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**The Impact of Integrating Culture along the Four English Language Learning Skills:**

**The Case Study of English Teachers in SHIH Mhammed Ramka and Omar Ibn El-Khatib Ammi Moussa High Schools (Relizane)**

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## *Dedications*

From the bottom of my heart I dedicate this work to my source of inspiration,  
my Father and my Mother, the ones who always cared about me, and prayed for my success.

To my second parents who always treated me as their daughter and loved me so much, my  
uncle Abd-el-Kader and his wife.

To my grandparents, my uncle Bouabdellah and his wife

My brothers, my sisters in law, and my lovely sisters who helped

and supported me in every step of my life

To my dear families Ziane and Fellouh.

And to all my teachers, friends, and classmates.

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## **Abstract**

Regarding the complex relationship that relates between language and culture, specifically the relation of culture to language learning, the present research is concerned with identifying the core objective beyond including culture in foreign language teaching, and the role it plays in facilitating language learning and understanding process. It is common for language learning to primarily be based on mastery of four major competences: listening, speaking, reading, and writing for the purpose of ensuring a better communication. In this regard, the present study is conducted under the object of revealing the place culture occupies in language learning, as well as highlighting its effectiveness. Differently put, this study is conducted for the core objective of investigating whether teachers consider culture as the fifth skill, the ways culture affects the language learning skills, and whether teachers include it in teaching the skills. In the present research we opted for two instruments: the questionnaire and the interview for both quantitative and qualitative data collection, administered to ten (10) high school English teachers to accomplish and examine the research issue. The obtained results showcase the importance of culture toward language learning in the Algerian system of education, and demonstrate that culture is not considered as the fifth skill; however, it is integrated with the four skills.

**Key words:** Culture, Language learning, language skills, foreign language.

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## **List of acronyms**

LSRW	Listening, Speaking, Reading, Writing
CC	Communicative competence
ICC	Intercultural Communicative Competence

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# ***General Introduction***

## **General Introduction**

Language and culture have been described as two interrelated entities that effect and complete each other. Also, they work side by side in learning the foreign language. Many people in today's world are living between cultures and languages. The world is getting smaller and people are interacting across cultural and linguistic boundaries. Due to these new conditions; the cultural integration has been considered as an essential part to be integrated in the educational foreign language and teaching system including Algeria.

People learn foreign language to target the object of understanding, using, and producing language fluently to communicate in different contexts. It is true that learning a foreign language entails understanding a set of linguistic aspects, suchlike grammar, vocabulary, and pronunciation. However, it entails being aware of its cultural features as well. Knowing about the target language cultural features; knowledge, beliefs, attitudes, values, customs, and lifestyles plays an important role in making a good language user, so that language is not only lexis and syntax. However, it entails also knowing what, when, where, how, and why to say something.

The process of foreign language learning is a way that has the aim of developing particular competences or foundations that ensure a better language learning and understanding. Generally, there are four language learning competences; Listening, Speaking, Reading, and Writing. These competences or language learning skills are the basics for learning any foreign language. In addition, becoming a well-rounded speaker of the target language entails building upon the four aforementioned language learning skills, and the absence of one of them may negatively affect language comprehension and communication. However, the ability to speak foreign language does not mean the possibility to communicate effectively with other people across cultural boundaries. Based on that, to speak a foreign language, the speaker should profession its cultural aspects.

The learning of foreign language involves the cultural integration which reach the effective use of language. Thereby, it took a lot of interests by many scholars and anthropologists concerning its relation to language. Many scholars such as Bárδος claimed that culture is the fifth language learning skill. To this end, the current research is conducted to target the object

of looking for the relationship between culture and language learning skills, and investigating the teachers' attitudes toward the cultural inclusion in language learning process. The present work is submitted for the purpose of discussing the given issue, and to respond on the following research questions:

1. Do teachers consider culture as the fifth language learning skill?
2. How can culture affect language learning skills?
3. Do teachers include culture in teaching the four skills?

Regarding these research questions, we put forward the following hypotheses:

1. Most of teachers believe that culture should not taught as the fifth skill.
2. Culture has been taught as a main component from each language learning skill.
3. Given the fact that culture is part of each language learning skill, its effect is evident.

It has been noted out that culture means different things to different people. However, knowing what culture means in language learning is the core objective of conducting our research. Giving the fact the culture is necessary in language learning; motivates us to look for whether teachers see culture as the fifth language learning skill in addition to Listening, Speaking, Reading, and Writing. The conducted research attempts to investigate how can culture effect language learning skills, and then whether teachers include it in teaching the four skills.

This study involves many important details that have been considered as relevant and needed points that should be tackled. It refers to some important theories that have guided the research, such as culture as it relates to language learning, and its main features involving Hofstede's figure of levels of mental programing. In addition, the communicative competence and its modal that was introduced by D. Hymes 1972. Then, it followed by Canale and swain model that consist of four subcategories. Besides, Byram's model of "ICC", which remains the most influential in foreign language learning and teaching process. Further, it comprised of an overview about the four common skills of language learning.

The current research was mainly based on the descriptive method that represents the appropriate method to target the purpose of the research and the type of required data, and using both of the qualitative and the quantitative data collection instruments. The present study

was conducted to Algerian High school English teachers during the academic year 2019-2020. We opted for two types of data collection to examine and verify the given hypotheses so that one tool could be insufficient to rely on for validating our research questions due to the complexity of the topic. The first chosen tool was a questionnaire of six sections, including open-ended and close-ended questions. The second instrument used was the interview, with the same teachers who participated in the questionnaire, for the sake of collecting more needed data as well as to confirm the questionnaire's provided answers. Our sample was ten (10) high school English teachers who are chosen regarding to their experience in teaching.

This dissertation is composed an introductory part followed by three main chapters. The introductory part (General introduction) deals with explaining the goal and the background of the study, the statement of the issue, and the research questions as well as the hypotheses. The first chapter is devoted for the literature review, and the theoretical background of present study. The second chapter presents the research methodology and research design used in conducting the research, involving population, the research approaches, sample, context of the study, and the data collection Instruments. The last chapter is devoted for the analysis and interpretations of the data gathered from the participants through the questionnaire and the interview.

*Chapter One*  
*Review of literature*

## **1.1.Introduction**

The aim of this chapter is to shed the light on the importance of integrating culture in language learning. It is about submitting an overview and the theoretical background of the research topic, including many substantial points. It starts with identifying several understandings of the concept “culture”, from different scholars’ perspectives, since it is vague concept and difficult to define. In addition, it highlights the relationship between culture and language learning, involving the ICC along its meaning, components, models, and its impacts on language learning. Besides this, it indicates the most important focus of the work which is culture in a relation to language learning skills.

## **1.2.Understanding the Concept of Culture**

Culture is that concept which is notoriously difficult to define, and it has been the focus of many scholars and researchers. At the same time a challenge to find a suitable and unanimous definition. Helen spencer-Oatey (2012) stated that, the American anthropologists (Kroeber and Kluckhohn 1952) are critically reviewed concepts of culture, and compiled a list of 164 different definitions. Within the same regard, Apte (1994:2001) within the ten-volume *Encyclopedia of Language and Linguistics*, outlined the issue of predefining the notion of culture as follows: “*despite a century of efforts to define culture adequately, there was in the early 1990s no agreement among anthropologists regarding its nature*”. (Ibid)

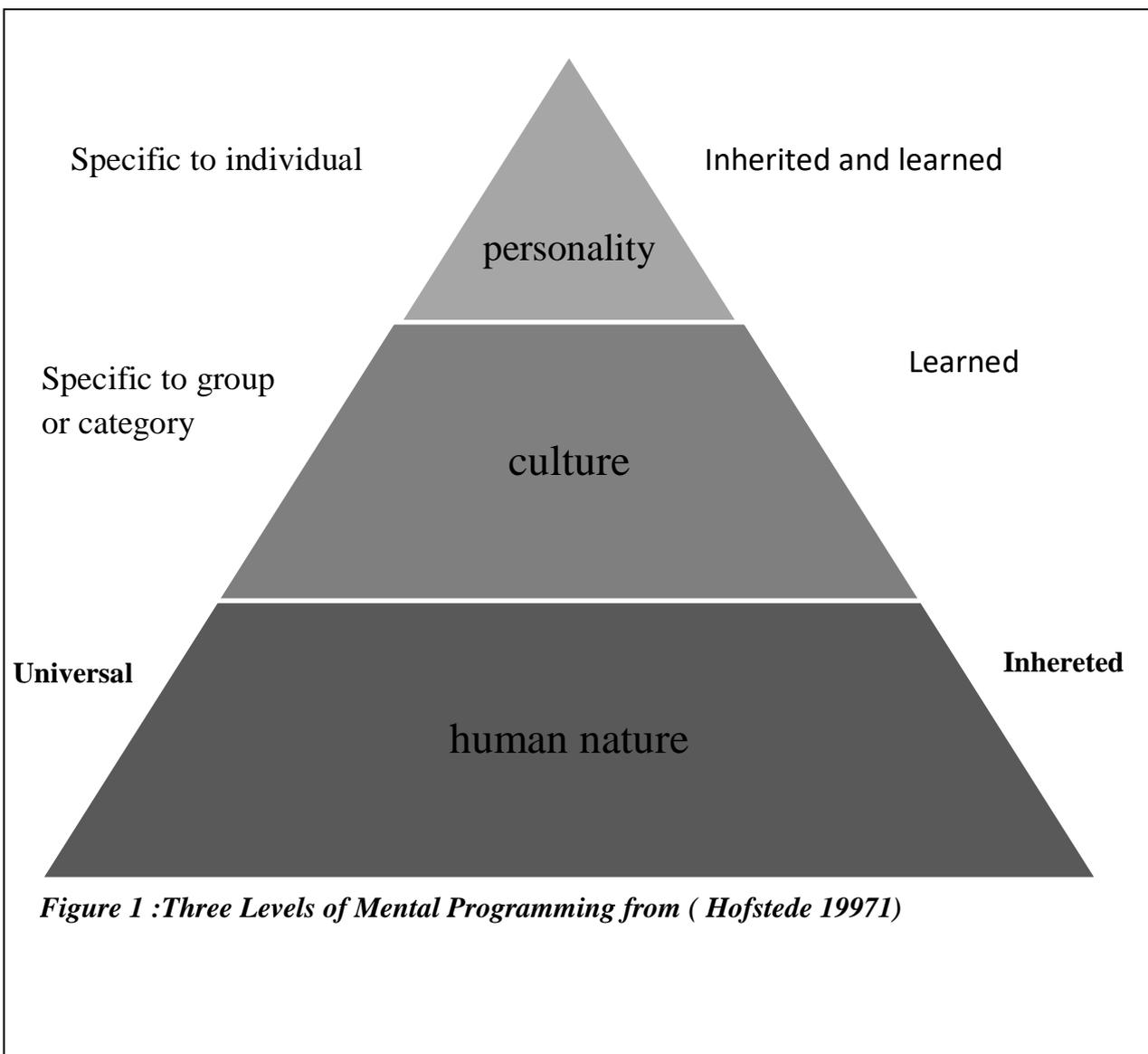
It is worth mentioning that, one understanding to define the term “culture” could be unaccomplished, inadequate, and incomprehensive. Hence, there are many several understandings given by anthropologists and researchers. Hofstede, Hofstede and Minkov (2010, p6) stated, “*Culture is the collective programming of the mind*”. Another definition, was given by Matsumoto (1996, p16): “*...the set of attitudes, values, beliefs, and behaviors shared by a group of people, but different for each individual, communicated from generation to the next*”. (Stated in Danko Šipka, 2019, p03)

After the investigation of the different definitions and understandings of culture according to scholars and anthropologists with multiple perceptions and thoughts. One definition seems to be predominated and extensive, was the conception which have been given by the famous English anthropologist Edward Tylor (1871) in the first lines of *“Primitive Culture”*, *“culture...is that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society”*

### **1.3.Features and characteristics of culture**

When learning about culture, there is a point which is very interesting and particularly fascinating about cultures. Each single culture, no matter where it is located, shares at least five basic characteristics. First, culture is learned through the process of learning, socialization, and interaction with the environment. Mainly, people in social group, learn culture from the other members within the same environment through interacting with each other. David C. Thomas (2008) makes it clear that: *«culture is transmitted through the process of learning and interacting with the environment. Over time, the people in a society developed patterned ways of interacting, with their environment”* (p. 29).

Second, culture is shared between the group’s members and not limited to individuals. A social group, an environment, a community, or a nation shares it. (David.C. Thomas, 2008, p 28) stated in his book *Cross-Cultural Management: Essential Concepts* that *“culture is shared by member of particular group”*. Within the same vista, Hofstede (1991) makes this point clear when he describes culture as the mental programming that lies between human nature and personality.(cited in Hilary Harris, Chris Brewster, 29) According to him, individuals carry in their mind three levels of programming about their way of interacting with their environment as shown in the following figure:



This mental programming model submitted by Hofstede is composed of three levels of uniqueness. As has been noted by (Hofstede, Hofstede 2005, p 04) *“Three levels of uniqueness are distinguished: the inherited universal human nature, the learned culture specific to certain societies or groups within society, and the inherited and learned individual personality”*. (Cited in Wolfgang Arlt 2006, p 104). It illustrates the relationship between culture, personality and human nature. These three aforementioned elements are defined as follows:

- 1. Human nature:** It is what all human beings have in common. It is universal and genetically inherited. It refers to the mental programs and the reactions that people

share and have the same, and not specific to one particular culture such as the feeling of love, fear, joy, sadness, fatiguing, and the need for food.

2. **Personality:** It is a combination between the human nature, which the culture sees it right and the personal experiences. It is the individual's unique set of mental programs which she/he does not share with the other human beings. It is based on traits which are partly inherited within the individual's unique set of genes and partly learned from her/his culture as well as unique personal experiences.
3. **Culture:** Culture is not inherited, it is learned through communication and imitation. It is known as the mental programs that are shared among a specific group of individuals.

Third, culture is based on symbols. It is axiomatically that every culture is filled with symbols that enable people to communicate through signs, gestures, and language. Language seems to be the main symbolic aspect of culture, which allows people to create and explain new thoughts and information. Larry in Samovar, Richard E. porter, EdwinR.McDaniel (2009: p37), stated that “...*culture is based on symbols...the portability of symbols allows people to package and store them as well as transmit them*”.

Furthermore, culture is integrated. The cultural integration is a mixture of two cultures or more without need to lose the characteristics, which differentiate one culture from the others. William.A Haviland,&.al (2013, p34) agreed: “*the breadth and depth for every culture is remarkable. It includes what people do for a living, the tools they used, the ways they work together, how they transform their environment and construct their dwellings*”.

Another feature is that culture keeps people together. Douglas (1990) observed that culture is social glue. The fact that people are living together, sharing the same thoughts, norms, and values, mainly was considered the reason to impute themselves to one community rather than another.

## **1.4.Language and Culture**

Most of scholars agreed that language and culture are two interrelated and inseparable entities. So that each one of them is part of the other and complete it. Furthermore, culture is necessary when learning a language. Kenneth Locke Hale (Massachusetts institute of technology): mentioned that: «*When you lose language, a large part of the culture goes, too,*

*because much of that culture is encoded in the language*". This supports the point that culture and language need each other, and having one of them requires having the other one.

Undoubtedly, learning language is a matter of learning the grammatical rules, syntax, phonetics, and phonology. However, these basics could be insufficient to understand the language. Culture is considered to be as the main element, which is necessary to learn a language. Further, each culture has a specific symbols and codes so that the understanding of those main cultural aspects will enable the learners communicate effectively.

C.Kramersch. (1998) claimed: *"language is the principle means whereby we conduct our social lives, when it is used in contexts of communication, it is bound up with culture in multiple and complex ways"*. There is a strong relationship between language and culture. So that it is inveterate and indestructible. According to Brown (2000, p177) as stated in Ewa piechurska-Kuciel, Liliana piasecka (2011, p28): *"A language is a part of culture, and culture is a part of language, the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture."*

To summarize the type of relationship between language and culture, it is preferable to say that each one of them affects the other. So, as language is used in learning culture, in the same vista, the existence of culture is closely related to language. Brown (2000) is convinced that there is a connection between language and culture. He said: *"It is apparent that culture as an ingrained set of behaviors and modes of perception, becomes highly important in the learning of a second language"*. (As cited in Wenjiang Du, 2013, p548)

### **1.5.Context and Language:**

What is commonly known is that language is a set of signs and symbols that considered as a principle way used in the human communication. Language is used in social context, and people use it to share ideas, beliefs, knowledge, and attitudes, transmit messages, also it used to describe the past events, present situation, and making guesses about the future. However, the way it is used is different from one to another, as has been taught by Sheldon Resenberg (1987, p40): *"Language is taught in different ways to different people for different reasons"*.

Unquestionably, context and language are two related entities. So that people cannot be aware about the way the other people are using language, only if the context of use, would have been taken into account. It has been suggested by Hymes (1972, p.34): *"The key to*

*understanding language in context is to start not with language, but with context*". Cited in C.kramsch

The idea of being an intercultural competent user of a language, Denotes the realization of cultural context of the language. In addition to that, knowing about other's cultures makes a successful intercultural communicative competence. Nataša Bakić-Mirić (2011, p 69) assumed in her book. *"Integrated Approach to Intercultural Communication"*, that there are Ten Commandments for intercultural effectiveness, an important one of them is being aware of cultural context.

### 1.5.1. Communicative Competence

Generally, the concept "CC" is using appropriate and correct language in a particular context. According to Chomsky's view of linguistic competence (1965), language competence is confined to linguistic knowledge of language structure, especially grammar. However, this view has been inadequate because it focused much more on grammatical rules.

The notion "CC" has emerged as a reaction to Chomsky's concept *"linguistic competence"*. It has been used to first time by Hymes in (1972) as a sociolinguistic concept, he confirmed: *"communicative competence not only as an inherent grammatical competence but also as the ability to use grammatical competence in a variety of communicative situations, thus bringing the sociolinguistic perspective into Chomsky's linguistic view of competence"*.(Cited inVensaBagarić2007).

M. Canale and M Swain introduced a model of communicative competence. This model consists of four subcategories of communicative competence as follows:

1. **Grammatical competence:** Refers to understanding and knowing how to use the grammar, vocabulary, orthography, and sentence structure.
2. **Sociolinguistic competence:** It denotes being aware of the knowledge of socio-cultural rules of language and use, non-verbal behaviors and cultural references. Moreover, it requires mastering of language use as opposed to the social and cultural context.
3. **Discourse competence:** It emails understanding the connection between ideas. Also, examining the coherence and cohesion in texts. Moreover, it deals with combining words, phrases and sentences together so as to come up with meaningful unity of written and spoken texts, regarding the type of discourse.

4. **Strategic competence:** It refers to use sub-techniques, and strategies, both verbal and non-verbal, avoiding misunderstanding, recognize, and communication, breakdowns.

In addition to that, while Swain and Canale, were working on the theory of communicative competence in North America. Van EK was working also on the same theory in the Council of Europe; his model of communicative competence includes the four mentioned components. However, he stated in addition them two other components which are:

**Socio-cultural competence:** It entails that every language is situated in a socio-cultural context. Van EK emphasizes that the second language learners are expected to be familiar with the socio-cultural context of language.

**Social competence:** It consists of both the will and the skill to interact with others, including motivation, attitude, self-confidence, empathy, and the ability to deal the social situations

The concept “*communicative competence*”; since its emergence as a theory that underlies the communicative approach to foreign language, it was the interest and the enthusiasm of many scholars. It influenced foreign language education for many years. However, it detected some difficulties. So that the modern world’s complexities and cultural assignments; could not have been conciliated when people are linguistically and culturally different from each other.

It should be mentioned that foreign language teaching was based upon the concept of a native speaker perception. This belief was questionable, for such a reason, Byram (1997) noticed that this idea of building an understanding about foreign language on the ground of native speaker was not reliable. Also, it was inconvenient goal for the language learners.

To keep on the same context, it should be noted that while learning and teaching a second language, the learners interest should be on the intercultural speaker as the target standard rather than the native speaker, as Mackay (2002) emphasized “*English is an international language, and because of this fact, English can no longer be linked exclusively to native English speaking cultures. Hence, there is no need, in the teaching of EIL, to base the content of teaching materials on native-speaker models*” (p145). In this, Byram (1997) come with a new term that may facilitate successful communication between people from different cultural backgrounds. This new concept called Intercultural Communicative Competence “*ICC*”.

### **1.5.2. Intercultural communicative competence:**

In today's world, teaching language and its culture have undergone fundamental changes, due to the variation of multiple factors, such as the technology evolution, globalization, and immigration. These several changes which occurred in response to the requirements of the time had an effective role in the emergence of communication between people who are belonging to different cultures, nations, and affiliations from all parts of the globe. For such a reason, the intercultural communicative competence has become the noun interest that guaranties a competent language speaker in diversified contexts.

### **1.5.3. Defining the concept ICC:**

Generally intercultural communicative competence refers to the ability to communicate and function effectively across cultures; with people have deferent cultural background, values, beliefs, and experiences. According to many professionals of language teaching, intercultural communicative competence is like an amplification of "*communicative competence*". Benek's(2000, 108-109) predicated "*Intercultural Communication in the wider sense of the word involves the use of significantly different sets of values and modals of the world. Intercultural competence is to alarge extent the ability to cope with one's own cultural background in interaction with others*". Ildikó Lázár, Michael Čaňková(2007, p5).

In the same coin, Byram (1997) clarified the significance and the effect of intercultural communicative competence. When he stated: "*A person who have developed ICC is able to build relationships while speaking in the foreign language, communicates effectively, taking into consideration his own and needs; mediates interactions between people of different backgrounds, and strivers to continue developed communicative skills*".p107 (López-Rocha1, 2016).

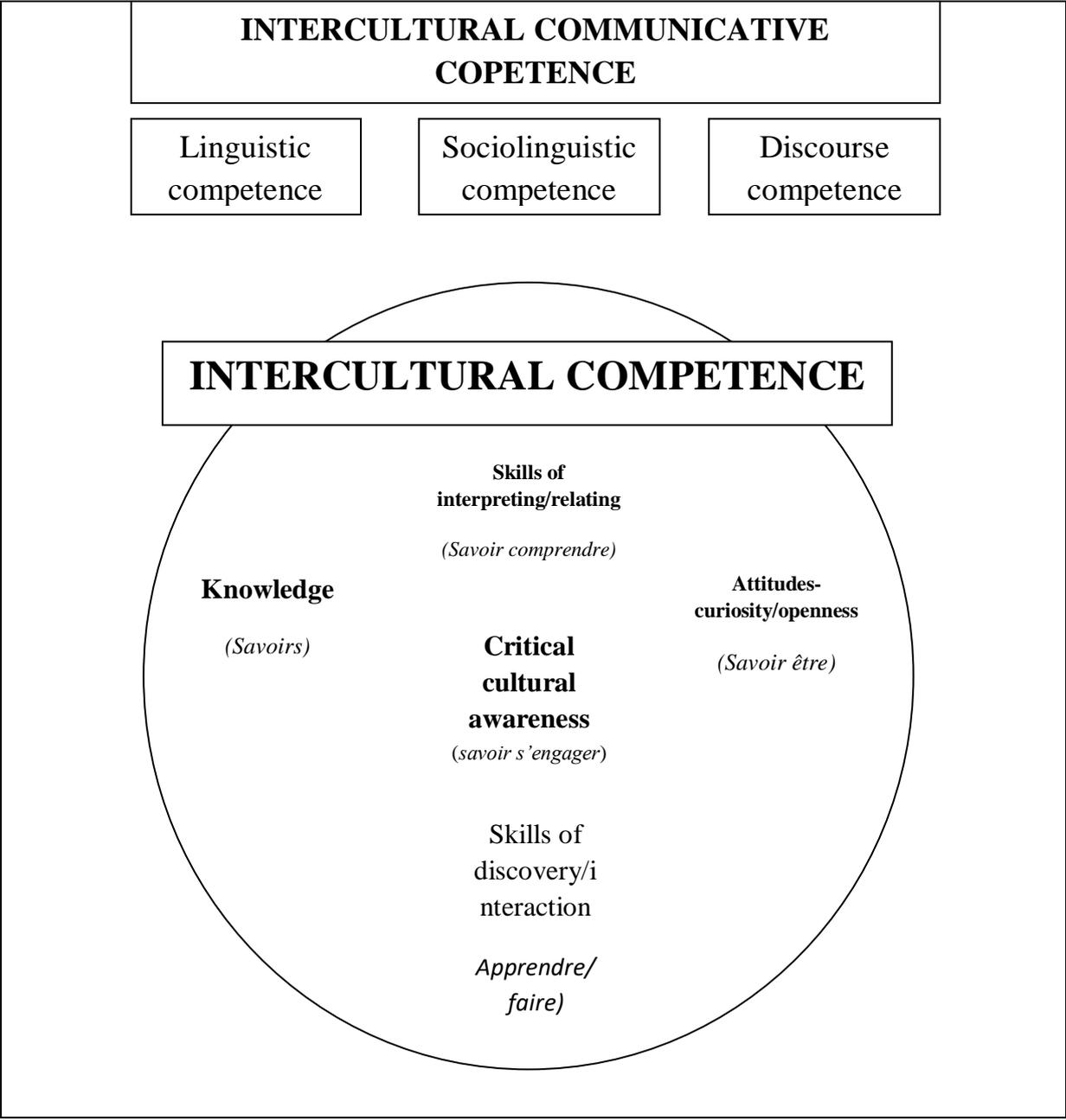
#### **1.5.3.1. Byram's modal of ICC:**

Byram's model of "*ICC*" is considered as an interesting point that has been and still influential in learning and teaching foreign languages filed. "*Byram's (1997) modal of intercultural communicative competence has had a profound impact on the teaching of second or foreign languages, especially in European contexts. His conceptual framework draws attention to the need to integrate culture into second language teaching and learning*". Jane Jackson (2014, p309). M. Byram differentiated four different competences, namely, Linguistic

Competence, Sociolinguistic Competence, Discourse Competence, and Intercultural Competence. Furthermore, the last one “*Intercultural competence*” in itself is discriminated into three main components; Skills(*savoir-faire*) Knowledge (*saviors*), and attitudes (*savoir-être*). These saviors are complemented by five major and correlative values and dimensions; namely Intercultural attitudes, Knowledge, Skills of interpreting and relating, Skills of discovery and interaction, and finally Critical cultural awareness. The five basic saviors are also sectioned into two sections; the first two are prerequisites for successful intercultural/ Interlingua communication, and the other three are significant for successful cross cultures and communication.

1. **Intercultural attitudes**(*savoir-être*): This dimension is considered as an essential value for communicating in intercultural attitudes, “*attitudes toward people from different culture often include prejudices or stereotypes which can lead to successful interaction attitudes for curiosity and openness are needed instead*” Eleni Stefanidou (2009: p02).
2. **Knowledge**(*saviors*): It has to deal with the learner’s cultural patterns awareness. So that the learner should be familiar with such similarities and differences which are actually exist between his/her own community, and the other’s one.
3. **Skills of interpreting and relating** (*savoir comprendre*): It represents the ability to interpret and analyze the other’s culture, explain it, and relate it to one’s own.
4. **Skills of discovery and interaction** (*savoir apprendre /faire*): It refers to investigate a new and appropriate cultural knowledge, and operate this knowledge to communicate successfully.
5. **Critical cultural awareness** (*savoir s’engager*): “*An ability to evaluate critically and on the basis of explicit criteria, perspectives and products in one’s own and other cultures and countries*”. Jane Jackson 2012, p332).

Byram’s model of ICC refers to the importance of integrating cultural component in language learning and teaching. However, a successful interaction according to Eleni stefanidou (2009, p2) stated: “*Understanding the interlocutor’s cultural background therefore raises the chances of success in intercultural interaction*”. In here, it should be mentioned that the development of ICC according to Byram is depending on curiosity, and openness that enable the individual accepts and interacts with people from other cultures. Also, allow him/her to understand that interaction is an enriching experience.



**Figure: 3.2** *The Components of Intercultural Communicative competence*

## 1.6. Culture and language learning

Indubitably, culture and language have been described as interrelated entities. So that culture plays an important role in the process of teaching and learning a language. “*Culture is subsumed in a range of variables which...affect learning and interpreted primarily in terms of the affective*”. Byram (1994: p05). Furthermore, integrating culture in language learning, gives the learners the chance to use language correctly to communicate. In this regard, Emit and Komesaroff (2003) indicated: «*The acquisition of culture requires the learning of a language for transmission of attitudes, ideas, and values to the next generation*”. (Cited in Ilmu, 2015)

Culture, in its relationship with language, it affects language learning process to a great extent so that language learning is a cultural learning at once. Moreover, mastering the cultural elements next to the linguistic ones, it may have been an effective way to guarantee a successful communication through a language. N.Brooks, as cited in M.Valdes (1986, p123) pointed out: “*as language teachers we must be interested in the study of culture not because we necessarily want to teach the culture of the other country, but because we have to teach*”. In the same context he explained that teaching language without teaching culture in which it operates, is a matter of teaching meaningless symbols, and automatically learns wrong meanings(Ibid). It should be noticed that understanding the concept culture is a must, so as it increases the learners’ motivation, and gives them a reason to study the language.

### 1.6.1. Language learning skills:

It is apodictic that language learning skills are a set of interconnected capabilities that allow the individuals learn, comprehend, and produce a correct and appropriate spoken language for proper and effective interpersonal communication. These foundational skills are dealing with different aspects of using a language. These competences are namely: Listening, Speaking, Reading, and Writing. They are most often acquired in the order of listening first, then speaking, then possibly reading and writing, these capabilities are often called “LSRW”. Furthermore, they are usually divided into two different types; receptive (input) and productive (output). These skills are listed and defined as follows:

1. **Listening skill:** It is the first skill that people acquire on their native language. It is one of the receptive (passive) skills, and it is known as one of the inputs. It requires using ears and brains so as to comprehend language as it is being spoken. Krashen (1981) in Angela Carrasquillo in defining speaking stated that it is: “*Pedagogical theory tends to support the*

*beneficial aspects of providing beginning ESL learners 'silent period' in their second language development”.*

2. **Speaking skill:** The second language learning skill. It is a productive(active) skill which entails using the vocal tract and the brain to correctly produce language through sound. Also it known as an output skill. Speaking skill in itself is divided into three kinds; interactive speaking (discussion, dialogue), partially interactive speaking (lecture), and non-interactive speaking (sermons and speeches). *“Speaking is described as an interactive process of constructing meaning that involves producing and receiving and processing information”.* Benati (2020, p 70).
3. **Reading skill:** It is the third language learning skill that is a second receptive (passive) skill, (input) skill. It entails the individual using his/her eyes and brain to comprehend the written equivalent of spoken language. Amita Bhardwaj (2004, p 1) assumed that: *“Reading is a tool of the acquisitive mind; it is the vehicle for obtaining ideas that cannot be transmitted verbally”.*
4. **Writing skill:** It is the fourth language learning skill that people acquire in one’s own native language. It necessitates using hands and brain for a successful producing of written symbols which actually represent the spoken language. Moreover, it is an output skill. Sampon (1985: p26) defines writing as a way *“to communicate relatively specific ideas by means of permanent, visible marks”.* Cited in(Handel, 2019, p. 05).

### **1.7.Culture and language learning skills**

Undoubtedly, understanding what culture really means. Besides understanding other’s culture, cultural codes, and symbols plays an important role in language learning. Generally, language learning is consisting of a set of capabilities that enable people learn and acquire the language. Listening, Speaking, Reading, and Writing. All of the prementioned skills are necessary, so that the absence of one of them will lead to some kinds of learning breakdowns.

To talk about what is the influence of integrating the cultural component through language learning skills. We begin first with integrating culture through listening. Culture is a requisite part of listening. Moreover, integrating culture through listening may help learners comprehend natives when they speak. Further, integrating the cultural aspect in listening activities can be accomplished by having the learners listen to a cultural content and perform a task. For instance, they may be given maps of the target country, and asked to circle ski or seaside

resorts or trace someone's trip, as this is read aloud by the teacher. The learners may also listen to music, songs, and radio broadcasts.

Second, to integrate culture through speaking skill. Culture can be clearly sensed in verbal exchanges. To begin with, forms of address, or "*markers of social deixis*", in Kramch.C words (1998, p131), are language indicators of where the speaker stands socially in relation to the hearer. For example, the use of "tu" and "vous" in French is culturally significant of the social status of the speaker and that assigned to the learner:" vous" connotes power or distance, while "tu" solidarity, closeness, or the subordination of the addressee. Another aspect demonstrating the presence of culture in spoken language interchanges called face-work, i.e. the strategies adopted to protect face, because in many cultures saving social face is crucial in any communicative interaction, such as Japanese culture. So the learners should raise their awareness about the target culture communicative strategies and styles. To become able to understand the native speakers' speech, and interact with them.

Third, it may be thought that the simplest skill to integrate with culture is that of reading. Since all that is apparently needed is to select reading passages with a cultural content. The importance of cultural content should bear in mind when selecting the material to be read in class. Every reading should be preceded by at least one culture- related pre-reading so as to set the scene and get the learners closer to the context of the reading passage. The importance of cultural knowledge to understand written discourse is undeniable. Indeed, when the learners read in a foreign language; they decocted what they read on the basis of their own cultural background and experiences, which means that culture is playing an important role to understand what we are reading, through coming back to our background knowledge.

Finally, Culture can be integrated in writing assignments in many ways: for instance, to have the learners write actual letters or e-mails to native speakers (pen pals, companies, travel agencies ...) soliciting information of various kinds. It goes without saying that the learners should first be taught how to write such letters (personal, business...). Or another task like giving learners a topic sentence in the form of one or more cultural generalization, and ask them to provide supporting details to illustrate the target cultural topic. The learners' writing performances in a foreign language should be evaluated for their cultural content, thereby encouraging adequate attention to this main component.

## **1.8. Conclusion**

To conclude the main points have been discussed in this first chapter, it tackled and provided us with multiple understandings of culture and its important relationship with language learning, also its influence on communication. Moreover, it included the role of ICC to guarantee a competent speaker, and successful communication. Furthermore, it stressed the role of language learning skills listening, speaking, reading, and writing. And, their positive outcomes concerning teaching and learning a language. Besides this, another point has been discussed which entails that language learning skills have a relation with culture. It leads to ask a question to which extend, culture is belonging to language learning skills. This main question will be discussed in the next chapter which will provide the practical side of this dissertation.

*Chapter Two*  
*Research Methodology*

## **2.1.Introduction (Chapter Two)**

The previous chapter aims at presenting the theoretical background of the study. It aims at investigating the importance, and the effect of culture in a relation to language learning process. However, the present chapter deals with the practical part of the research, involving the elements which are needed to be mentioned. It includes the research approaches, the sample, and the context of the study. Besides, including both of tools; the questionnaire and the interview as the data collection instruments that are used for the purpose of validating the conducted research.

## **2.2.Research methodology:**

The term research has been known as a process or a particular procedure for identifying, processing, conducting, and analyzing data on a topic. Undoubtedly, it means looking for answers to questions, and moving from the known to the unknown taking into account a specific framework. Moreover, research is that systematic investigation which is highly purposeful, as well as has clear objectives. The term research has been defined by several famous authors proposed with different ways and multiple definitions. Rajender KUMAR (2008, p01) describes the research as a voyage of discovery. Then, he defines it as a scientific activity undertaken to establish something, a fact, a theory, a principle, or an application. (Ibid). Whereas Rusk as cited in Yogesh Kumar Singh (2006,02) defines it as *“a point of view, an attitude of inquiry or a frame of mind”*. Furthermore, it is *“an honest exhaustive, intelligent researching for facts and their meanings or implication with reference to a given problem”*. P.M. Cook cited in Yogesh Kumar Singh (2006, p 03).

It should be not left unnoticed that to carry out and to target the aim of any research, the methodology is the backbone, and the vital tap of the research. In addition, it has been considered as one of the most essential and practical skills in which it searches for a solution to a problem or a specific issue. Research Methodology is a way to systematically solve the research issues. Besides, it enables the reader get a better understanding of how the experiment was performed. Simply put, the methodology is a procedure which is substantial and indispensable in any research and of prime importance for assessing the validity, and reliability of the study.

## **2.3. Research Approaches:**

Research approach is a plan which defines and interprets the research. It has been considered as a necessary element of research methodology. Unquestionably, to carry out any research, there are multiple ways researchers use to examine and validate their study. In this regard, Creswell (2007) claims that illustrating the research approach is an objective strategy to increase the validity of social research. (Cited in Andrea Chiarini 2015, p 39). In (2014, p03) he adds “Research approaches are and procedures for research that span the steps from broad assumptions to detailed methods of data collection, analysis, and interpretation”. Creswell 2009 explains the research approach as a plan of action that gives guidance to conduct research systematically, and in an efficient way. Within the same context, he claims that there are three main research approaches; quantitative approach, qualitative approach, and mixed methods approach. These approaches are defined as follows:

### **2.3.1. Qualitative Approach**

The qualitative approach is a strategy that seeks to comprehend, identify, and explore social, cultural, and human issues from individuals and groups multiple perspectives. Creswell (2014, p404 Cited in Claire Sophie Zerwas (2019, p12). Denzin and Lincoln 2005 notice: “qualitative research involves the studied use and collection of variety of empirical materials- case study, personal experience, introspective, life story, Interview, observational, historical, interactional, and visual texts-that describe routine and problematic moments and meanings in individuals’ lives”. (p03).

It is worth nothing that the qualitative research as any other research has particular characteristics that differentiate it. First, it is an effective approach that work well to answer the questions “How” or” Why” rather than “What”. Second, it is a method of inquiry that uses non-statistical methods. Besides, it has a descriptive style, so such an extent that it describes and portrays the kind and the quality of a subject as well as it applying logic and using words. Third, it generates non-numerical data. In addition, it is regarded as an inductive approach toward research. Further, qualitative research is interpretive and naturalistic, as has been pointed out by Donna M. Mertens2005, p 229) “*Qualitative research involves an interpretive, naturalistic approach to the world*”. In this respect, Denzin and Lincoln (2005, p 03) explained that in the qualitative approach things are taught in their common and natural environment, trying to understand or explain phenomena in terms of the meanings that individuals bring to them.

### **2.3.2. Quantitative approach:**

The quantitative approach is a kind of educational research which is chosen by the researcher to decide what to study. To this end, Mark Helmold and Warda Samara (2019, p 39) states: “Quantitative research methods are research methods dealing with numbers and anything that is measurable in a systematic way of investigation of phenomena and their relationships”. Quantitative research is the enquiry that based on collecting and analyzing numerical data utilizing statistical procedures in order to find answers to research questions, generate hypothesis, and reach conclusions. In similar vein Wael Kamel Eid and Mehmet Asutay (2019, p191) claims: “*it involves the collection of data that the information can be quantified and subjected to statistical treatment in order to support or refute alternative knowledge claims*”. In addition, Creswell 2003 observed that the quantitative approach utilizes research techniques, suchlike experiments and surveys. Also, gathering data on predetermined instruments that yield measurable information. (Cited in Mansurul Hasib 2013, p 08).

It is worth mentioning that the quantitative approach shares many features that characterize it as a method from the rest of the methods. It is used to quantify an issue, or answer the research questions “How much” and “How often”. It examines the what, where, and when decision making, to reach the purpose of prove or disprove hypothesis, predicting the future, drawing conclusions, and generalizing concepts. Moreover, it applies statistical, and mathematical based methods so that the information which are represented in a form of numbers and statistical data in which the results are arranged in tables, charts, figures, and percentages. Furthermore, the quantitative approach generates numerical data and non-descriptive style. Likewise, it is regarded as deductive approach toward research. Additionally, “*quantitative approaches often assume an objective reality that can be reasonably captured in quantifiable, theoretical frameworks,...Quantitative approach characterizes a rather inflexible procedure that is best suited to explanatory, statistical and theory testing purposes*”. Maximalian Rothkopf (2009, p46)

### **2.3.3. Mixed Methods Approach:**

Mixed methods approach is known as a research model that includes gathering and analyzing two different types of approaches; the qualitative and the quantitative approaches in one single or series of studies. “*Mixed methods research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches...for the purpose of breadth and depth of understanding and corroboration*”. John

et al. (2007p123) cited in John.W. Creswell, Vicki. L.Plano Clark (2011, p 04). The mixed method approach is: *“research in which the investigator collects and analyzes data, integrates the findings, and draws inferences using both qualitative and quantitative approaches or methods in a single study or program of inquiry”*. Leonard Bickman, Debra J. Rog (2009, p 286). Simply put, mixed methods approach is known as an approach researchers choose to find answers to the research questions that demand both numerical and non-numerical data.

It must be noted that the mixed methods approach is an approach in which the qualitative and the quantitative approaches are mixed and associated in some point. So that this combination of methods forms clear and meaningful findings. Additionally, collecting and analyzing data using the mixed methods approach provides a better understanding of a research problem, and then provide better results rather than using one single approach only. Simultaneously, it is a combination and collection of both open-ended and close-ended data. Further, it is a method that helps explaining the results through using both numerical and textural data as well as it works well to minimize and overcome the weaknesses, and to complement the strengths of qualitative and quantitative research methods.

#### **2.4.Context of the study:**

The study was conducted to High school English teachers, during the academic year 2019/2020. The sample consists of ten (10) teachers; males and females, belong to two different high schools; SHIH Mhammed Ramka secondary school, and Omar Ibn-El Khatab Ammi Moussa Secondary school in Relizane. They were selected to respond on questionnaire with six (06) sections including open-ended and close-ended questions that target to know whether teachers consider culture as the fifth skill. Besides, investigating how can it affect language learning skills. Additionally, we opted for an interview to be answered by the same participants. It composed of ten (10) questions that seeks to look for whether teachers include culture in teaching the four language learning skills; Listening, Speaking, Reading, and Writing.

#### **2.5.Sampling:**

The concept sampling is defined as a method or a strategy of choosing a suitable sample or participants from a population that is representing the whole population statistically. Hence, it allows the researchers deduce conclusions and generalize the findings back to the selected population, as it has been defined by Susan. Awe (2006, p25): *“Sampling is the process of selecting units (e.g people, organizations) from a population of interest. So that by studying the*

*sample we may fairly generalize our results back to the population from which they were chosen*". In similar regard, Kumar (2005, p 164) states: "*Sampling, therefore, maybe turned as the process of selecting a few (the sample) from a bigger group (the population) to become the basis for estimating or predicting the prevalence of an unknown piece of information situation, or outcome regarding the bigger group*". Cited in(Dhivyadeepa, 2015, p. 06). It must be noted out that the sample must be chosen rigorously free of any bias or randomness; and most necessary that is should be a true representative of the population, in order to draw a correct and strong conclusion about the target population.

## **2.6.Data collection instruments**

Data collection instruments refer to the tools or methodologies researchers use in research process for the aim of gathering data. Undoubtedly, data collection shapes a fundamental component of the research process. This is on the grounds that it enables the researchers making decisions, or answering particular research questions. In addition, it allows them obtaining the others' information and experiences that lead the researchers to the enrichment of their studies. It is important to stress that there are different instruments used for collecting data. These essentially comprise questionnaire, interview, surveys, tests, and observations. The data collection instruments selected for conducting the present research are the questionnaire and the interview, in order to collecting quantitative and qualitative data that help in finding answers to the present research questions.

### **2.6.1. Questionnaire**

A questionnaire is a research instrument or an attempt for data collection which comprises of series of questions that designed to be answered by participants. The questionnaire seeks to collect statistical, and variable information that can be interpreted concerning a specific subject or issue. The questionnaires according to brown (2001, p 06) "*are any written instruments that present respondents with a series of questions or statements which they are to react either by writing out their answers or selecting from among existing answers*". In addition to that, the questionnaire is a device to respond on both the open ended questions (unstructured) and close ended questions (structured). The open-ended questions are questions in which the respondent's answers are his/her own words, opinions, and thoughts. While the close-ended refers to the questions in which the respondent choses one choice or more choices from the predefined set of responses.

The questionnaire is an important tool that demonstrated to be the effective and the foremost well-known strategy for gathering data. It is considered as “*the backbone of survey research*”.(Patterson, 2013, p. 63). Its significance lays in being an effective and a successful way for measuring the attitudes, intents, behavior, thoughts and opinions. As well, it is economical and a time saving process. It should be marked that the questionnaire is a measuring device that should be well-designed. This because the careful deign of questionnaire plays an important role to make it looks professional, and to ensure precise data collection so that the findings are interpretable and generalizable. It is very important to note that the questionnaire should be easy to comprehend, clear, and distinct from any kind of equivocalness or misleading questions. However, the most necessary point is that the questions should be limited by the needed information of the conducted research, and addresses its major aim.

### **2.6.2. The description of the questionnaire**

In the present study, the questionnaire has been chosen as the first data collection instrument. As has been already mentioned, it is addressed to ten (10) High school English teachers in both of High schools: SHIH Mhammed Ramka, and Omar Ibn El-Khatib Ammi Moussa High schools in Relizane. The questionnaire is composed of six (6) sections on the top of open-ended questions that allow the respondents feel free to answer and express ideas, perceptions, and opinions. So that true feelings can be received. Besides close-ended questions in which the information forms are quantitative, and the respondents are asked to select from a set of prepared responses. In this questionnaire the teachers are politely asked to supply information about their academic and professional backgrounds classroom resources. Also, the instructional materials and activities used to teach and integrate culture and English language learning skills when teaching. The sections of this questionnaire are arranged as follows:

#### **Section one:** Activities toward including culture in the classroom.

The first section aims to investigate the teachers’ attitudes toward including culture in English language teaching classroom. This section includes three (3) questions. The first one is a closed-ended question, it is given a yes/no options, that targets to know whether teachers introduce culture in the classroom when teaching. The second question aims to inquire about teachers’ perspective toward the necessity of including cultural features in language teaching classroom. The teachers are asked to answer by Yes / No options. In addition, to collect more useful ideas, they are given the opportunity to demonstrate their answers. The last question

attempts to investigate the teachers' estimation about including culture in courses whether it is a decision made by the teachers to include the cultural aspects the manner they deem effective.

**Section two:** Culture and classroom attitudes.

The present section is consisting of two questions; it is dedicated to investigating classroom teaching attitudes in relation to culture. The first question looks for how often do culture based activities and lessons are given from teachers. It is a close-ended question in which the teachers are given four options to choose the suitable answer. The other question is an inquiry that intends to know the teachers' opinions toward the effect of giving cultural based activities in facilitating language learning process. Besides, giving the teachers the opportunity for explaining.

**Section three:** Sources of teaching about other cultures.

To introduce culture in language teaching classroom, teachers have multiple ways that can facilitate and evaluate students' language learning process, and most importantly they use different sources. This section from the questionnaire is consist of one question, in which the teachers are asked about what sources they use when teaching about other cultures. It is a question with four choices, with possibility of selecting more than question or state others if they are not mentioned.

**Section four:** Culture and the four skills.

Learning English language depends on a set of language learning skills; Listening, Speaking, Reading, and Writing. To this end, a section is submitted in this questionnaire. This section is composed of four questions that targets to collect data concerning language learning skills in relation to culture. The first question attempts to know how many language learning skills the learners involve while designing their courses. The participants are given five different options to select one of them which seem the suitable answer according to each one of them. In the next question the participants are given the idea that the most of teachers believe that there are four language learning competences which are: Listening, Speaking, Reading, and Writing, and they asked whether they agree with the given perspective and think in the same way or disagree. The other question is devoted for the teachers to provide their understandings concerning the relationship between teaching culture and teaching language learning skills, whether they conceive them two interrelated entities or two separable ones. Then, they asked to explain their answers. The last question of this section deals with the main

point of the current research. It tackles to investigate whether teachers according to their experience as English teachers see that culture should be taught as the fifth language learning skill. In similar context, they asked to clarify what culture represents to the other language learning skills.

**Section five:** Culture and motivation.

Since the learning motivation plays an important role for a better language learning and understanding, this section is submitted to investigate the students' motivation toward culture. It involves one close-ended question that seeks to investigate whether teachers conceive teaching culture as a motivating matter for learners.

**Section six:** Culture and language learning.

The last section of the questionnaire intends to look for what does culture represent for language learning. The first question seeks to investigate if culture can effectively promote, facilitate, and contribute in language learning development. In this question the teachers are asked to answer according to their experience, then illustrate their answers which will help to earn from their experience more useful details. The second question, the teachers are asked about whether the including of culture in language learning could be an accurate idea that may effortless the process of language learning and understanding for learners. The third question is a close-ended question, which is about teaching the language learning skills. This question aims to know the teachers' views concerning the including of cultural features whether it is necessary when teaching the skills. The fourth question looks for knowing if teachers show their agreement with the idea that culture contributes effectively to enhance language learning skills.

Most of teachers are agree that including culture in teaching the language learning skills is essential. Hence, the fifth question attempts to look for the teachers' standpoints concerning the aforementioned idea. It is a close-ended question in which there is a choice to tick the "yes" or "no" options. In the last question, the teachers are indirectly asked whether the see that being aware of cultural aspects, codes, and symbols is a necessity that enables the learners understand the language, and know "how" and "when" they use it for an effective communication. The question is given in a "yes" or "no" option in which the teachers are given the chance to explain the answers for the purpose of understanding their viewpoints concerning the given matter, that helps in gathering more helpful ideas.

### 2.6.3. Interview

The interview is a main data collection technique and a direct conversation that takes a place between the researcher (interviewer) and the respondent (interviewee) for the purpose of reaching and stimulating facts or situations related to a particular research issue. Neuman (2007) defines the interview as “an extendable conversation between partners that aims at acquiring in depth-information about a certain topic or a subject, and through which a phenomenon could be interpreted in terms of the meaning interviewees bring to them”. (Cited in pimpa. et.al.2016 p49). The interviews are most effective for qualitative research. So that it is one of the most important methods. (Catherine Cassel & Gillian Symon 2004 p11) assumed: *“The interview remains the most common method of data gathering in qualitative research, employed in various forms by every main theoretical and methodological approach with qualitative applied psychology”*. Which means that the interviews are most effective for qualitative research, and it is considered as one of its most relevant and practical methods.

It is important to point out that the researchers need to clarify and explain the purpose of the interview, and the details that the interviewee should be aware of. However, which is most importantly is to clarify the type and the nature of the interview. In this respect, Keith. F. Punch (2005, p 169) states that interviewing can be structured, semi-structured, or unstructured. These aforementioned types are defined as follows:

#### **The structured interviews:**

The structured interviews or what are known also “the standardized interviews” are qualitative research methods in which the interviewer gives the respondent a series of predetermined questions that cannot be altered or modified, and following a fixed order. Moreover, it gives all the respondents equal opportunities to think and show their skills, knowledge, attitudes, and opinions. Further, the questions in this type still the same for all interviewees within the same manner, and any cancellation or addition is not permitted. Additionally, there is no flexibility in the structured (standardized) interviews. So that interviewers are limited to pre-define questions, which means they cannot deviate from the interview protocol to explore the unexpected and the interesting topics that surface during the interview.

Despite the fact that this type of interview is a practical way that facilitates the process of gathering data, and then replacing the responses in similar categories, however it surfaces a set of weaknesses. One of the imperfections is that it limits the participants the freedom of talking.

So that, the answers should be given from the selected interview's options. Besides, it entails sitting down with the interviewees and having an open interview which is actually considered as a time consuming process.

### **The unstructured interviews:**

The unstructured interview or non-directive interview is a strategy for collecting data. It is the type of interview in which there are no constraints and the questions are not predetermined. Moreover, it is known as the interview that is used mostly by people who are unprofessional and not well-trained in interviewing. Furthermore, the unstructured interview is tending to be more informal and conversational, comparing with the previous type (structured). Additionally, the questions used are usually open-ended questions, to encourage the respondents feel free and comfortable to answer.

It has been noted by Keith F. Punch (2005, p172) that the unstructured interview *"is used as a way of understanding the complex behavior of people without imposing any a priori categorization which might limit the field of inquiry"*. It should be recalled that the unstructured interviews are flexible, broad, and more comfortable. So that it gives the chance of asking questions. However, this type as the previous type, it has some of demerits. One of them is that it is not reliable enough. Besides, it is a time consuming process. Also, it is difficult to compare and analyze data of the participants, due to they are not asked similar questions.

### **The semi structured interviews:**

The semi-structured Interview is a qualitative data collection method in which a series of predetermined but open-ended and probing questions are used by the interviewer to direct the interview. However, asking other questions for the purpose of clarification is allowable when it necessary. Jung kee Hong&You-il Lee (2014, p 76) claimed that semi-structured interview is a combination of the structured and the unstructured interviews. This type of interview allows the conversational communication and have a flexible structure that enables the participants feel free to express their thoughts and views.

Even though the semi-structured interview is an advantageous type of interviews, it shares a set of disadvantages as well. Some of the major imperfections is that it is known as is a time-consuming process, due to it entails enough member of people for making comparisons, and drawing conclusions. Also, it needs the careful beforehand preparation. In addition, the interviewing skills are demanded to guarantee the required results.

#### **2.6.4. The description of the interview**

In the present study, the second instrument used for gathering more data and making our results more reliable is the interview. It was conducted to the same teachers who participated in the questionnaire. It is composed of ten (10) questions that are designed to collect more detailed data concerning the subject issue. Also, to gather more qualitative data, and to confirm the questionnaire's findings. It is a series of open-ended questions in which the teachers feel free to answer, explain, and express their opinions, thoughts, skills, knowledge, and attitudes. In addition, they are given the opportunity to justify and illustrate their responses. The interview starts with a small paragraph that aims at clarifying and explaining the major aim of the interview. It is noteworthy that this instrument is used for the purpose of investigating whether culture is taught when teaching the four English language learning skills; Listening, Speaking, Reading, and Writing.

In the first question of the interview, the teachers are asked how many years they have been teaching at high school. The answers of this question will lead to investigate the teachers' experience in teaching English.

The second question tends to denote the extent to which culture is integrated in teaching the foreign language in Algeria. The answers of this question may give an idea about whether cultural features are included in the Algerian program of teaching English.

The third question argues whether the respondents think that the cultural features are needed to be included in language teaching classrooms. This question aims at investigating the necessity of including culture in language teaching.

The fourth question looks for the teachers' experience with culture when training to be teachers. It seeks to know whether they are aware about how cultural courses are taught.

The question number five (5) and the question number (7) are attempt to know if the teachers are including culture in their language learning lessons. And how would they introduce it.

The next question (question 06) is a question with two parts. Both of them are open-ended questions, in which the teachers are requested to describe the culture teaching process. Then, say what the aim behind this process is.

When teaching English language, the teachers integrate a set of language learning skills in their lessons. To this end, the other question of this interview (question 08), is devoted to investigate how many language learning skills do the participants integrate when designing their courses.

The next question (question 09) seeks to look for the teachers' perspectives concerning the including of culture in teaching language learning skills whether it is something needed.

The last question (question 10) is devoted to investigate the major aim behind conducting this interview. The respondents as teachers, are asked whether they include culture when teaching the skills.

## **2.7. Conclusion**

The present chapter highlighted the description of the instruments we have chosen to conduct the present study. In addition, it included the definition and the clarification of the research methodology we have selected to undertake the research, our context of the study, and the sample of participants who participated in the completion of the current research study. Also, it involved the definition of the data collection tools which have been used in this work; the questionnaire, and the interview. The next chapter of our dissertation will be for the discussion of the obtained findings, the analysis of data collection, and the recommendations.

# ***Chapter Three***

***Data analysis and recommendations***

## **2.1. Introduction (chapter Three)**

The first chapter of this dissertation is devoted to the theoretical part of the work in attempt to supply the reader with an understanding about the interrelationship of culture and language learning skills, and an insight concerning the research issue. The next chapter dealt with the practical part of the study. It aimed at presenting the research methodology, the instruments used for data collection to accomplish the aim of the study, and describing the sample under the study. The current chapter which is the last chapter of our dissertation presents the analysis and interpretation of the data obtained through both of the instruments used in this study; the questionnaire and the interview. Then, it ends with recommendations that attempt to provide some ideas and regulations toward teaching culture in Algeria.

## **2.2.Data Analysis Process**

In the present work, the questionnaire and the interview were the two instruments we have chosen for the purpose of gathering data from the participants. In this stage from the present dissertation we endeavor to discuss and analyze the data that have been collected from both of the questionnaire and the interview. In this chapter the questions that are going to be discussed and analyzed, are only questions that seem to be the most important and relevant to the research topic, to have direct relevance to the research questions that we are trying to answer. Besides, the given hypothesis that are going to be either proven or uncorroborated.

## **2.3.Analysis of teachers' questionnaire**

This questionnaire was designed for the aim of collecting data from the participants concerning teaching culture and the four English language learning skills; Listening, Speaking, Reading, and Writing. It is an attempt to know the teachers' thoughts, perspectives, opinions, and most importantly, their experience with teaching culture. The questionnaire was addressed to English teachers in high school. This teachers' questionnaire composed of six (6) sections with different types of questions, such as, open-ended questions, close-ended questions, and clarification questions in which certain questions need clarification and farther explanation from the respondents. It is preceded by a short paragraph aims at explaining and clarifying to the informants the objectives and the nature of the present study as well as particular instructions and guidelines about the way of answering the questions.

### **Attitudes toward Including Culture in the Classroom**

This section intended to investigate the teachers' attitudes toward including culture in English language teaching classrooms. The questions under this section are taken from the first and the second sections of the questionnaire. The first question to be analyzed is question one (01) belongs to the first section. It targets to know whether teachers are introducing culture in their classrooms. The respondents are asked to answer by Yes or No as shown in the following table:

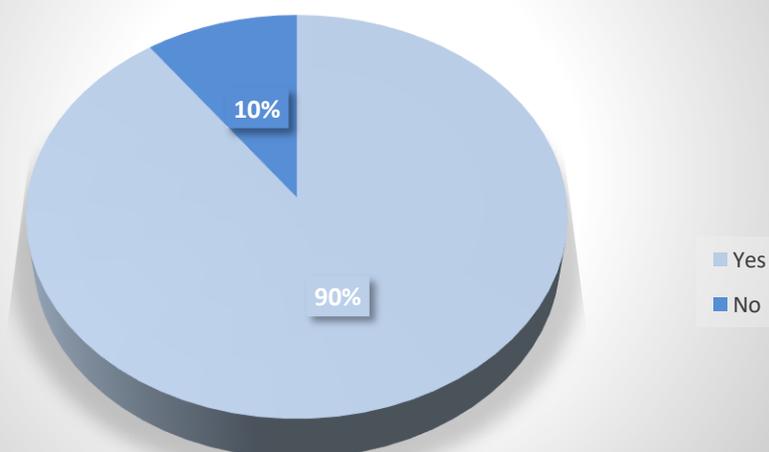
<b>Options</b>	<b>Number</b>	<b>Percentage</b>
Yes	09	90%
No	01	10%

**Table 3.1 Teachers attitudes towards including culture**

The above table shows that the majority of the teachers (90%) are introducing culture in their classrooms, whereas the minority (10%) do not introduce it when teaching. The respondent's responses reveal that culture is included in language teaching

The second question to be analyzed in this section is concerned with teachers' perspective toward including cultural aspects whether it is necessary to be taught in language teaching classrooms. It is a question in which the respondents are given yes / No options.

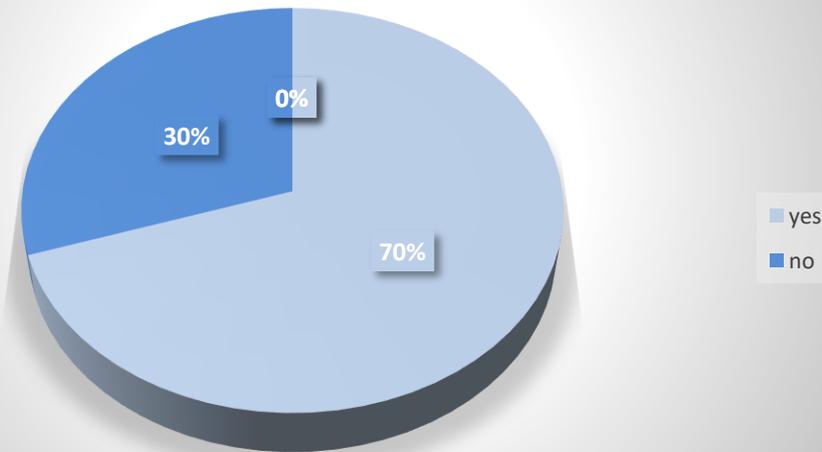
### 3.3 Teachers perspective toward inculing cultural features



The respondents' responses demonstrate the teachers' interest toward introducing culture as a necessary procedure in classrooms teaching. Except the minority who answered negatively (10). The proportion of (90) of the responses was positive and supporting the idea. They added some illustration to support their answers. Most of them explained that what culture teaches the individual is the mindset and techniques to adapt his/her use of English to learn about, understand and appreciate the values, ways of doing things and unique qualities of other cultures.

The third question aims to investigate whether including cultural features in courses is a decision making by teachers. So that they are allowed to introduce culture to the classroom the way he sees appropriate and effective for learners.

### 3.4 cultural inclusion is teachers' decision making



The other question from this section is belongs to the section two of the questionnaire. It is an attempt to look for how often culture based activities and lessons are given in classrooms by teachers. The table below indicates the obtained answers.

<b>Options</b>	<b>Respondents</b>	<b>Percentage</b>
Very often	06	60%
Sometimes	03	30%
Rarely	01	10%
Never	00	00%

### 3.2Frequency of teaching culture

The presented data in the above table shapes the frequency of teaching culture. The higher rate recorded (60%), it indicates that cultural based activities is taught in classes by the majority of teachers. (30%) stated they sometimes give cultural based activities. (10%) only answered by “Rarely”, while no one ticks the option” Never”. This means that the cultural based activities are highly taught in English language teaching classrooms.

The last question of this section seeks to investigate the teachers’ opinions and views concerning giving cultural based activities, whether they see that it is an effective procedure that contributes in facilitating the language learning process. The chart below represents the obtained responses.

<b>Responses</b>	<b>Yes</b>	<b>No</b>
<b>Respondents</b>	10	00
<b>Percentage</b>	100%	00%

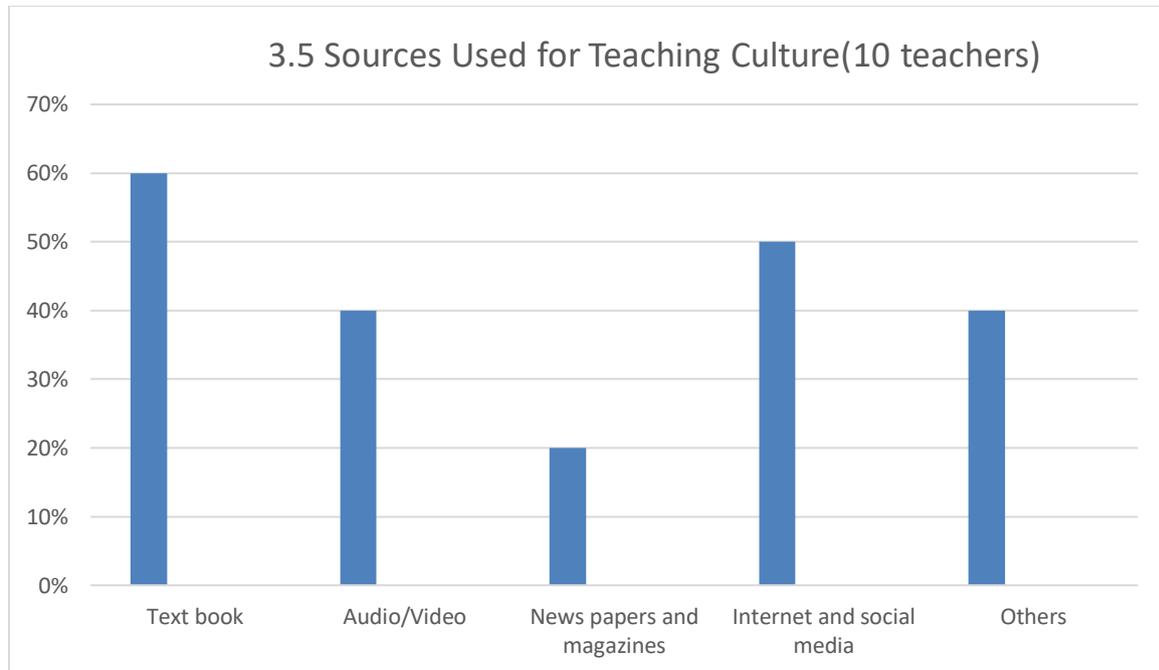
**Table 3.3 Teachers' view on culture based activities integration**

### **3.5 Teachers’ view on culture based activities integration**

The data above demonstrates clearly that all the teachers (100%) see that the integration of culture as an essential procedure in language learning. The teachers provided more details to illustrate their answers. For most of them, language is a verbal expression of culture, cultural based activities can be effective in helping learners practice what they learned and develop their skills. However, others state that it may help learners improve their language, motivating them, and answers some of their curious questions. According to them learners’ interaction with native speakers through listening for passages or reading texts can require the students to contrast their own meanings rather than having educators simply transfer information about people and their culture. Moreover, the target language culture should be taught along with English to acculturate language learners into the culture of English speaking countries.

## Sources of teaching about other cultures

This section looks for investigating the sources teachers use when teaching about other cultures. The responses of the teachers are indicated in the following figure.



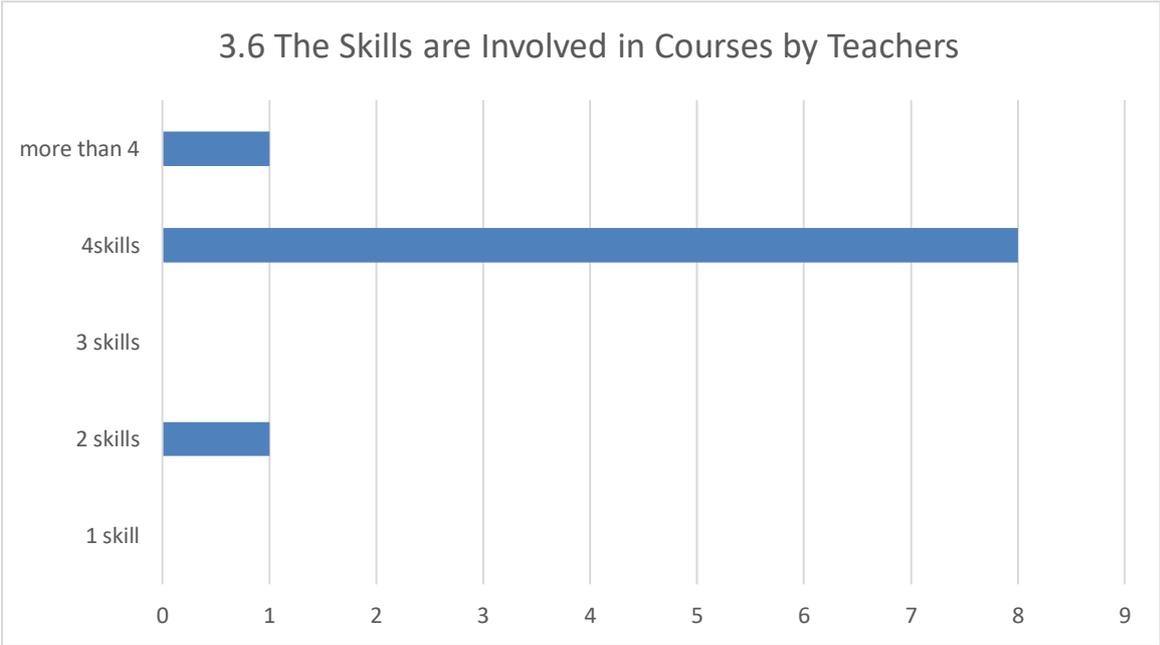
The figure above represents the sources that are used to teach culture. The respondents are giving the opportunity to select more than one option. From the given responses it seems clearly that the most useful source by teachers is the text book (60%), followed by the Internet and social media (50%), then audio/ video tapes (40%), similar to other not mentioned sources that has been provided by teachers such as using pictures poems, short stories, making projects, and role plays. The less used are the Newspapers and Magazines (20%). Teachers are highly depending on the text books to teach culture; this indicates to a great extent that culture is integrated in the English teaching educational system in Algeria. Then, they are more interested in teaching using audios, videos, and social media, this may be because technology facilitate the teaching process on a hand, and attracts the learners' attention in the other hand.

## Culture and the Four Skills

It very important to note that learning English language entails being aware about the language learning skills which are as has been mentioned in the literature review a set of interrelated capabilities that allow the individuals learn, comprehend, and produce a correct

and appropriate spoken language. To this end, this study attaches under this section a set of questions aimed at revealing how the participants think about the language learning skills, and specifically their link with culture.

The first question of this section looks for how many language learning skills do the teachers involve when they design their courses. The figure below demonstrates the results.



The data displayed in the graph above shows that using four skills shapes the highest rate (80%). (10%) of the respondents use two skills only when teaching, while (10%) use more than four skills. This demonstrates clearly that the majority of teachers involve four skills when they design their courses.

Most of teachers believe that there are four language learning competences; Listening, Speaking, Reading, and Writing. The purpose of this question is to investigate whether the participants agree with the proposed idea, or they disagree and think in different way. The table below represent the obtained answers.

<b>Responses</b>	<b>Agree</b>	<b>Disagree</b>
<b>Participants</b>	09	01
<b>Percentages</b>	90%	10%

### 3.4. Teachers' perspectives concerning the member of skills

The results displayed in the table indicate that the majority believe that there are four language competences, while only (10%) think differently.

The third question targets to look for what do teachers think about the kind of connection that relate culture with language learning skills. Which means how they define the relationship between the two processes; teaching culture, and teaching the language learning skills. It is question in which the respondents are given two choices to select one. Besides, given them the opportunity to explain their answers in order to obtain the teachers' personal thoughts and opinions about the issue.

<b>Responses</b>	<b>Two interrelated entities</b>	<b>Two separable entities</b>
<b>Respondents</b>	10	00
<b>Percentages</b>	100%	00%

### 3.5 Teachers view on the relationship between culture and the skills teaching

The data presented in the table above shows that all the teachers believe that teaching culture and teaching language are two inseparable entities, which means that they work side by side in language learning process. The respondents explained and illustrated their answer by providing other useful and relevant ideas. We tackled the most appropriate and important answers. One of the most important answers is that language is a part of culture. Another answer which is language is easily acquired when the culture is represents is included. The other answer insists that language and culture are flip sides of the same coin. Beyond vocabulary and grammar rules. Somewhere in the world, there is group of people who use the language you are teaching in the classroom. The last selected answer makes well the point that culture is important in language learning when the respondents stated that culture plays an important role in language learning and teaching, it influences on the components of language learning and teaching such as listening, speaking, reading, and translation.

The last question from this section aims at investigating whether teachers see that culture should be taught as the fifth language learning skill in language teaching or not. In addition, they asked to answer according to their experience as English teachers. Also, they asked to explain what culture represents for the other language learning skills in case they think that culture should not be taught as the fifth language learning skill. The table below displays the obtained responses.

<b>Responses</b>	<b>Yes</b>	<b>No</b>
<b>Respondents</b>	01	09
<b>Percentages</b>	10%	90%

### **3.6 Culture in relation to language learning skills**

#### **Culture and Motivation**

The motivation in learning is an essential element to stimulate and facilitate learning process. To this end, one question was asked to investigate whether the respondents see the idea that teaching culture is something motivating for learners to a great extent as an accurate idea. All the answers of the participants were “Yes”. The following table displays the respondents’ answers.

<b>Responses</b>	<b>Yes</b>	<b>No</b>
<b>Respondents</b>	10	00
<b>Percentages</b>	100%	00%

### **3.7 Culture and learners’ motivation**

#### **Culture and Language Learning**

It has been known that there is a core relationship that relates culture with language learning. In order to investigate what kind of relationship it is, a section from the questionnaire is devoted to answer this question.

The first question targets to see whether teachers have noticed from their experience with culture in relation to language learning that it is a process which can promote, facilitate, and contribute effectively in language learning development. The participants asked to answer by selecting one of the two options; Yes/ No. The following figure represent the obtained responses.

Responses	yes	No
Respondents	10	00
percentages	100%	00%

### **3.8 Teachers views on the importance of culture in language learning**

The respondents' obtained answers show clearly that all of them are agree that culture is an effective way that facilitate the language learning development. They explained their answers by providing different clarifications. Some of the answers are summarized in identifying that language learning is comprised of several components including grammatical, communicative competence as well as culture. Culture helps learners to develop their skills through practicing the language in different cultural aspects. Some others see that a language learner is a culture learner as well. So that, culture plays an important role in language education because it motivates students and facilitate communication.

The next question seeks to look for the respondents' views concerning whether they see that including culture in language learning can bring positive results that may facilitate the learners' language learning and understanding. The obtained responses are included in the table below.

<b>Responses</b>	<b>Yes</b>	<b>No</b>
<b>Respondents</b>	09	01

<b>Percentages</b>	90%	10%
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### **3.9 Teachers' views on the role of cultural integration**

In the third question from this section the informants are required to determine whether they think that teaching the skills needs the including of cultural aspects. The following table shows the obtained results.

<b>Responses</b>	<b>Yes</b>	<b>No</b>
<b>Respondents</b>	08	02
<b>Percentages</b>	80%	20%

### **3.10 Teachers' view on including culture in skills teaching**

The answers of the previous questions as shown in the table above show the majority of teachers (80%) think that there is a need for the integration of culture when teaching the language learning skills. Excepting the minority (20%) who think in different way.

This section includes another question that seeks to investigate the respondents' opinions concerning if they are agree or disagree with the perspective that including culture contribute effectively in enhancing language learning skills. The most of the respondents (90%) have been agree with the proposed perspective. However, (30%) of them have been disagree. The table below presents the respondents results.

<b>Responses</b>	<b>Agree</b>	<b>Disagree</b>
<b>Respondents</b>	09	01
<b>Percentages</b>	90%	10%

### 3.11 Teachers and cultural contribution in enhancing the skills

Most of teachers believe that culture is very important to be included when teaching the skills. Hence, the last question to be analyzed in this section targets to reveal whether the respondents agree with the given view. The table below displays the obtained responses.

<b>Responses</b>	<b>Agree</b>	<b>Disagree</b>
<b>Respondents</b>	09	01
<b>Percentages</b>	90%	10%

### 3.12 Teachers and cultural inclusion in skills teaching

The last question in this questionnaire targets to investigate the major aim beyond including cultural aspects in teaching the skills is to help learners avoid misunderstandings that help to understand the language and use it for an effective communication. The respondents are asked to give more illustrations to their answers. The following table displays the gathered results.

<b>Responses</b>	<b>Yes</b>	<b>No</b>
<b>Respondents</b>	09	01
<b>Percentages</b>	90%	10%

### 3.13 The aim beyond culture inclusion in skills teaching

The responses of the teachers show that the teachers supported the proposed view. They illustrated their answers by given different clarifications. They claimed that teaching English based on cultural aspects, makes the learners use English in real life situations. Additionally, knowledge about other's cultural features prevents cultural clash. However, one of the teachers claimed that learning English in high both middle school and high school is a

language learning process only, and integrating four skills is fair enough to speak, read, and write in English. He added that the including of culture is important in the university because at university we master the language.

## **2.4. Discussion of the results**

The analysis of the questionnaire's obtained answers reveal that the teachers are interested with the idea of including culture in language learning. They think that culture is helpful in language learning and it should be regarded as a motivational tool and a main component of the other language skills, and enables the learners use the language effectively, especially the culture of the target language. Culture is introduced in language teaching classrooms with different ways and using different sources; this what shapes its importance in enhancing English language process according to teachers' perspectives. Simply put, culture is a real reflection to a real life that we need to understand. The data collected from the conducted questionnaire clarify clearly that the language learning skills teaching is concerned with including the cultural aspects for learning a correct and appropriate language.

## **2.5. Analysis of Teachers Interview**

In addition to the obtained results of the teachers' questionnaire, we opted for an interview in order to gather more qualitative data that may contribute to the support of our study. The interview was conducted with the same teachers who participated in the questionnaire in order to make our results more reliable and credible. It should be noted that, in this stage the questions that are going to be analyzed are only the questions that seems to be relevant and can stimulate verification of previously obtained data.

**Question one:** How many years have you been teaching at high school?

This question aims at exploring how many years the teachers have spent in teaching at high school. The question aims at investigating indirectly how much they are experienced in English teaching. The table below displays the responses of teachers.

<b>Responses</b>	8-12	13-17	18-22	22-24
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<b>Respondents</b>	05	01	03	01
<b>Percentages</b>	50%	10%	30%	10%

### 3.14 Teachers' Work Experience

The responses of teachers reveal between 08 and 24 years of experience in teaching English language teaching at high school. The majority of them (50%) are between eight (08) and twelve (12) years of working. Then, (30%) between (18) eighteen and twenty-two (22) years of working. Followed by (10%) for between 13 to 17 same as the rate between 22 to 24 years.

**Question two:** To which extent do you think teaching culture is integrated in foreign language teaching in Algeria?

This question targets to reveal to which extend culture is taught in the Algerian foreign language educational system in high school. The majority of the responses it is integrated through the use of CBA (Competency Based Approach) (60%). Some teachers (30%) stated that for the third year level it is integrated, and it is enough to some extent. Whereas, for the other levels (first year and second year) it is not. Some of the teachers (10%) said: *“teaching English in Algeria has nothing to do with culture”* claimed that it is neglected since our teaching system is based on teaching structures rather than culture and values.

**Question four:** When training to be a teacher have you been taught about any cultural courses and aspects?

The vast majority of respondents (50%) stated that they have been taught about some cultural aspects. Others responses (20%) were *“somehow, specially civilization»*. However, the rest (30%) stated that they never have been taught about any cultural aspect. It should be noted that those who never been taught about culture are the teachers that have more than eighteen years of experience with teaching (18). The teachers who answered by *“somehow”* Whereas those who taught about culture are those who are in between eight (8) and twelve (12) years. This clearly illustrates the graduation of interest in culture. As the need for it increases through time, maybe because the world is becoming smaller and people of different cultures are interacting with each other more than before.

**Question nine:** Do you think that culture needs to be included when teaching the skills?

The answers of majority of teachers was “No” and they do not consider culture as the fifth, but they believe that it is an important component from each language skill so that the skills are the way to represent and interpret culture. However, one teacher stated that he believes that culture is the fifth skill in addition to “LSRW” due to the international role of the English language and globalization. Beyond individual language skills, communication is a key goal when culture is included. Culture and communication are taught to be inseparable because culture not only examines who talks to whom, about what and how communication process; it also helps to determine how people interpret messages.

**Question ten:** As a teacher do you include culture when teaching the four skills?

The respondents’ obtained answers showed that the majority (90%) of the teachers include culture in teaching the skills. According to them including culture in skills teaching is necessary because of many factors. The claimed that they personally include it, and others claimed that they include it since they believe that culture and communication (that is a combination of different skills) are inseparable elements in teaching any language. Only one teacher claimed that he does not include culture in teaching the skills because he sees that it is a skill in itself and should be taught isolated.

## **2.6. Discussion of the results**

After the analysis of the data collected through the interview, it seems that the teachers’ responses of the questionnaire have been confirmed. These answers demonstrate that culture is inseparable part of the English language learning process. Most of them see that introducing culture in the classrooms is considered as an effective way that facilitate, and contribute in the language learning development. Moreover, the majority of them see the teaching of culture as a fundamental aspect in language learning which aims at bridging the gap between foreign language learners and the language they are dealing with. Moreover, the teaching culture process is a part of learners’ education that should not be separated. Further, the data collected identifies clearly that language is a verbal expression of culture, and its inclusion in language learning enriches the aim of communicating effectively and enhances the skills learning.

## **2.7. General discussion**

After analyzing the data collected from both of data collection instruments; the questionnaire and the Interview, we intended the following conclusion.

First, the respondents tend to build positive attitudes toward including culture in language learning. They stated that culture is considered as a necessary element in learning a language. They claimed that language learning is the language learning in itself, so that the cultural contribution in language learning facilitate for the learners the language speaking and understanding as well as it rises their cultural awareness to avoid communication breakdowns.

Second, the teachers see that cultural teaching is to a great extent motivating for learners so that it enables them having a good performance in English language teaching, and it develop their curiosity towards the target culture and their own, to make a comparison among culture. The respondents claimed that they include culture for many reasons. However, for the objective of stimulating the learners and make them practicing the language in different cultural context was the answer of most of the teachers.

Third, most of the participants believe that the skills of learning the language are four namely Listening, Speaking, Reading, and Writing as well as they believe that language and culture are two inseparable entities. In this respect they stated since language and culture are interconnected entities, it means that culture and language learning skills are also interrelated. Most of them summarized the role of culture toward language learning as a way for clarifying and explaining the differences between the native culture and the target one through finding out a link between both of them and use it in a particular context.

Furthermore, the obtained answers reveal that the even the majority of participants' responses supported the inclusion of culture in the language learning program, however they do not consider culture as the fifth skill, but it is integrated through the other language learning competences. It should be noted out that the majority of teachers were well-experienced teachers in which their years of working as high school English teachers are more than twelve (12) years, which means that along their years of working the have never been the fifth skill in the Algerian educational system of teaching English.

## **2.8.Recommendations**

The data revealed by participants were of a great interest to the present study. They revealed that the successful language learning is that which is based on the mastery of particular competences. Further, they denote that to enrich the foreign language learning process, culture is needed. As far as culture is highly important in language learning.

Moreover, culture as a necessary element in language understanding, it should be an initial part of language learning. In this respect, teachers should be provided with a set of guidelines that help them in teaching and including culture in their courses. The responses of the teachers, reveal that there some teachers did not receive any culture training. For this reason it would be better if the responsible for instance schedule some training programs for English teachers, to give them some instructions concerning how to teach culture.

Furthermore, Insert enough cultural activities and lessons, to provide the learners with an overview about the foreign culture and their own culture as well. This enable them build their own cultural and intercultural competences, avoid misunderstandings, or at least reduce chances of interference.

It has been known that the skills of language learning are four interrelated competences that ensure a competent speaker, reader, and writer. However, since as has been mentioned that culture is a main element to guarantee a good, accurate, and appropriate communication. The integration of culture in each skill should be essential, so that it enhance the skills learning process, reinforce the learners' performance in the classroom, and encourage them to use language for an effective communication in different context.

## **2.9.Conclusion**

The last chapter of the present dissertation was concerned with the data collected analyzing and interpretation. Throughout the analyzing of the respondents' answers collected from the questionnaire and interview, different results can be shown and enable us to find answers to our research questions. It has been noted that culture is the fifth language learning skill in addition to Listening, Speaking, Reading, and Writing. Through the collected responses we recognized that culture is an important element in language learning, however, not as an isolated skill but as the most important component from each skill of the four prementioned skills of language learning. In addition, we denote that it plays an important role in enhancing and developing the language skills learning. Besides, shedding some light on the extend in which it is included in language learning. In the end of this chapter we

provided some recommendation that may help learners being aware of the influence of culture in evaluating language learning.

# *General Conclusion*



## **General conclusion**

English language teaching and learning process is the principle mean that enables the individuals to speak using the target language. However, the core objective of teaching culture, is to make the foreign language learner being able to communicate successfully with native speakers using correct and appropriate language. Teaching culture is considered a recommended procedure to be included in foreign language teaching and learning due to it facilitates the process of developing the required skills for proper communication.

The present dissertation is submitted beyond the aim of investigating the core relationship that relate language to culture. In this regard, a set of the most important points that are relevance to our topic, have been involved for reaching the aim of explaining the research issue. Some of the most discussed points are namely the concept of culture and its main relevant elements. Additionally, language learning, and language skills. Beyond the aim of investigating what do culture really means, and its effect on language learning skills, this research is conducted for finding answers to the previous questions.

The current work is comprised of three main chapters. The first chapter of this dissertation was the theoretical part that began with a set of scholars' conceptualizations of the vague term "*culture*", involving the description of some related features and characteristics. In addition, it demonstrated the central role that culture plays in language learning through devoting a part of the study for identifying the complex relationship between language and culture in language learning and teaching, as well as it highlighted some necessary aspects that are relevant to the topic issue. Further, some light was shed on the most important part of the work which is what do culture represent for language learning.

The second chapter dealt with the practical part of the work. It provided the theoretical description of the research methodology used for the collection of required data for reaching the aim of the research, the selected research approaches, and it included a description of the sample selected to participate in the enrichment of the study. The last chapter of this dissertation, presented the analysis and interpretation of the data collected from the data collection instruments: the questionnaire and the interview. In the end, a set of recommendations that attempt to provide some practical ideas and regulations to the foreign

language educational system concerning the cultural integration in language learning and teaching processes.

Through the responses of the participants (teachers) it seems clearly that teaching and including culture has caught the attention of the most of teachers. Their answers showed their higher motivation concerning cultural teaching and inclusion as well as how much they find it as a practical way that contribute effectively in evaluating language learning. The majority of respondents displayed through the answers, the illustrations, and the clarifications they provided, their positive attitude toward culture as being an important component of language learning that should not separate. Within the same regard, the most of respondents claimed that culture cannot be the fifth language learning skill, because it shapes the most important component from each of the four common competences, and affects the mastery and the development of each single skill. Moreover, they stated that culture is included in their skills teaching.

This research is constructed upon three hypotheses. The first hypothesis; the most of teachers believe that culture should not be taught as the fifth language learning skill in addition to the four common competences “LSRW” was confirmed. Moreover, the second hypothesis that has been given stated that culture is a main component from each language learning skill, was confirmed. Additionally, the last hypothesis stated that given the fact that culture is a part of each language learning skill, its effect is evident was also confirmed.

Overall, it may be said that this work provides valuable insights into the importance of integrating culture in language learning. However, it should be admitted that we encountered some obstacles due to the current conditions and the outbreak of covid-19 while working on this dissertation, this what effected negatively this study. First, the research sample appeared to be inadequate for confirming and validating the research. Second, the lack of references was another obstacle because the libraries were closed and most of the web-site books could not browse. However, despite all these difficulties, we have made our effort to make it in its current state.

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# ***Appendices***

## Teachers' Interview

I would be very grateful if you could devote some time to share your experience by answering the following questions which are designed to investigate whether culture is included in teaching the four skills Listening, Speaking, Reading, and Writing. We would be very delighted to receive your sincere collaboration. Be sure that the answers you provide will certainly remain confidential and will only be used for research purposes.

**Question one:** How many years have you been teaching at high school?

**Question two:** To which extend do you think teaching culture is integrated in foreign language teaching?

**Question three:** Do you think that there is a need for the integration of cultural features in language teaching classroom?

**Question four:** While training to be a teacher have you been taught about any cultural courses and aspects?

**Question five:** When teaching do you include culture in your lessons?

**Question six:** How would describe the process of teaching culture, and what is the aim behind it?

**Question seven:** How would you include culture in your courses?

**Question eight:** How many language learning skills do you integrate when designing your courses?

**Question nine:** Do you think that culture need to be included when teaching the skills?

**Question ten:** As a teacher do you include culture when teaching the four skills?

*Thank you very much for your cooperation*

**Teachers' questionnaire:**

You are kindly requested to respond my questionnaire, which is a part of a master dissertation conducted in the department of English at Mostaganem University. It is an attempt to gather necessary information concerning the effect of culture on language learning skills. Also it seeks to investigate whether teachers consider culture as the fifth language learning skill. I would appreciate your collaboration if you devote some time to answer this questionnaire.

- ❖ Please tick (✓) at the box for the appropriate answer(s) or make comments whenever necessary.

**Section one: *Attitudes toward including Culture in the Classroom***

- When teaching do you introduce culture in the classroom?

Yes

No

- Do you think including cultural features in language teaching classrooms is necessary?

Yes

No

Explain.....  
.....  
.....

- Including culture in courses is up to the teachers to include it in the lesson the way they find it effective. Do you:

Agree

Disagree

**Section Two:*Culture and classroom attitudes***

- How often do you give culture based activities and lessons?

Very often

Sometimes

Rarely

Never

- In your opinion, do giving cultural based activities can be an effective way to facilitate language learning process?

Yes

No

How.....  
.....  
.....

**Section Three:*Sources of teaching about other cultures***

- What sources do you use when teaching? “You may tick more than one answer”

The textbook

Audio/video tapes

Newspapers and magazines

Internet and social media

Others, please state them  
.....  
.....

**Section four: *Culture and the Four Skills***

- How many language learning skills do you involve while designing your course?

One skill  Two skills

Three skills  Four skills

More than four

- Most of teachers believe that there are four language competences” skills”; Listening, Speaking, Reading, and Writing. Do you :

Agree  Disagree

- How would you define the relationship between teaching culture and teaching language learning skills?

Two interrelated entities  Two separable entities

Explain.....  
.....  
.....

- From your experience as an English teacher do you think that culture should be taught as the fifth language learning skill while teaching?

Yes

No

If not, would you please explain what does it represent for the other language learning skills?

.....  
 .....

**Section six: *Culture and motivation***

- Teaching culture is something motivating for learners to a great extent, do you conceive it as an accurate idea?

Yes

No

**Section Seven: *Culture and Language learning***

- From your experience with culture in a relation to language learning, have you noticed that it can promote, facilitate, and contribute effectively in language learning development?

Yes

No

How?.....  
 .....  
 .....

- Do you think that including culture in language learning can bring positive outcomes that may facilitate the learners' language learning and understanding?

Yes  No

- Do you think that teaching the skills needs the including of cultural aspects?

Yes  No

- Including culture contribute effectively in enhancing language learning skills. do you:

Agree  Disagree

- Most of teachers see that culture is very important when teaching the skills. Do you agree?

Yes  No

- The aim behind including cultural aspects in teaching the skills is to help learners avoid misunderstandings that help to understand the language and use it for an effective communication.

Yes  No

Explain.....  
.....  
.....

*Thank you very much*