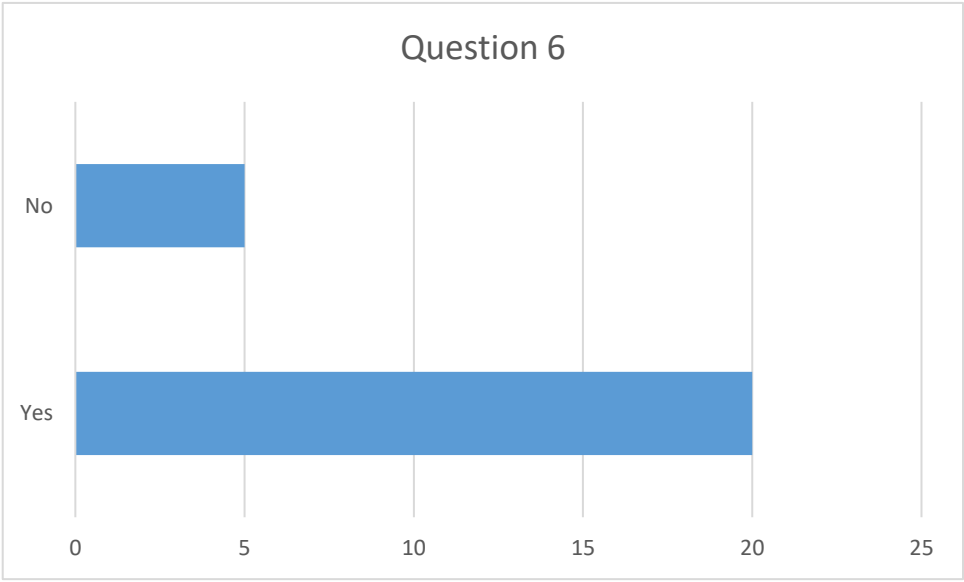



**Figure 06: Students' attitude toward teachers using authentic materials.**

**Q7: If yes, what are they?**

| Newspapers and magazines | Literature | Films and Tv shows | Music | Art facts | Food | Social media | Total |
|---|---|---|---|---|---|---|---|
| 8 | 13 | 0 | 1 | 0 | 0 | 3 | 25 |
| 32% | 52% | 0% | 4% | 0% | 0% | 12% | 100% |

**Table 07: The authentic materials that teachers used in their classes.**

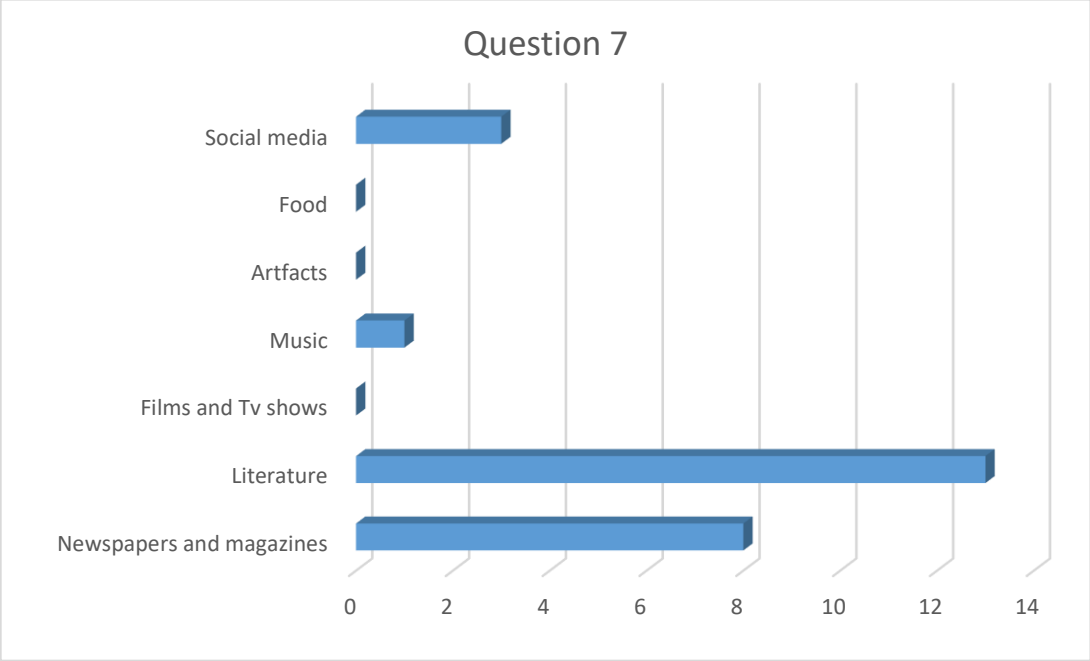



**Figure 07: The authentic materials that teachers used in their classes.**

The sixth and the seventh question interrogates EFL learners about whether their teachers rely on authentic materials in the classroom and if yes, what kind of authentic materials are their teachers using. The purpose of these questions is to determine the types of authentic materials that are used by EFL teachers inside the classroom for EFL learners.

The results show that 80% of the students say that their teachers include several authentic materials in the classroom yet only 20% of the asked students say that their teachers do not use authentic materials in the classroom. The majority of the students provided examples of the used authentic materials, the examples can be conducted to Newspapers and magazines, literature (novels, short stories…), films and Tv shows, music, social media, art facts (clothing, tools, food…).

**Q8: Did the adopted methods help you acquire cultural awareness?**

| Yes | No | Total |
|---|---|---|
| 16 | 9 | 25 |
| 64% | 36% | 100% |

**Table 08: Students' opinion towards the efficiency of the adopted methods during the language learning process in helping them gaining cultural awareness.**

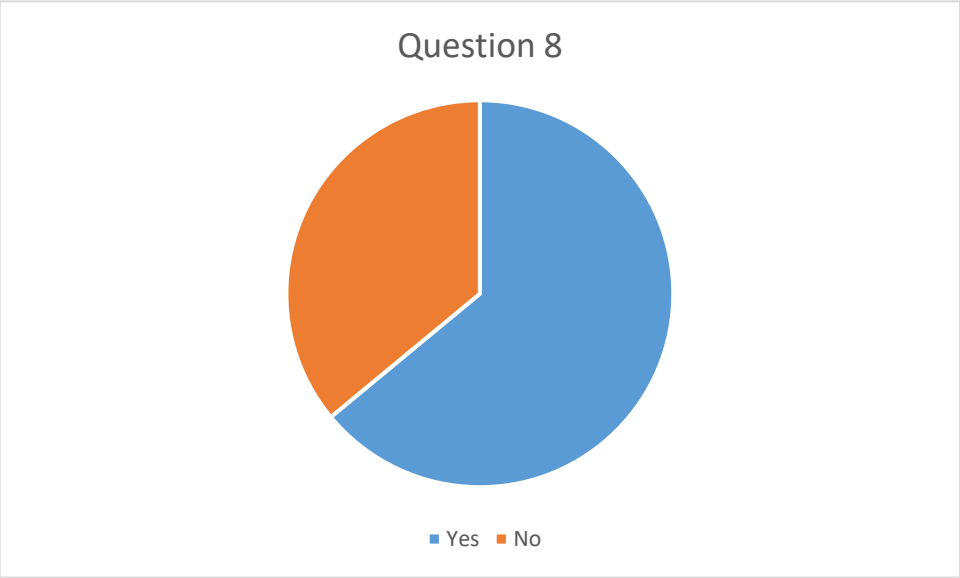



**Figure 08: Students' opinion towards the efficiency of the adopted methods during the language learning process in helping them gaining cultural awareness.**

The eighth question considers EFL learners' opinions on the efficiency of the adopted methods during the language learning process in helping them gaining cultural awareness. The purpose of this question is to inspect the effectiveness of the adopted methods on the spread of cultural awareness among EFL learners.

The results show that the majority of EFL learners think that the adopted methods have helped them learn about the language culture. On the contrary, a considerable number of EFL learners think that those adopted methods did not help them acquire cultural awareness.

**Q9: Do you think that learning about culture can help you improve your English language skills?**

| Yes | No | Total |
|---|---|---|
| 22 | 3 | 25 |
| 88% | 12% | 100% |

**Table 09: Students' opinions on the matter of whether learning the culture can help improve their English Language skills.**

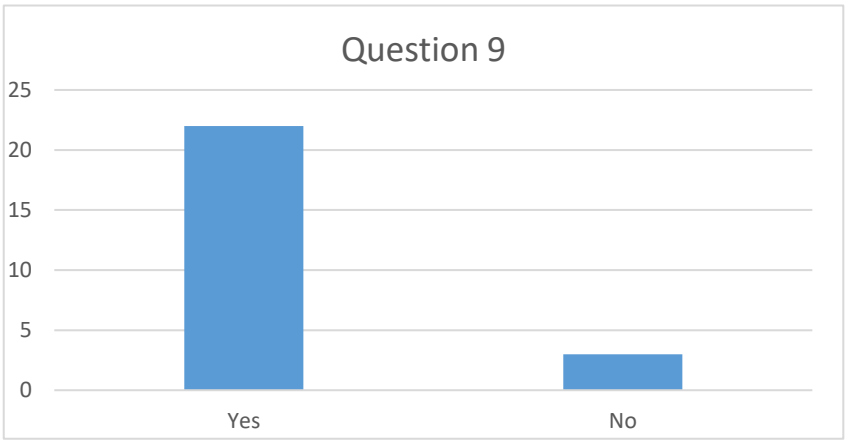



**Figure 09: Students' opinions on the matter of whether learning the culture can help improve their English Language skills.**

The ninth question collects EFL learners' opinions on the matter of whether learning the culture can help improve their English Language skills. The purpose of this question is to gather data on the number of EFL learners who agree or do not agree with the presented topic.

The results indicate that 88% of EFL learners agree that learning culture has benefited them in the enhancement of their English language skills while only 12% of EFL learners do not agree that learning the culture helps them improve their English Language skills.

**Q10: How often do you participate in speaking exchanges with your classmates?**

| Always | Sometimes | Never | Total |
|---|---|---|---|
| 10 | 15 | 0 | 25 |
| 40% | 60% | 0% | 100% |

**Table 10: the frequency of the students' participation in speaking exchanges with their classmates.**

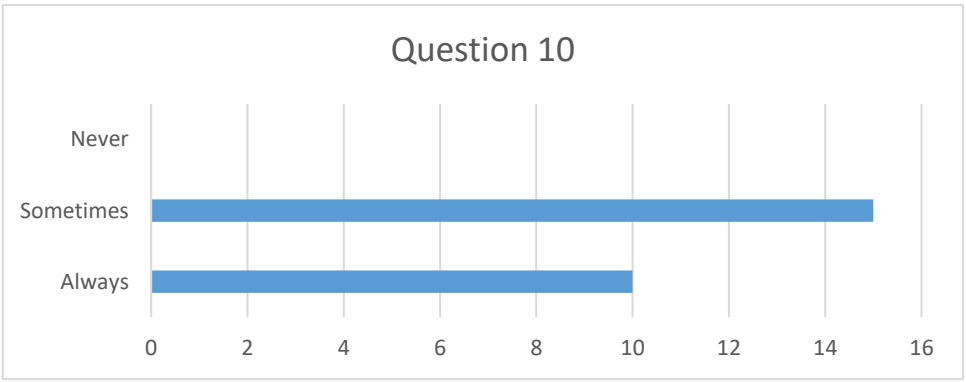



**Figure 10: the frequency of the students' participation in speaking exchanges with their classmates.**

The tenth question asks EFL learners about the frequency of their participation in speaking exchanges with their classmates. The purpose of this question is to analyze the number of times EFL learners engage in speaking exchange activities with their classmates in the classroom.

The results indicate that only 40% of EFL learners always engage in speaking activities with their classmates while 60% of EFL learners sometimes participate in speaking exchanges with their classmates.

**Q11: what types of speaking exchanges in EFL classes do you use?**

| Role-play | Group discussions | Peer conversations | Debates | Intercultural exchange with natives | Total |
|---|---|---|---|---|---|
| 4 | 17 | 5 | 22 | 1 | 49 |
| 8% | 35% | 10% | 45% | 2% | 100% |

**Table 11: The types of speaking exchanges the students use in their EFL classes.**

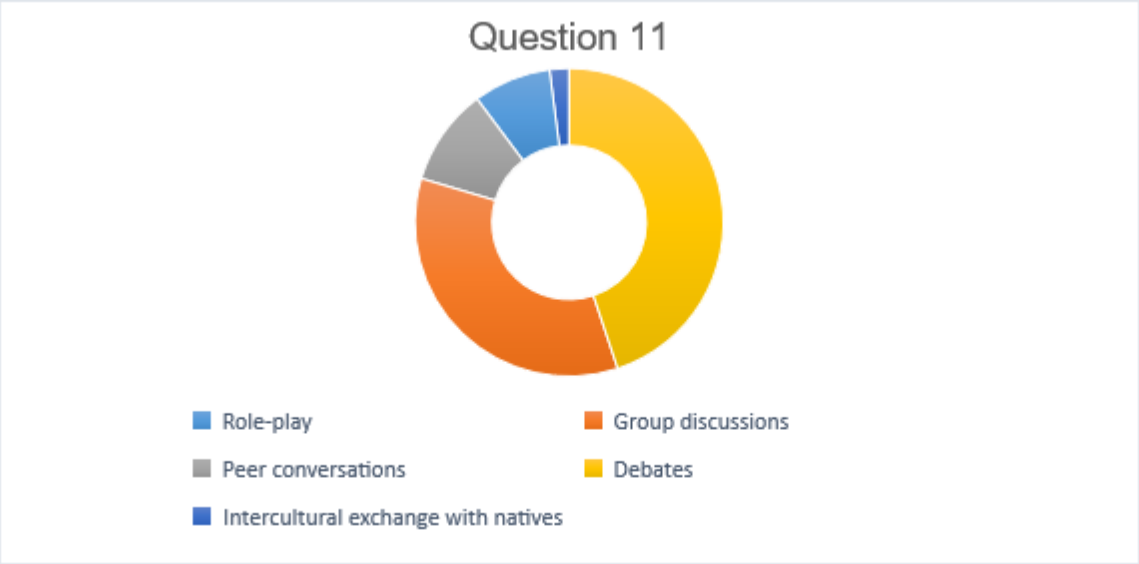



**Figure 11: The types of speaking exchanges the students use in their EFL classes.**

The eleventh question asks EFL learners about the types of speaking exchanges they use in their EFL classes. The purpose of this question is to collect data on the types of speaking activities EFL learners are exposed to during their EFL classes.

The results indicate that most EFL learners engage in debates and group discussions more than they engage in peer conversations, intercultural exchange with natives and Role-plays.

**Q12: Have you ever discussed cultural differences with your classmates?**

| Yes | No | Total |
|---|---|---|
| 12 | 13 | 25 |
| 48% | 52% | 100% |

**Table 12: Students' attitude towards discussing the cultural difference they faced with their classmates.**

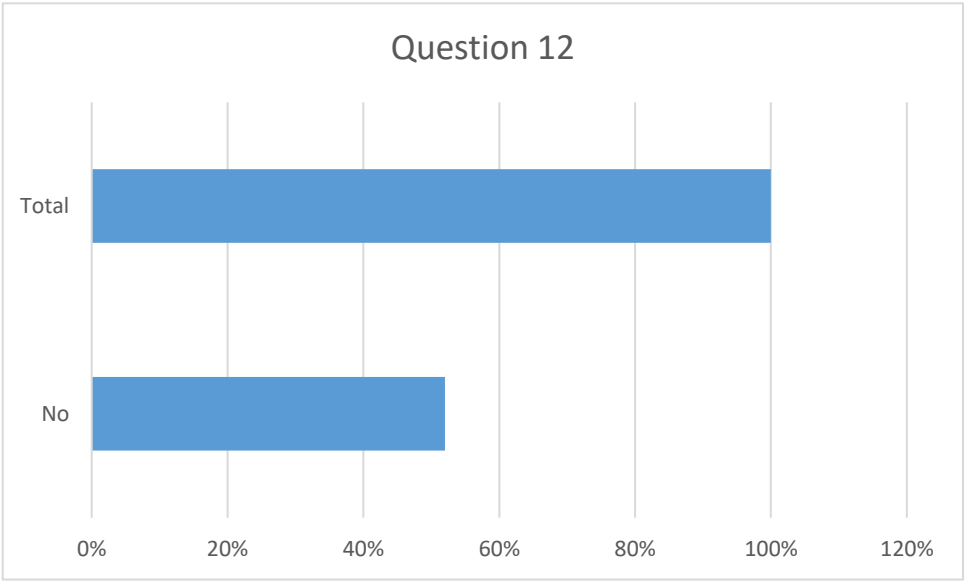



**Figure 12: Students' attitude towards discussing the cultural difference they faced with their classmates.**

The twelfth question interrogates EFL learners about their discussions concerning cultural differences with their classmates. The purpose of this question is to observe whether students engage with their classmates in discussions concerning cultural differences.

The results show that only 48% of EFL learners discuss cultural differences with their classmates yet 52% of the Interrogates EFL learners do not discuss this matter with their classmates.

**Q13: Have you ever learned any new English expressions related to the culture of the native speakers of English during speaking exchanges?**

| Yes | No | Total |
|---|---|---|
| 20 | 5 | 25 |
| 80% | 20% | 100% |

**Table 13: The efficiency of speaking exchanges in helping the students learn new expressions related to the culture of the English native speakers.**

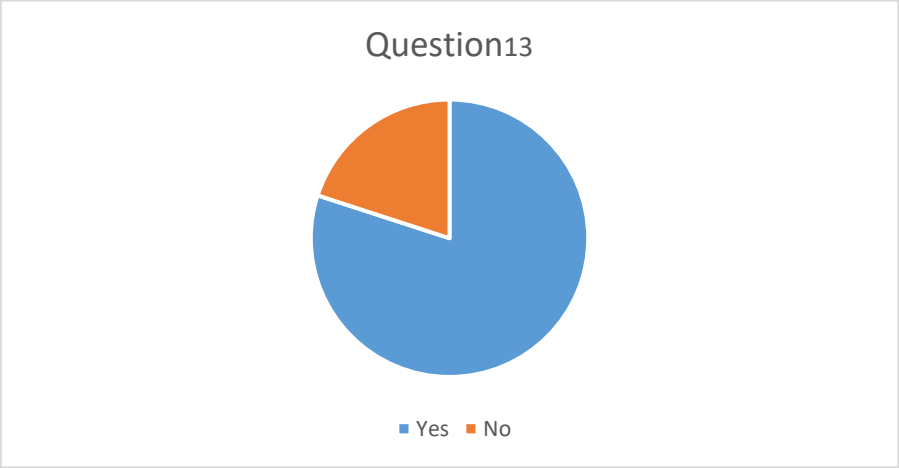



**Figure 13: The efficiency of speaking exchanges in helping the students learn new expressions related to the culture of the English native speakers.**

The thirteenth question interrogates EFL learners about the efficiency of speaking exchanges in helping them learn new expressions related to the culture of the English native speakers. The purpose of these questions is to determine EFL learning abilities during speaking exchanges.

The results indicate that the majority of EFL learners always learn new expressions related to the culture of the English native speaker during speaking exchanges while a decent number of EFL learners say that they never learn new expressions related to English native speakers' culture during speaking exchanges.

**Q14: Do you agree that integrating culture as a fifth skill in EFL classes would be beneficial for your overall language learning experience? Explain?**

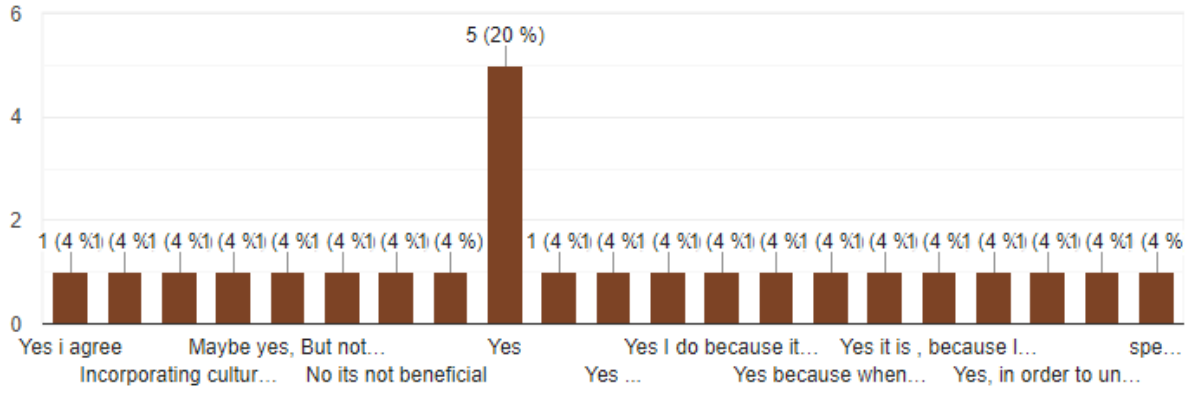



**Figure 14: Students' opinions about the integration of culture as a fifth skill and its sufficiency for their overall language learning experience.**

The fourteenth question gathers data on EFL learners' opinions on the integration of culture as a fifth skill in EFL classes and whether it would be efficient for their overall language learning experience. The results show the majority of EFL learners agree on the integration of culture as a fifth skill The English language learning process. While other EFL learners have speculations on the presented matter.

**Q15: What suggestions do you have for integrating culture as a fifth skill in EFL classes?**

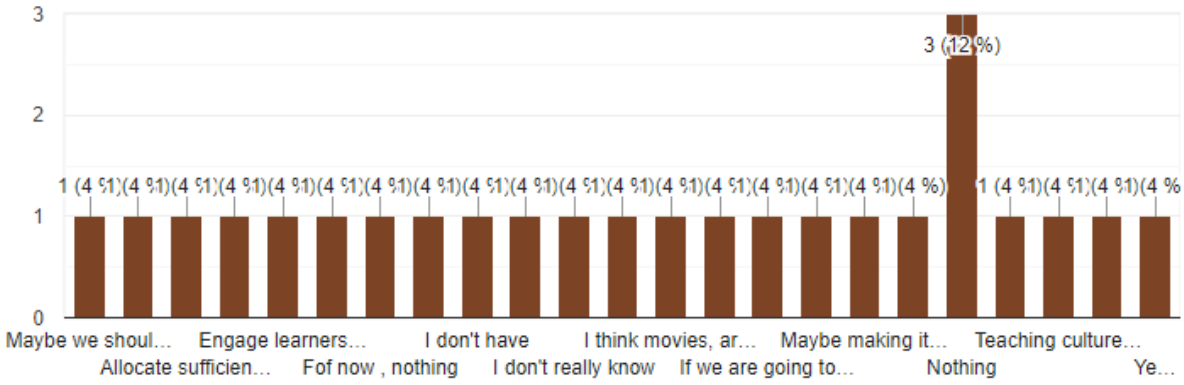



**Figure 15: Students' suggestions about the integration of culture as a fifth skill in their EFL classes.**

The fifteenth question requests the EFL learners' suggestions on the integration of culture as a fifth skill in their EFL classes. The purpose of this question is to take into consideration the students' needs and wants to perfectly achieve the integration of culture as a fifth skill of the English language learning.

The results show that the majority of EFL learners provide multiple suggestions from EFL learners such as, including movies and music in EFL classes, organize more discussions and conversations with native speakers, integrate culture in an entertaining way by including proverbs and idioms… On the other hand, a considerable number of EFL learner do not agree with integrating culture as a fifth skill of the English language learning process.

## Conclusion

To sum up, the teachers' interview is complementary to the students' questionnaire because they help us capture a clear image of two different perspectives toward the research topic.

Collecting and evaluating both the teachers' interview and the students' questionnaire allow us to create insights on students' beliefs and opinions regarding the importance of culture in improving English language skills. In this chapter, we typically recognize the cultural awareness of students and the difficulties they faced in addition to their different attitudes towards the use of authentic materials. The distinct perspectives of teachers state how significant culture is in improving language skills and how their cultural competence and the use of authentic materials perform a crucial part in this significance.

# CHAPTER FOUR:

## General Discussion,

## Implications and Limitations

## Introduction

This chapter presents the findings and significance of this study in the field of teaching English as a fifth skill. It starts with the examination of the outcomes derived from questionnaire and the interview administered to both EFL learners and teachers, which serve as the primary research tools. The chapter then proceeds to compare the hypothesis predictions with the actual results obtained from the study. Furthermore, it explores the pedagogical implications arising from the findings and offers recommendations for future research endeavors.

### 4.1 Discussion:

#### 4.1.1 Teachers' Interview:

This interview was dedicated to EFL teachers who provided valuable insights concerning the importance of integrating culture as a fifth skill in the EFL learning to improve EFL learners' language skills and the efficiency of using cultural authentic materials in the EFL classes. This is the discussion of the key findings for each question:

Question 01:

The majority of EFL teachers agree that cultural competence is a highly important aspect of EFL learning, they believe that by understanding the language, one can achieve a successful communication with native speakers because language and culture are interrelated to enhance the understanding of the cultural content in the English language for instance; literature, music, films, art, and history…

Question 02:

When teachers were asked about the used methods of integrating culture into their EFL classes, the majority of EFL teachers provided insightful and beneficial sources and

techniques for the integration of culture into their EFL classes. The results show a variety of suggestions for instance; EFL teachers use authentic materials differing from movies, videos and recording to written documents and articles, EFL teachers design discussion concerning cultural differences, Literature studies, EFL learners also depend on interactive activities during their EFL classes outings and virtual tours that include museums, exhibitions, events related to culture.

Question 03:

The results highlight the most frequent challenges that EFL teachers have faced in integrating culture into their EFL classes and their solutions to these issues. These challenged can be illustrated into the taboo words from both cultures, the passiveness of learners concerning their use of language, the comprehension of multiple cultural aspects due to language barriers and cultural sensitivity, the cultural biases that lead learners to be biased a certain cultural aspect that can affect their perception to newer aspects. EFL teachers solves the previously stated issue by including learners by addressing a variety of cultural concepts within oral discussions, research and projects, cross-cultural awareness…

Question 04:

The findings reveal that the majority of teachers agree that using authentic materials in EFL classes help learners acquire cultural awareness of the target language. Further explanations were provided by EFL teacher to this matter for instance; EFL teacher use authentic materials for the purpose of helping learner gain knowledge about the target language culture, EFL teachers believe that there is no separation between the linguistic content and the cultural one, EFL teachers rely on authentic materials in their EFL classes due to their high efficiency in the enhancement of learners' language skills and competencies.

Question 05:

The results indicate that the selection of the appropriate authentic materials for EFL classes differs from one teacher to another depending on the needs of the EFL learners and the aims of each EFL class. In addition, language skill level, cultural relevance and diversity, interest and engagement are factors that have a significant value in the selection of authentic materials because these assets lead to a wide range of authentic materials options to be used during the EFL classes.

Question 06:

When asked for EFL teachers' opinions concerning the language learning outcomes of EFL learners who received a cultural training versus the ones who have not, the majority of EFL teachers were positively respondent to the EFL learners' language enhancement due to the cultural training they received, while some EFL teachers suggested that the positive effects of cultural training that is embedded in EFL lessons is significantly observable on the language learning outcomes, these observations can be demonstrated into; the development of communicative competence, the strengthening intercultural competence, the learners' improvement, motivation and the engagement competences.

Question 07:

The findings indicate the majority of teachers agree that cultural competence helps EFL learners better communicate with native speakers of the target language. Most teachers included suggestions concerning the facilitation of communication by cultural competence for instance; cultural competence helps EFL learner understand different discourses and cultural differences, it helps them develop trust, respect and credibility of the target language culture, cultural competence also provides sensitivity to cultural nuances and

norms that enables learners comprehend the specific cultural practices of native speakers of the target language.

Question 08:

The majority of EFL teachers think that classroom speaking exchanges are effective in promoting cultural awareness among EFL learners. The findings included further descriptions which are illustrated into; the exposure of cultural perspectives within speaking exchanges helps EFL learners engage more in conversations and discussions that have a variety of cultural topics, speaking activities build empathy and cultural competence for EFL learners and it helps them acquire critical thinking reflection skills that are crucial in the Language learning process.

Question 09:

When asked about specific types of speaking exchanges or activities that are particularly effective in promoting cultural awareness among EFL learners, EFL teachers provided a variety of speaking activities depending on their professional experience. The majority of teachers depend on discussions, debates, cultural exchange conversations. They include culture-related topics differing from pop culture, movies, and political debates. The previously listed speaking exchanges aid EFL learners improve their language skills alongside acquiring the cultural awareness of the target language.

Question 10:

Based on the professional experience of the EFL teachers, the insights on this question provided several steps and criteria on the evaluation of their effectiveness in teaching cultural knowledge in their EFL classes. The majority of teachers go through an evaluation process that includes; assessments, observations, Students Feedback, classroom discussions and reflections, learning outcomes. These steps determine the efficiency of

EFL teachers' methods concerning teaching the target language culture in their EFL classes. On the other hand, EFL teachers believe that the class's input and output are not enough to achieve cultural awareness.

Question 11:

When asked about the importance of EFL teachers' cultural competence (i.e., knowledge, skills, and attitudes towards the target language culture) for integrating culture into EFL classes, the results highlighted valuable insights on the effects of a well cultural competent teacher including the effective communication with students, sensitivity to learner backgrounds, the skills on integrating culture with language instruction, the accuracy and relevance of the presented information by the EFL teachers. This indicates that cultural competence plays a significant role in the acquirement of the cultural awareness.

Question 12:

The findings include the authentic materials that EFL teachers use in order to develop and maintain their own cultural competence. The majority of teachers provided multiple sources for instance; collaboration and networking, cultural training and workshops, cross-cultural communication, immersion and experiential learning, authentic materials (newspapers, videos, documents, traveling, movies, pop culture references…). This indicates that EFL teachers use various methods including authentic materials for the purpose of maintaining their cultural competence.

Question 13:

When asked for suggestions on the improvement of the integration of culture as a fifth skill in EFL class, the majority of EFL teachers provided various suggestions. These suggestions included Incorporating authentic materials, introducing cultural topics, fostering intercultural communication, promoting cultural comparisons, using role plays

and simulations, integrating culture across language skills, encouraging real-world experiences, and providing teacher training and resources.

These previously mentioned suggestions indicate several possibilities to enhance the integration of culture as a fifth skill in EFL classes.

The key findings:

1. The majority of EFL teachers agree that cultural competence is a highly important aspect of EFL learning.

2. The majority of EFL teachers use insightful authentic material for a better integration of culture into their EFL classes.

3. The majority of EFL teachers face frequent challenges in their EFL classes in integrating culture into their EFL classes and their solutions to these issues.

4. The majority of teachers agree that using authentic materials in EFL classes help learners acquire cultural awareness of the target language.

5. The selection of the appropriate authentic materials for EFL classes differs from one teacher to another depending on the needs of the EFL learners and the aims of each EFL class.

6. The majority of EFL teachers were positively respondent to the EFL learners' language enhancement due to the cultural training they received, while some EFL teachers suggested that the positive effects of cultural training that is embedded in EFL lessons is significantly observable on the language learning outcomes.

7. The majority of teachers agree that cultural competence helps EFL learners communicate better with native speakers of the target language.

8. The majority of EFL teachers think that classroom speaking exchanges are effective in promoting cultural awareness among EFL learners.

9. The majority of teachers depend on discussions, debates, cultural exchange conversations. They include culture-related topics differing from pop culture, movies, and political debates.

10. The majority of teachers go through an evaluation process that includes; assessments, observations, Students Feedback, classroom discussions and reflections, learning outcomes.

11. The majority of EFL teachers believe that cultural competence is significantly important for the integration of culture as a fifth skill into the EFL classes as is helps the EFL learners improve their English language skills.

12. The majority of EFL teachers use various methods including authentic materials for the purpose of maintaining their cultural competence including movies, newspapers, documents, pop-culture references.

13. The majority of EFL teachers provided various suggestions. These suggestions included Incorporating authentic materials, introducing cultural topics, fostering intercultural communication, promoting cultural comparisons, using role plays and simulations, integrating culture across language skills, encouraging real-world experiences, and providing teacher training and resources.

These findings highlight the efficiency of EFL teachers' cultural competence in the potential achievement of integrating culture as a fifth skill in EFL learning. They also indicate the value of teachers using authentic materials and speaking exchanges or activities in EFL classes for the purpose of improving the EFL learner's language skills and competence.

### 4.1.2 Students' Questionnaire:

The major purpose of our research is to investigate whether the integration of culture as a fifth skill in the EFL learning process is efficient.

The questionnaire that was dedicated for the EFL learners was divided into three major parts, the first part of our questionnaire consists of five questions which responded to our first hypothesis that was used in the intention of the efficiency and the effectiveness of integrating culture as a fifth skill in EFL classes. we noticed that the majority of the participants were respondent to the idea of including culture within the EFL classes for instance; both question number two and three show that the majority of Yahia Fares University L1 students think that regardless of the four main skills of language (listening, speaking, reading, and writing) culture should be included within their EFL learning process. On the other hand, the fourth and the fifth questions indicated that a considerable number of students encounter communicative difficulties with native speakers due to the lack of cultural background including idiomatic expressions.

The second part tackled the types of authentic materials used by teachers in order to enhance the students' cultural awareness. This part includes four different questions that investigated the types of authentic materials and their importance in the improvement of the English language skills. for example, the statistics of question number seven show that authentic materials differ from newspapers, literature, films, movies, TV shows, music, artifacts, social media… The previously mentioned types are adopted by teachers in the EFL classes. In question number eight, most students think that authentic materials help them acquire cultural awareness. In addition to that it helps them improve their English language skills.

The third part focused on the applied speaking exchanges in the EFL classes and whether these speaking activities are effective in helping EFL learners acquire new expressions related to the culture of the English native speakers. For instance; the eleventh questions indicate the types of speaking exchanges which can be concluded into debates, intercultural exchanges, group discussions, Role-plays… In the thirteenth question, students were highly respondent to the presented idea that indicate speaking exchanges as an effective mean of learning new English expressions related to the native speakers' culture.

To conclude, the fourteenth question included EFL learners' suggestions concerning the effective integration of culture as a fifth skill in EFL classes. The majority of students said that in order to learn a language, one must acquire a strong cultural background. For instance, some students shared the same idea that culture helps the EFL learners enrich their vocabulary. On the other hand, a considerable number of students said that culture can be beneficial in the English learning process, but it should not be tackled thoroughly including deeper aspects such as; politics, economy, religious beliefs…

The key findings:

1. The majority of EFL learners believe that learning about culture is important for improving English language skills.

2. There is a mixed response regarding the sufficiency of the four language skills (Speaking, Reading, Writing, Listening) to master a language.

3. A considerable percentage of EFL learners support the integration of culture as a fifth skill in EFL classes, while others hold reservations.

4. Many EFL learners have experienced communication difficulties with native speakers due to cultural differences.

5. Cultural components in idioms and expressions pose challenges for a significant number of EFL learners.

6. Authentic materials are commonly used by EFL teachers in the classroom, although some teachers do not incorporate them.

7. The effectiveness of adopted methods in acquiring cultural awareness varies among EFL learners.

8. Learning about culture is widely believed to contribute to the improvement of English language skills.

9. A significant portion of EFL learners do not always participate in speaking exchanges with their classmates.

10. Debates and group discussions are the most common types of speaking exchanges used in EFL classes.

11. Cultural discussions among classmates are not prevalent in EFL classes.

12. Speaking exchanges have mixed effectiveness in introducing learners to new English expressions related to native speakers' culture.

13. The majority of EFL learners agree on integrating culture as a fifth skill, but there are differing opinions and reservations.

14. Suggestions for integrating culture as a fifth skill include the use of movies, music, discussions with native speakers, and incorporating proverbs and idioms.

These findings highlight the importance of cultural knowledge in language learning and the potential benefits of integrating culture as a distinct skill. They also indicate the need for addressing communication difficulties arising from cultural differences and

providing more opportunities for meaningful cultural discussions and exposure. Additionally, the findings emphasize the value of authentic materials and varied speaking activities to enhance language learning experiences.

**4.2 Results:**

This study sought to answer the following questions:

01. What is the importance of teaching culture as a fifth skill in EFL classes?

02. What are the different materials used in integrating culture in English classes?

03. How do EFL students acquire culture from classroom speaking exchange

The findings of this study revealed that both teachers and students are fully aware of the importance of integrating culture as a fifth skill in their classes. The data obtained from the interview administrated to the English teachers shows a variety in teachers' perspectives, yet all of them emphasized on the role of teachers' cultural competence for integrating culture in their classes in an effective way. On the other hand, the findings from the students' questionnaire highlight the importance of the cultural knowledge in language learning, they also indicate the need for addressing communication difficulties arising from cultural differences and providing more opportunities for meaningful cultural discussions and exposure. At the end, the common thread in all the data obtained from both teachers' interview and students' questionnaire revolves around emphasizing on the value of using authentic materials and varied speaking activities to enhance language learning experiences. Hence, we can state that the findings of this study are in the path of our hypotheses, which can definitely prove the necessity of integrating culture as a distinct skill in EFL classes.

### 4.3 Pedagogical Implications:

Considering the results discussed above including both teachers' interview and students' questionnaire, it can be said that culture plays a great role in enhancing the language learning experience of EFL students. Teaching culture therefore needs more exposure than it has received so far, particularly in an EFL environment where the students worried the most about the grammatical correctness in their language performance rather than addressing the communication difficulties they faced. This section represents some pedagogical implications for teaching and learning culture in regard to the setting of EFL classes in real life;

Breaking the shell of the traditional classes. Teachers are expected to be more creative, efficient as well as active in using authentic materials. In selecting authentic materials, the teacher needs to take into consideration the variety of the students' learning style and their tendencies, the use of interesting and relevant materials for learners stimulates their intrinsic motivation and promotes deeper cultural immersion.

Design lessons and tasks that require students to use language skills in cultural contexts. For example, students can engage in role-plays representing cultural scenarios, read and analyze cultural texts…etc. Promote Intercultural Communication: by using remote communication technologies that help Creating opportunities for students to interact with natives from different cultural backgrounds. Foster a supportive classroom environment where students feel comfortable expressing their cultural identities and engaging in dialogue. Encouraging students to analyze, compare, and contrast different cultural practices, values, and perspectives, in addition to Engage students in discussions that challenge stereotypes and encourage them to question their own assumptions.

### 4.4 Recommendations:

Based on the results of our research, the following recommendations are suggested to address the requirements and the methodologies needed for integrating culture as a fifth skill in order to raise the learners' cultural awareness, enhance their cultural competence and foster meaningful intercultural communication skills within EFL classes:

- Foreign language teachers should integrate authentic cultural materials to expose students to different cultural contents of the target culture.

- Universities should supply both teachers and students with different authentic cultural materials and allow them to use remote communication technologies to promote intercultural communication.

- To create engaging and interactive learning experiences, foreign language educators should implement pedagogical approaches such as Intercultural Communicative competence (ICC), Content-Based Instruction (CBI), Task-Based Language Teaching (TBLT), and Project-Based Learning (PBL).

- Foreign language teachers and educators should be trained on implementing culture in their classes by offering them professional development programs, conferences, and workshops.

- Universities should offer opportunities for students to interact with native speakers of the target language through inviting guest speakers, planning for speaking exchanges and cultural events.

- Foreign language teachers should emphasize the significance of integrating culture in FL classes by encouraging students to develop their cultural competence beyond the classroom

through comparing different cultures, being open minded and tolerant to other cultures and interacting in different cultural contexts.

- Further research and collaboration in this area can be encouraged to learn more about the importance of teaching culture as a fifth skill in EFL classes by sharing the best practices and the innovative methodologies used in the effective culture teaching.

**4.5 Limitations of the Study:**

During conducting a thesis study, many obstacles can face the researcher. These limitations may arise during the course of the research process. Thus, the obstacles that restricted our current study can be presented as follows:

- The first limitation was the limited access to the different sources needed to accomplish our study at the university level. Therefore, we relied on alternative options such as electronic sources to expand our research area.

- The second limitation was the limited experience and knowledge needed to conduct our research. Therefore, seeking guidance from more experienced researchers and educators helped us to overcome this obstacle.

**Conclusion**

This final chapter presents a discussion of the gathered data in addition to the research findings and results concerning the teachers and students' attitude toward the integration of culture as a fifth skill in EFL classes. Moreover, mentioning some pedagogical implications that surround the current study indicates that the research is significant and has roots in the real-world implementations, besides a set of recommendations. At the end, the study cannot be fulfilled without mentioning the limitations, which need to be taken into consideration when undertaken future studies.

## General Conclusion

The objective of this study is to explore the significance of teaching culture as a fifth skill in EFL classes, in the Department of English at Yahia Fares University of Medea. It additionally aims to determine whether integrating culture in EFL classes raises cultural awareness, enhances intercultural communicative competence, and promotes a deeper understanding of the target language and its culture. The extensive academic research and studies conducted in the field of implementing culture in EFL classes reveal its relevance, importance, and its benefits to EFL students.

Despite the great relevance of teaching culture as a fifth skill in EFL classes, the cultural awareness to EFL teachers and students is still unrecognizable due to the main focus on the four skills and the neglecting of the target culture as a fifth skill. Furthermore, the formulated questionnaire for Yahia Fares First year students and the interview designed for teachers enable us to gather the required data for analysis.

We expect that our thesis will raise the cultural awareness to EFL students and boost the teachers' interest in order to integrate cultural elements into teaching the target language and employ the different approaches and methodologies to attain the required goal.

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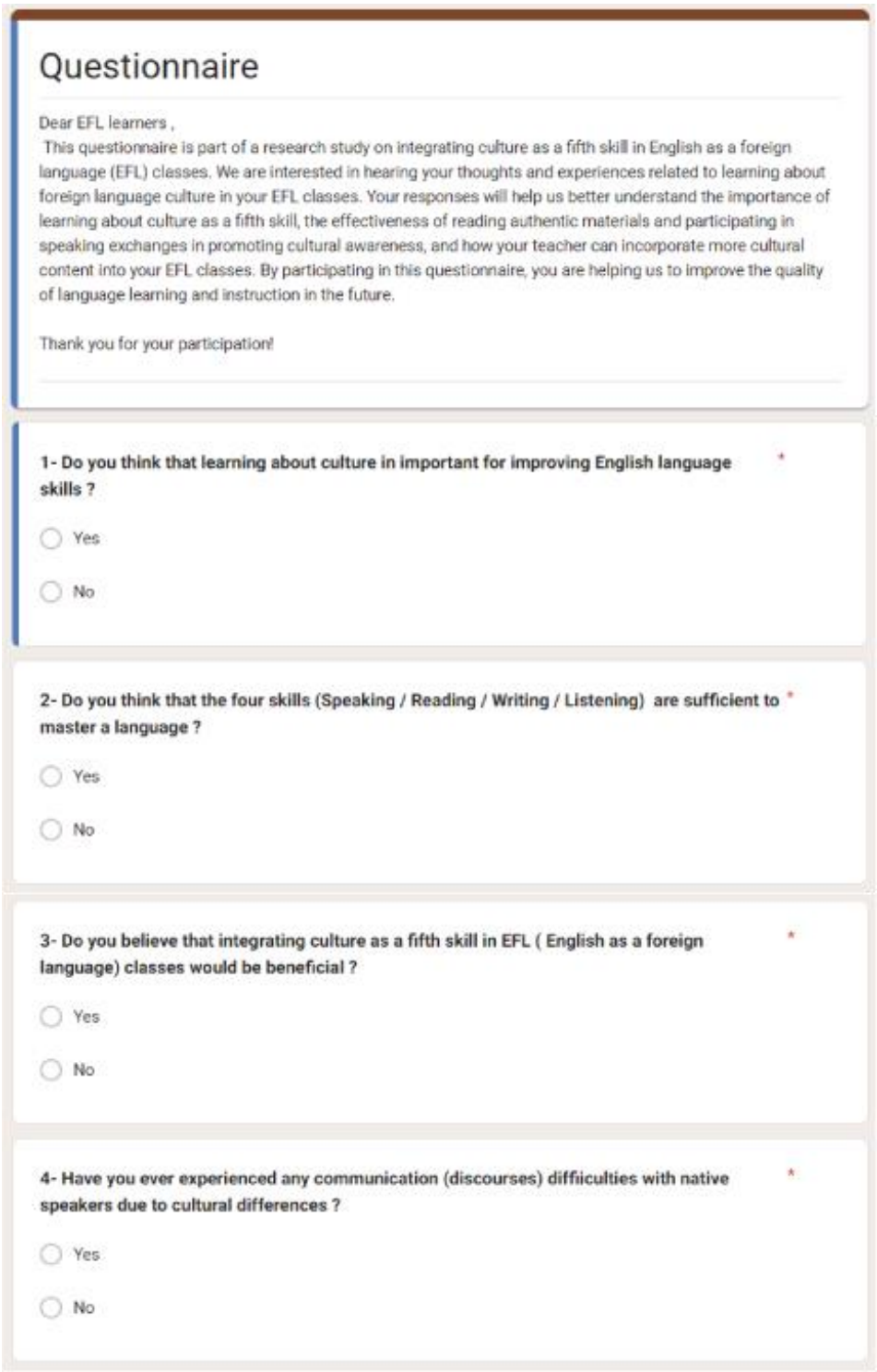
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# APPENDECES

**Appendices:**

**Appendix A:**

Anonymous Google Forms Questionnaire Given to 25 Yahia Fares L1 English University Students.



Questionnaire

Dear EFL learners ,
This questionnaire is part of a research study on integrating culture as a fifth skill in English as a foreign language (EFL) classes. We are interested in hearing your thoughts and experiences related to learning about foreign language culture in your EFL classes. Your responses will help us better understand the importance of learning about culture as a fifth skill, the effectiveness of reading authentic materials and participating in speaking exchanges in promoting cultural awareness, and how your teacher can incorporate more cultural content into your EFL classes. By participating in this questionnaire, you are helping us to improve the quality of language learning and instruction in the future.

Thank you for your participation!

1- Do you think that learning about culture in important for improving English language skills ? *

Yes

No

2- Do you think that the four skills (Speaking / Reading / Writing / Listening) are sufficient to master a language ? *

Yes

No

3- Do you believe that integrating culture as a fifth skill in EFL ( English as a foreign language) classes would be beneficial ? *

Yes

No

4- Have you ever experienced any communication (discourses) diffiiculties with native speakers due to cultural differences ? *

Yes

No

5-Have you ever found it difficult to understand English idioms or expressions that contain cultural components ? *

- ○ Yes
- ○ No

6-Do your teacher use authentic materials in the classroom ? *

- ○ Yes
- ○ No

7-If yes , what are they ? *

- ☐ Newspapers and magazines
- ☐ Literature ( Novels / Short stories / Poems )
- ☐ Films and Tv shows
- ☐ Music
- ☐ Artfacts ( Clothing / Tools / Household items )
- ☐ Food
- ☐ Social media

8-Did the adopted methods help you acquire a cultural awarness ? *

- ○ Yes
- ○ No

9-Do you think that learning about culture can help you improve your English language skills ? *

- ○ Yes
- ○ No

**10-How often do you participate in speaking exchanges with your classmates ?** *

- ◯ Always
- ◯ Sometimes
- ◯ Never

**11-what types of speaking exchanges in EFL classes you use ?** *

- ☐ Role-play
- ☐ Group discussions
- ☐ Peer conversations
- ☐ Debates
- ☐ Intercultural exchange with natives

**12-Have you ever discussed cultural differences with your classmates ?** *

- ◯ Yes
- ◯ No

**13-Have you ever learned any new English expressions related to the culture of the native speakers of English during speaking exchanges ?** *

- ◯ Yes
- ◯ Never

**14-Do you agree that integrating culture as a fifth skill in EFL classes would be beneficial for your overall language learning experience ? Explain?** *

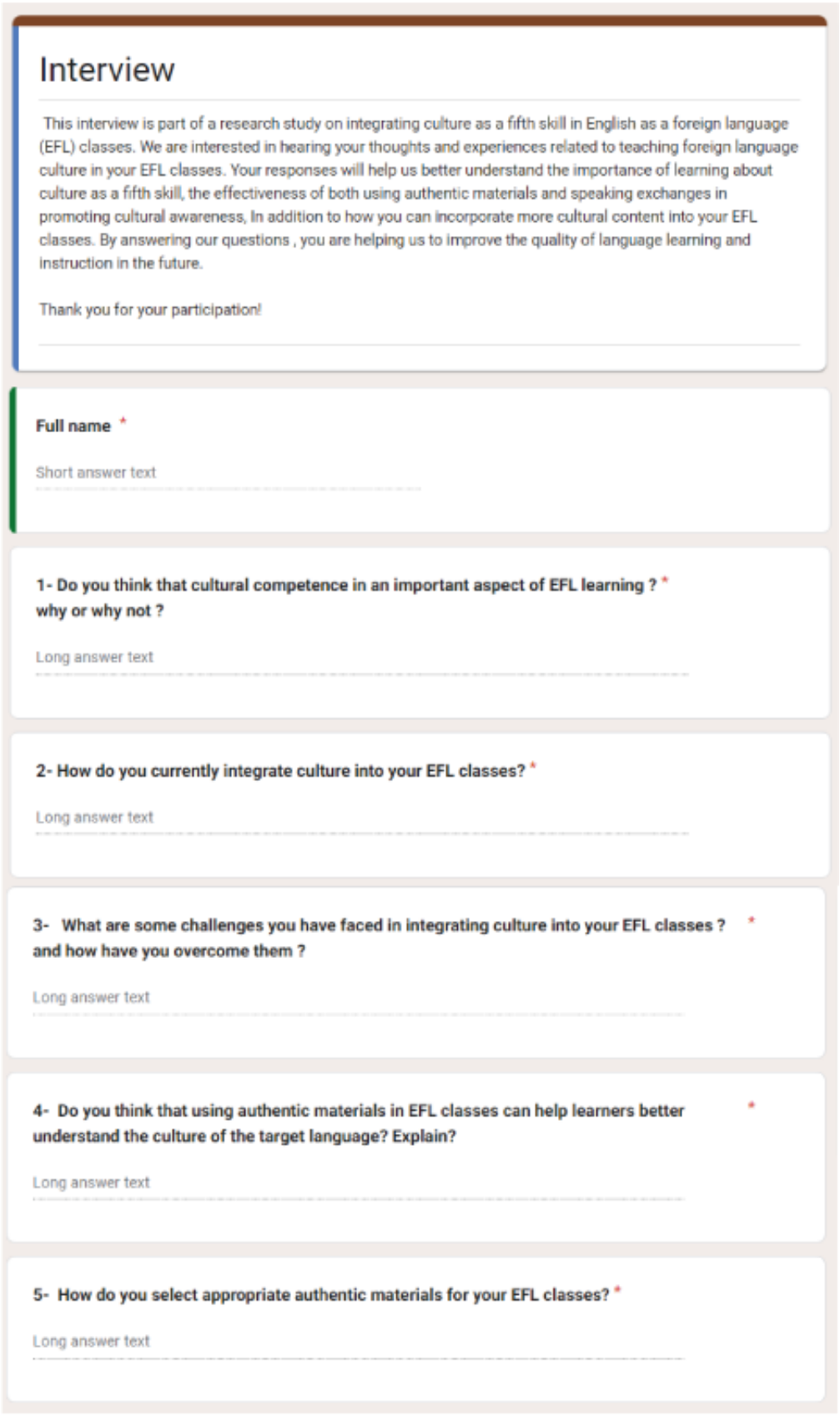
Short answer text

**15-What suggestions do you have for integrating culture as a fifth skill in EFL classes ?** *

Short answer text

**Appendix B:**

Google Forms Interview Given to 5 Yahia Fares University English Teachers.



# Interview

This interview is part of a research study on integrating culture as a fifth skill in English as a foreign language (EFL) classes. We are interested in hearing your thoughts and experiences related to teaching foreign language culture in your EFL classes. Your responses will help us better understand the importance of learning about culture as a fifth skill, the effectiveness of both using authentic materials and speaking exchanges in promoting cultural awareness, In addition to how you can incorporate more cultural content into your EFL classes. By answering our questions , you are helping us to improve the quality of language learning and instruction in the future.

Thank you for your participation!

**Full name** *

Short answer text

**1- Do you think that cultural competence in an important aspect of EFL learning ? * why or why not ?**

Long answer text

**2- How do you currently integrate culture into your EFL classes? ***

Long answer text

**3- What are some challenges you have faced in integrating culture into your EFL classes ? * and how have you overcome them ?**

Long answer text

**4- Do you think that using authentic materials in EFL classes can help learners better understand the culture of the target language? Explain? ***

Long answer text

**5- How do you select appropriate authentic materials for your EFL classes? ***

Long answer text

6- Have you noticed any differences in the language learning outcomes of EFL learners who have received cultural training versus those who have not ? *

Long answer text

7- Do you think that cultural competence can help EFL learners better communicate with native speakers of the target language? Explain? *

Long answer text

8- Do you think that classroom speaking exchanges can effectively promote cultural awareness among EFL learners? Explain? *

Long answer text

9- Based on your experience, are there any specific types of speaking exchanges or activities that are particularly more effective in promoting cultural awareness among EFL learners? *

Long answer text

10- How do you evaluate your own effectiveness in teaching cultural knowledge in your EFL classes? *

Long answer text

11- To what extent do you think that teachers' cultural competence (i.e., knowledge, skills, and attitudes towards to the target language culture) is important for integrating culture into EFL classes? *

Long answer text

12- How do you develop and maintain your own cultural competence? *

Long answer text

13- What suggestions do you have for improving the integration of culture as a fifth skill in EFL classes ? *

Long answer text