



MINISTER OF EDUCATION AND SCIENTIFIC RESEARCH



University of Amar Thlidji in Laghouat

Faculty of Letters and Languages

Department of the English Language

The Benefits of Developing EFL Materials Using L1 Culture

A Case study of the 1st year students of Ammar Thlidji University in Laghouat

Dissertation Submitted in Partial Fulfillment of the Requirements for
Master's Degree in English Literature and Civilization

Submitted by:

Miss Benfareh Halima

supervised by:

Mr. Mostapha Guesmi

Academic year :

2017-2018

Dedication

*For that beautiful soul, Mom, the one who brought me to
life... taught me how to love it and live it, but she never
showed me a way to move on without her...*

God bless you whenever you are!

I miss you...

Acknowledgments

I am deeply indebted to a number of people who helped me in doing this research. First among these is my supervisor Mr. Mostapha Guesmi, without his invaluable experience, encouragement and continuous guidance, this work would have been much more difficult to finish.

I also wish to express my most sincere gratitude to the board of examiners for having accepted to examine my work... And to be more sincere, I would like to thank all teachers and students for their generous cooperation, without their support this research would not have been possible.

Thank you all!

Abstract

Teaching foreign culture has been recently receiving much attention and focus in the fields of second/foreign language teaching. This dissertation is concerned with the importance of using mother culture in EFL materials. In addition, the paper points out the idea of learner's own space where he creates his own meanings of the two languages' cultures (C1 and C2). This work focuses on students' questionnaire that shed lights on their attitudes towards learning English and foreign culture using learners' L1 culture (mother culture). The results obtained reveal that first year students of English Language and literature in the Department of English at Ammar Thlidji University of Laghouat need to know more about their mother cultural background, and believe that Algerian history is good enough to acquire English culture. As further recommendations, Minister of Education should submit a unified program for teaching Mother Cultures in EFL process at the university level.

List of Abbreviations:

CC: Communicative Competency

EFL: English as Foreign Language

L1 = ML: Mother Language

L2 = TL: Second/ Target Language

MC (C1): Mother Culture

TC (C2): Target Culture

List of figures:

Figure 1.3.1: A model of foreign language education (Byram and Esarte-Sarries, 1991, p15) .. 15

List of tables:

Table 3. 1: Students' Age Distribution.....	40
Table 3. 2: Students' Gender Distribution.....	41
Table 3. 3: Students' Reasons for Learning English.....	41
Table 3.4: Student's Ability of Communicate inside the Classroom in British/American civilization.....	42
Table 3. 5: Students' Reasons for Not Communicating.....	42
Table 3. 6: The Importance of Having Knowledge about English Cultures	43
Table 3. 7: The Topics that Students would like to know more about.....	44
Table 3. 8 : The Positive Impact of Learning the Foreign Culture.....	44
Table 3. 9: Teachers' Presentation of Culture Courses	45
Table 3. 10: Students' Attitudes towards Teachers' Presentation of those Culture Courses (their satisfaction)	46
Table 3. 11: Students' Need for Extra Sessions to Study Culture.....	46
Table 3. 12: Student's Mother Culture.....	47
Table 3. 13: Algerian History as an Academic Module	47
Table 3. 14: Student's Imagination about Algerian Civilization.....	48
Table 3. 15: Teacher's Use of the Mother Culture to present FC	48
Table 3. 16: Teachers of Civilization Use of Mother Culture's Expressions in Making Contrast between Both Cultures	49

List of content:

<i>Dedication</i>	ii
Acknowledgments	iii
Abstract	iv
List of Abbreviations:	v
List of figures:	vi
List of tables:	vii
General Introduction:	1
1. Chapter One: Language and Culture in EFL Classroom	6
Introduction:	6
1.2. EFL Classroom	6
1.2.1. The role of the teacher:	8
1.2.2. The role of the learners:	9
1.3. Teaching EFL	13
1.1.1. Byram's EFL teaching model:	14
1.2. EFL materials:	16
1.3. Language and Culture	19
Conclusion:	22
2. Chapter two: Using L1 Culture in EFL Materials:	25
Introduction:	25
2.2. Mother culture obstacle:	27
2.3. Bahabha's ideas of thirdness:	28
2.1. The relationship between teachers and learners in EFL classroom:	30
2.1.1. Characteristics of Foreign Culture learning:	32
2.2. The best practices in teaching culture inside the classroom:	33
2.6. Conclusion	34
3. Chapter three: Students' Questionnaire and Results Analysis:	37
Introduction:	37
3.1. Piloting Questionnaire:	37
3.2. Administration of the Questionnaire:	38
3.3. Description of the Questionnaire and Its Type:	38
3.4 Analysis of the Results:	40

General Conclusion:.....	51
Work cited:.....	38
Appendices.....	38

General Introduction:

Throughout centuries the teaching/ learning process has been an interesting field, where scholars create new theories each day. Learning English as a foreign language based on its culture. Many linguists strongly believe that language and culture go hand in hand in any learning process. The extent to which language and culture have influenced one another, or more clarified, which is more dominant language or culture in English as a Foreign Language (EFL) progress, has been a debatable issue for many years among scholars such as Sapir, Whorf.

Based on that, teachers start looking for new ways to acquire any foreign language including English. They agree with the idea of learning a new language with using the L1 culture. The problematic that could be asked is although knowing that EFL materials walk hand in hand with its own culture, to what extent would EFL learners benefit from mother culture (C1) materials instead of target culture (C2)? In order to answer this main question, the following paper proposes some sub questions then discuss the final results properly. First of all, what is the relationship between language and culture in learning English as a foreign language process? Second, which and whose culture should be taught, mother or target culture? At the end, how can a foreign language's teacher develop in the learners an intercultural competence that would put them into cultural mediators in globalized world?

Not long ago, many linguists attempted to answer the question of the relationship between both language and culture, half of them believe that culture completes language; others have faith that language is a part of culture. Based on that, I personally do hypothesis as follow. Firstly, the relationship between language and culture in EFL process could be part-whole relation, since language has been always a part from the individual's culture. Secondly, the culture should be taught depends on the situation and the module studied, for example in civilization module, it would be better to overbalance the mother culture to protect L1 history; Whereas, in translation module, using L2 could be helpful more for learners to win new vocabularies. Finally, the foreign language's teacher can develop an intercultural competence in EFL learners by

using two main ways: the formal way in which the learner should attend schools and memorizes his lectures. Or using the other way “informal education” such as: parents, neighbors, mass media, songs... etc.

This paper took the first year English students of Ammar Thlidji University as case study. They are strongly suffering from foreign cultures modules: British and American civilization. The point is instead of learning Target culture (C2) and being obliged to memorize the dates of a foreign history, the learner should install the pillars of his identity by studying Mother culture (C1) with the native history by using Target Language (TL).

Since the types of research are deeply involved, the chosen research method was due to the aim of study. That is why this dissertation uses a descriptive method to describe the data collected from the research tool “questionnaire”. The main reason after using the questionnaire as a tool in this paper is because it is the most appropriate method for human studies. The student questionnaire is going to give valid results about the use of L1 culture in EFL materials. So that, qualitative research might be the most appropriate for describing the research tool that being used in this study.

Furthermore, the sample used in this research work is selected randomly. It is a specific case study of First Year LMD Students of English Language and Literature at Ammar Thlidji University. This paper, certainly takes 22 students out of the whole population which is around 263 students.

Hence, the main objectives of this study do not only show the importance of using the EFL learners’ native culture in acquiring L2 culture. Otherwise, to overcome the problem occurring in students’ study English career, in addition to discover new facts that led to this misunderstanding among 1st year EFL learners.

Using questionnaire provides the research study with best results, quick-easy data analysis, and it can be distributed to a larger population. Moreover, this dissertation as a first step tries to set the questionnaire (Appendix A) to small group around five (5) students (25 %) with closed-ended questions that are well selected. This step known as a piloting step, by which the good researcher could check to what extent his/her proposed questions are average for each individual, if not, the researcher then must readjust the questionnaire once again.

In fact, the main reason of choosing student's Questionnaire was due to the different viewpoints of the EFL students concerning the problem of using L1 culture in EFL materials. Furthermore, it focuses closely on how much culture is important in holding a conversation within the classroom contexts. Additionally, dividing the work on sections might be helpful in presenting the findings into tables with percentages. Throughout analyzing the main findings, describing and observing the major results, this dissertation will draw a final analysis joined with a clear and a well stated conclusion.

Through many readings, some founded resources or what is called annotated bibliography here they are chronologically ordered from the most recent to the most preceded. Edward Sapir, linguist and anthropologist, shows language in relation to other fundamental interests including culture (2004). He defines language and the relationship to culture by giving a large discussion of the influence of both of them on each other. However the modern age of teaching suggests a new vision of EFL materials. Most of scholars focused on Bahabha's idea of the third space. H. Degoulas Brown, in his book "Principles of Language Learning and Teaching" (1980), tackled the social distance between the two cultures. For instance, American Culture is almost like the Canadian's; in contrast, American's and Algerian's are clearly and completely different.

Claire Kramersch (2009) has stated that in foreign languages education, there is an additional tension within language learners who are performing of first language (L1) and first culture (C1) and also they are performing (L2) and (C2). This brought about a conflict between the needs of individuals and groups. Thus it conceived the term of "third space". She set a various ways in which thirdness has been theorized and applied to language and literacy education.

As we all know, mother culture of EFL learners may be a huge obstacle. It may affect the process of learning English either positively or negatively although the difficulties will not always based on mother tongue as much as based on mother culture. Language and culture are in permanent interaction since they are inseparable elements of an individual's personality. (Jasmine Dordevié, 2009)

Amjad Taha (2012) has examined the importance of using the learners' L1 culture as a tool to teach the target language culture. He believed that most of the language programs all around the world focus on learners' culture awareness of TL as

well as developing their linguistic competence. By using his personal experience, with his first time learning English, he has proposed a framework to explain the importance of using L1 culture to acquire L2 culture.

Besides, teaching culture in foreign language education remains a hotly debated issue especially when the language is taught by native speaker. Claire Kramsch (2013) has stated that since professors of literature are responsible on the cultural background language, then, is concerned with the language teachers.

To conclude, scholars in the field of EFL process are splintered between two different directions. The first part is agreed that teaching language goes hand in hand with its culture thus it is hard nearly impossible to separate them, and the other part believe in applying L1 culture in EFL process as a new way to motivate learning progress and fix the mother tongue culture to young generation. No one can deny the importance of using L1 culture in EFL materials; it is not only a way to avoid the clash culture but also provide a new way to overcome the learners' struggles and problems.

So based on what has been presented, this paper will introduce a new vision of using L1 culture in EFL materials. To achieve this aim, the research will be divided on three main chapters: first of all, the first chapter tackles the broad concept of "Language and Culture in EFL Classroom", in other words, introducing the relationship between both language and culture. Also it is presenting the EFL Classroom, EFL Learning, and EFL materials. The second one deals with using L1 culture in EFL materials, mentioning the mother culture obstacle. Moreover, bring the light on Bahabha's idea of "thirdness". Final one, the last chapter shows the "Methodology" within the "Data Analysis". Mainly, focuses on solving the problematic through working out the proposed hypotheses, discussing results, and designing general conclusion about the benefit of using L1 culture in EFL materials.

Chapter one:

Language and Culture in EFL Classroom

1. Chapter One: Language and Culture in EFL Classroom

Introduction:

In this chapter, the light sheds on language and culture in EFL classroom. teaching EFL in all around the world focused on promoting learners' cultural awareness and knowledge of the TL culture in addition to evolve the linguistic competence and performance of learners¹. It has been proved that mastering any foreign language focuses not only on knowing grammar rules and using perfectly the four skills, but also, it is based on mastering the culture of that language². EFL classroom basically transmit the target culture within the teaching learning process of the target language. That is why, Brown emphasizes on the learners' communicative plus the cultural competence. He deeply believes that language teachers should use what he named "Cultural Scaffolding" which is the student's cultures and experiences use in academic achievements³.

1.2. EFL Classroom

A foreign language teacher should be responsive, according to Gay, culturally responsive means when the teacher knows the needs and the interests of his students. He claims that, culturally responsive teachers need to utilize the three dimensions within the culturally responsive teaching framework:

- a) Academic achievement: Teacher enjoys teaching-learning by making it interesting, exciting, and challenging for learners.
- b) Cultural competence: Teacher helps learners in knowing and understanding the various fields of the learning process.
- c) Sociopolitical consciousness: Teacher knows the right way to show students that education and schooling never exist in the space. (Brown)⁴

¹ Amjad Taha, "Using L1 Culture to Acquire L2 Culture: ZPD framework", (MA TESOL Collection, 2012) p7.

² Hesar Mohamed, "Why and How to Apply Culture in EFL Classroom?" International Conference on Language, Medias and Culture, IPEDR vol.33 (2012) Press, Singapore.

³ Mohammed, "Why and How to Apply Culture in EFL Classroom?" p 2

⁴ Hesar Mohamed, "Why and How to Apply Culture in EFL Classroom?" International Conference on Language, Medias and Culture, IPEDR vol.33 (2012) Press, Singapore p 3.

Richards and Roger tackle the method used in teaching learning process. They both claim that the early teaching process considered the use of L1 language and culture important in EFL classroom. That is why the only method provided at that time by teachers was the Grammar Translation Method (GTM), learners are asked to focus only on grammar rules and translate them in the point of need. By the mid-twenties, a new method called Audio-lingual Method which focuses more on learners' skills and pushes them to practice and be involved through learning process. However, it was not enough yet to reach the learners' communicative competence. The upcoming method named Communicative Language Teaching (CLT) was the most working method in enriching the learners' communicative competence.⁵

The language use in EFL classrooms has been defined by McMillan, Rivers, and Cripps when they admit that EFL teachers are commonly let learners express their attitudes in mother language inside the classroom⁶. It means that the learners are quiet free to interact between each other using their mother language during activities. However, they are required to communicate and give answers to the instructor in target language. Krashen believes that even though English classes at university level used the foreign language, it has no effective learning language⁷. As if he encourage the use of both language for the sake of reach the effectiveness of the language use.

The main problem in EFL classrooms is the right approach to follow, the learners' low proficiency in English made the teacher confused about the best approach. Krishen supports the monolingual approach, which is the use of the L2 in EFL classrooms⁸. He strongly emphasizes that the L1 should not use inside EFL classroom, pointing out: *"All [the] lesson or as much as possible should be in L2 and that there was a definite relationship between comprehensible input in L2 and proficiency"*⁹. However a group of linguists support the bilingual approach, which encourages the use of L1 in EFL classrooms. As an example, Polio and Duff note that mother language use in teaching learning process could be helpful for relaxing the atmosphere of the classroom. Moreover, it provides learners with the sense of security to express

⁵ Shabir Muhammed, "Student-Teachers' Beliefs on the Use of L1 in EFL Classroom: A Global Perspective" English Language Teaching; Vol. 10, No. 4, Canadian Center of Science and Education, p 1.

⁶ Tsukamoto Mizuka, "Students' Perception of Teachers' Language Use in an EFL Classrooms"2011, p 144.

⁷ Mizuka, Ibid. p 144.

⁸ Ibid. p 146.

⁹ Tsukamoto Mizuka, "Students' Perception of Teachers' Language Use in an EFL Classrooms"2011, p 146.

themselves. For that, Atkinson comments: *“For many learners, particularly adults and teenagers, occasional use of L1 give them the opportunity to show that they are intelligent and sophisticated people”*¹⁰.

1.2.1. The role of teacher in EFL classroom:

Before determine the role of the teacher, the learner firstly would ask who is a teacher? According to Harmer a teacher is the actor of the classroom, since he is always on the stage and considered as the main source of information¹¹. He then divided the teacher's kind into two main categories. In one hand, boss teachers those who create the right atmosphere inside EFL classroom. Harmer set off specific characteristics that shape such kind like: controller, punisher, sever, intolerant, discipline-maker, and oriented or those who look hating their job. On the other hand, leader teacher those inspiring souls for their students, known by their rewarding, friendly personalities, motivators, open minded, easygoing. Moll gives the example of leader teacher as the one who never gives the information to his learner but guide them to formulate the whole lesson, this is one kind of “scaffolding”¹²:

Within the classroom, the teacher has many roles to play according to the given situation. Hedge summarized that teacher is considered as:

A controller in eliciting nationality words; as assessor of accuracy as students try to pronounce the words; as corrector of pronunciation; as organizer in giving instructions of the pair work, initiating it, monitoring it, and organizing feedback; as promoter while students are working together and as resource if students need help with words and structures during the pair work¹³.

Hedges here had generally shows the role of the teacher inside the classroom. Besides that, Harmer goes deeper in this field by giving details, according to him the teacher is considered as: Firstly, facilitator Since the main goal of the teacher is to

¹⁰ Tsukamoto Mizuka, “Students’ Perception of Teachers’ Language Use in an EFL Classrooms”2011, p147.

¹¹ Harmer, Jeremy. The Practice of English Language Teaching. 3rd ed. New York: Pearson Education Limited, 2001, p 71.

¹² Ibid, p 71.

¹³ Hedge, Tricia. Teaching and Learning in the Language Classroom. Oxford: OxfordOxford U. P 26., 2000.

facilitate the EFL input to the learners which will be used in their communication. Second, Controller: the best thing can any teacher does is being the boss in EFL process. Third, organizer: the most important role for any teacher is to organize the EFL progress. Deciding the best way for giving information like using pair work or group work, using the “U” form or the “Q” form. Fourth, assessor: The assessor teacher should pay attention to learners' feeling while judging them through giving explanations of his assessment, for example why he punishes or praises them. Fifth, prompter: by acting promoter the teacher must prevent himself to help the students so that they depend on their selves and use their abilities to be creative in their learning. Sixth, resource, Harmer confirms: “When we are acting like a resource we will want to be helpful and available, but at the same time we have to resist the urge to spoon-feed our students so that they become over-reliant on us”¹⁴. Seventh, tutor, according to harmer this role is considered as the combination of the two previous roles “prompter and resource”. Although it is so difficult to be tutor teacher, but it might built a strong relationship between the teacher and his learner. Finally, observer, which is the kind of teacher who needs to observe carefully his learners’ action then evaluate their performance during all the period of the lesson ¹⁵:

1.2.2. The role of learners inside the classroom:

Before introducing the role of learners inside the classroom, it has to define the meaning of learner and learning. According to Oxford Word Power Dictionary, the learner is “*The person who is learning*” (446). And learning is “*To get information or knowledge about particular subject from studding*” (446). Therefore, the learner is the one who gets or receives this knowledge. Usually this process occurs in formal settings like in schools and universities. In fact the learners have different characteristics which impact their acquisition to English as a foreign language. Such differences could be summed up in age, gender, and attitude.

¹⁴ Harmer, Jeremy. *The Practice of English Language Teaching*. 3rd ed. New York: Pearson Education Limited, 2001,p 57-67.

¹⁵Harmer, Jeremy. *The Practice of English Language Teaching*. 3rd ed. New York: Pearson Education Limited, 2001,p 61.

A. Age in learning process:

GÖMLEKSİZ asserts that Learners' age is an important element in the learning process. The linguist Collier claimed that the students' age is basic factor in realizing the foreign languages' success¹⁶. That is why teachers should highlight this important factor when it comes to deciding which of the language elements to be taught. However, young learners have characteristics that vary from those of old learners who are also called adults. Such differences could be observed in the learners' needs, competencies, cognitive skills, learning styles and strategies. Most of linguists do believe that young children learn languages faster than adults do. For example Steven Pinker confirms that: *"Acquisition is guaranteed for children up to the age of six, is steadily compromise from then until shortly after puberty, and it is rare thereafter."*¹⁷ Harmer then adds that this can be applied on both languages (L1 + L2).

Though, young learners could be described as less motivated learners who have lower self-confidence and they seem to be harder to satisfy¹⁸. The teacher should take into consideration the specific needs of those learners such as simplified language input to facilitate the foreign language acquisition process to them. Since this group of learners still young and they do not understand the complex structures of the FL yet. According to Troike, the young learners are not analytical and they are less inhibited¹⁹. As a result, the teacher has to be very careful and patient while dealing with young learners.

In contrast adult learners are respectful and cooperative, according to GÖMLEKSİZ, they have previous language background and they bring to class a wide range of experiences and they learn faster than young learners as Collier claimed, this is due to their ability to remember the vocabulary and to understand the complex structures²⁰. In addition adult learners seem to have much desire to raise success in foreign languages. For Troike, adult learners have the ability of mastering foreign

¹⁶ GÖMLEKSİZ, Mehmet Nuri. "The Effects of Age and Motivation Factors on Second Language Acquisition". Fırat University Journal of Social Science (2001), p 218.

¹⁷ Harmer, Jeremy. The Practice of English Language Teaching. 3rd ed. New York: Pearson Education Limited, 2001, p 37.

¹⁸ Yule, George. The Study of Language. 3th ed. Cambridge: Cambridge U.P., 2006. Print. P 82.

¹⁹ Troike, Mariel Saville. Introducing Second Language Acquisition. Cambridge: Cambridge 2006. P84.

²⁰ GÖMLEKSİZ, Mehmet Nuri. "The Effects of Age and Motivation Factors on Second Language Acquisition". Fırat University Journal of Social Science (2001), p 219.

language skills as pragmatic skills and analytic ability which is resulted from their positive transfer from their native language²¹.

B. Gender in learning process:

English language learners, males and females, rise different levels of foreign language acquisition process and this difference due to the differences between the two genders in many learning issues like the preferred way of learning of each sex. The most common belief about ELLs on this point stated that females realize greater results in acquiring FLs when compared with males²². As Holmes agrees that Women tend to be explicit and clear because they always try to keep their social image and prestige save, they choose standard language. For this reason, women's language is more polite than men's language²³.

C. Attitude in learning process:

A strong relationship between attitude and mastering English language learners has been proposed. As Wilkins highlights, the learners may make negative attitudes about EFL learning if they feel undesirable and unmotivated to acquire it²⁴. Mantel Bromley addresses that the goal behind learning the foreign language which is English in this case, varies from one learner to another. Each student has his own objectives one's attitude could be communication. Other's attitude could be limited for the sake of gaining information. Consequently, Learners with positive attitudes would change to become negative attitudes and vice versa.

Since there are different kinds of learners including different kinds of behaviors in a group the methodologist Tony Wright point out four main learner styles within the group²⁵. Therefore, a learning style could be defined as the specific way by which the

²¹ Troike, Mariel Saville. *Introducing Second Language Acquisition*. Cambridge:Cambridge 2006. P82.

²² Ellis, Rod. *Understanding Second Language Acquisition*.. Oxford: Oxford U. P., 1985. P 84.

²³ Holmes, j. *An Introduction to Sociolinguistics*. 2nd ed .New York: Pearson Education, 2001. P 208.

²⁴ Wilkins. "Second Language Learning and Teaching". Oxford: Oxford U. P., 1974. PDF File.

²⁵ Harmer, Jeremy. *The Practice of English Language Teaching*. 3rd ed. New York: Pearson Education Limited, 2001. P 42.

learners express their own preferable method to learn, according to Harmer learning style consists of²⁶:

➤ **Converges:**

Generally speaking, those are students who naturally are independent and confident in their own aptitudes. More importantly they have critical minds allow them to impose their own structures on learning process.

➤ **Conformists:**

Specifically, those are students who strongly focusing on learning about language much more than focusing on how to use it. They tend to work in a non-communicative classroom of well-organized teachers. In other words, they learn the language rules without having much attention to the language use. So that, most of them possess negative attitude to the communicative classes.

➤ **Concrete Learners:**

Nevertheless they are similar to conformists; they also enjoy the social aspects of learning. Mostly, they learn language as communication rather than language as a system. As to say, since they are interested in language they must enjoy games and group work inside classroom.

➤ **Communicative Learners:**

They are comfortable and confident especially in social interaction. The teacher here can be completely absent since learners can perfectly operate without the guidance of a teacher. Hence, those who communicate a lot in EFL process are the more successful learners.

²⁶ Harmer, Jeremy. *The Practice of English Language Teaching*. 3rd ed. New York: Pearson Education Limited, 2001, p43.

1.3. Teaching EFL:

In EFL classrooms English becomes not only a tool to communicate, but also an instrument that shapes and creates the social meaning of the class itself. According to Dana the learner – teacher interaction creates to learners a perfect atmosphere to communicate in addition to enrich the grammar and lexis rules. Thus learning EFL is more than language learning task, it is something bigger. It is related to the learner's identity. Dana reports: *“Communication is directed towards a specific purpose, and one person – the teacher – is in charge of the others... [He] has to be aware of the success or appropriateness of the strategies that are employed.”*²⁷

However the problem, according to Dana, is the identity of the teacher in EFL classroom, most of the teachers are nonnative speakers. They basically learned in the same way they teach, means they never travel or lived in countries where English is the first language. As a result, they have limitation in English use as L1.

Teaching EFL from the point of view of Coulthard is the verbal interaction. He demonstrates that verbal interaction inside classroom completely differs from natural conversation. Because the main purpose behind verbal interaction in EFL classroom is to instruct and exchange information.²⁸

This is mean that any natural conversation topic changes not only this but also, it has unpredictable and uncontrollable development because the learners do not have the same level. In contrast, Tsui has shown that in natural conversation too is limited topic. He thus contradicts:

There is (limited) number of choices available to a second speaker following another speaker. For instance an initiating move, both in classroom communication and in natural conversation, confronts the next speaker with a limited number of choices that form a system: only a replay or another elicitation asking the first speaker to explain the question or comment on the question can be used.²⁹

²⁷ Cehan Dana-Anca, "Interperonal and Pedagogical Communication: An Argument for National Communication Practices in the Romanian EFL Classroom", 2012. P12.

²⁸ Ibid, p 6.

²⁹ Ibid, p 6.

As a result of both opinions, Dana concludes that EFL classroom communication serves more than one function. Since it is not only a tool of instruction, it is the means through which instruction is achieved. The language use and usage give the learner the ability to be free socially, tactically, and linguistically.

Dana again talked about the aim of EFL classroom; she says that, EFL classroom communication should serve two macro-functions: the pedagogical and the interpersonal. In one hand the pedagogical function: focuses on the content of the lessons.it serves the teacher's lesson plan and gives him the right to teach English through and for communication. On the other hand, the interpersonal function: based on the use of English inside the class. It gives the teacher the role to manage and organize the input of pedagogic purposes.³⁰

1.1.1. Byram's EFL teaching model:

Mostly, language teaching according to Prodromou and Murphy (1992, 1998) cultural content is seen as an important item to have an effective communication. Paterson then adds that in any language teaching cultural knowledge is a hidden "*curriculum*"³¹. Moreover, Kramersch claims that language teaching should include "*A reflection both on the target and on the native culture.*"³² That is why Byram proposed a model for culture learning in EFL classroom as follow³³:

³⁰ Cehan Dana-Anca,"Interperonal and Pedagogical Communication: An Argument for National Communication Practices in the Romanian EFL Classroom",2012, p 10,11.

³¹ Hsin, Chia-Lin,"Language and Culture in Foreign Language Teaching." Newcastle University press, p 7.

³² Kramersch, Claire. "Culture in Foreign Language Teaching" Iranian Journal of Language Teaching Research, Jan, 2013, 57-78. Urmia University, p 205.

³³ Hsin, Chia-Lin,"Language and Culture in Foreign Language Teaching." Newcastle University press, p 8.

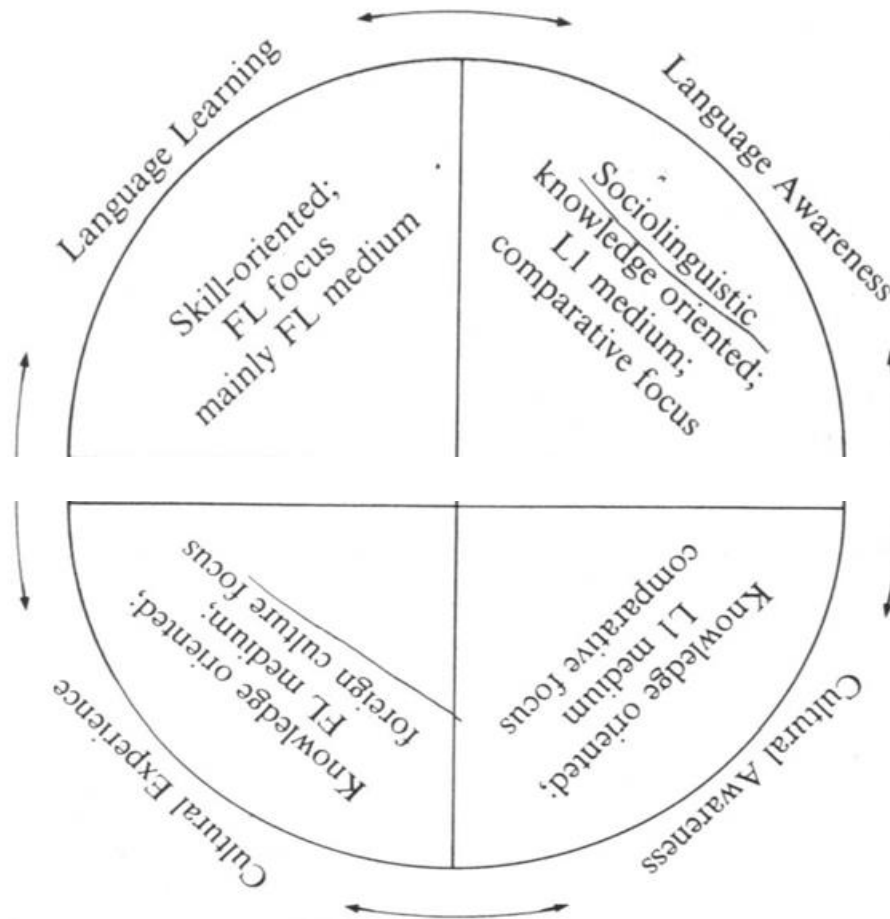


Figure 1.3.1: A Model of Foreign Language Education (Byram and Esarte-Sarries, 1991, p15)

This model consists of four main parts, defined as follow:

- 1. Language learning:** refers to the language use and its context with an approach of CLT.
- 2. Language awareness:** introduces an atmosphere where the learners understand and analyze the relationship between language and cultural content.
- 3. Cultural awareness:** according to Byram cultural awareness rising is very important in cultural teaching.
- 4. Cultural experience:** Byram again refers the cultural experience directly to EFL learners' experiences that can be acquired from foreign culture, whereas by travelling all around the world or being apart from a similar atmosphere inside the classroom.

Again, Byram insists that in order to adapt this model, two things have to be noted. In one hand, it is impossible to separate those four components in any teaching materials. On the other hand, those four elements can be determined by learner's age and development³⁴.

Moreover, Byram explains that this model allows EFL learners to know more about themselves and more about the world around them. Not only because it gives them a positive view on their first language in EFL classroom, but also, it helps the learner to develop his skills in EFL learning process due to their cultural experiences³⁵.

1.2.EFL materials of EFL classroom:

One of the most used elements that deeply related to culture is the text. It is considered as the primary resource in motivating learner inside the class. Dialog, thus, is the device by which the interaction between both mother and target language spread among EFL learners throughout communicative approach. Claire Kramersch defines this by "immigrants" (Kramersch, 1993). It has been known that the text is only a mirror written by an author to reflect the society daily life and culture; not only that but also, the period and the milieu where the text was built. The learner here translates the context according to his own personal experience, knowledge, attitude and meaning (Kramersch, 1993).

Teachers and learners in educational systems are subjected to the ideology of the institution, which itself responds to national and international imperatives. However, learners as well as teachers repeatedly use the system to promote their own local and personal meanings as well as for their own pleasure. In the interstices of the native and the target cultures, they are constantly engaged in creating a culture of the third kind through the give-and-take of classroom dialogue. (1993: 23)

Franklin Benjamin once said: *"Tell me and I will forget, teach me and I will remember, involve me and I will learn"* learners should be involved in teaching learning process, so that they can create the right environment to learn. By dialogue activities the

³⁴ Hsin, Chia-Lin, "Language and Culture in Foreign Language Teaching." Newcastle University press, p7.

³⁵ Ibid, p 7.

teachers make sure of the interaction inside the classroom. The main reason why the text should remain the basic study material is because of its easiness and more importantly is offering many possibilities such as: read and ask question, read and compare, or true or false.

Savignon (1983) notes once that teaching is forever considered as the combination of both art and science³⁶. It indicates that learners should be artists and scientists in the same time and at the same degree. Since Laura considers English as Center of Modern Languages (CLM), she mentioned the CLM's guide for the foreign language program insisting:

To begin this level, students should be able to understand and produce English with sufficient fluency and accuracy to handle situations and topics that arise in a daily context with relative ease. A systematic review of basic grammatical structures will be carried out especially designated for those students who still have difficulties.³⁷

According to CLM the course includes:

- Aural comprehension: the course containing some authentic materials or records (conversations / interviews) and other materials that oblige the learner to understand them.
- Oral production: Learners' communication is required in EFL classroom. The teacher here is asked to bring suitable topics for learners' experience.
- Reading comprehension: the ability of understanding long text is important for learners to achieve certain level.
- Written production: producing complex written assignments is a sign of learners ability of dealing with both their life experience and other topics of general interest.

³⁶ Battles Laura Anne, "Promoting Language and Culture Learning in an EFL Context", MA TESOL Collection (2004), p30.

³⁷Battles Laura Anne, "Promoting Language and Culture Learning in an EFL Context", MA TESOL Collection (2004), p 34.

The CLM guide goes deeper in studying such communicative topics that classified as follow³⁸:

- Writing skill: Summarizing the gist of text, taking notes while listening, writing simple documents.
- Reading skill: Skimming and scanning, dictionary use, extracting main ideas from a text, studying the structure of a text, and dividing a text into paragraphs.
- Listening skill: Evaluating,
- Speaking skill: Participating in debates, expressing and giving advice, making and accepting formal apologies, requesting information for a future moment, Expressing agreement and disagreement, asking for things without knowing the exact words, creating spoken and written narratives.
- Cultural topics: Extending and accepting invitations, discussing health and illnesses, correcting oneself, extracting general an specific information, guessing the meaning of unfamiliar words from context.

Since CLM's foreign language instruction focused on communicative approach Savignon then agrees:

Textbooks are written for general audiences and thus cannot, in themselves, meet the needs of particular L2 class. The authors of those textbooks cannot foresee all the needs of individual teachers and learners. The search for materials leads, ultimately, to the realization that there is no such thing as an ideal textbook. Materials are but a starting point. Teachers are the ones who make materials work; they make them work for their students and for themselves in the context in which they teach³⁹.
(1983, 138)

Laura's explanation of the CLM's program shows that teachers are required to follow a specific way of teaching for each specific level in EFL progress. She again mentioned the Headway series that containing traditional methods in learning EFL. By 1991 New Headway Pre-intermediate which is the English programs for adult that

³⁸ Battles Laura Anne, "Promoting Language and Culture Learning in an EFL Context", MA TESOL Collection (2004), p 35 – 36.

³⁹ Battles Laura Anne, "Promoting Language and Culture Learning in an EFL Context", MA TESOL Collection (2004), p 36.

emphasis on: grammar rules, vocabulary, and all the four skills⁴⁰ Damen (1987, 256) moreover cautions that no one can fail since he is following the current student textbooks, because it is the way to develop the learner's communicative competence.⁴¹

The so called "communicative activities", according to Laura, serves and reinforces the "language input" sections. Savignon (1983) parallels that generally speaking textbooks are purely grammar rules focused on passage or dialogue. According to him, this kind of textbooks called pretext for grammar.

Laura again declares that the learner is totally free in working individually, in pairs, or in groups in doing these following types of activities (Norman, 1996):

- Fill in the blanks of sentences or short dialogues
- Complete true- false grids or information charts and tables
- Formulate questions for provided statement and vice versa
- Match given statements with pictures
- Interpret pictures
- Write and act out short dialogues
- Give opinions on explicit statements, situations, or topics.

Consequently, Laura agrees that the classroom management (design and implement) allow the EFL learners to participate as volunteer language and culture exchange partners during learning/ teaching process.

1.3.Language and Culture:

The relationship between language and culture clearly has been a debatable matter; linguists are not able any more to give a definite answer about it. To know this relationship; it needs to know the definition of both. If language is the tool to interpret human's feelings, thoughts and knowledge. Culture than, is a part from the whole. It has been recognized that through language people from different races could transmit their native culture. Valdes⁴² believes that language and culture could never been separately

⁴⁰ Idbid, p 37.

⁴¹Battles Laura Anne, "Promoting Language and Culture Learning in an EFL Context", MA TESOL Collection (2004), p 37.

⁴² J.M Valdes, Culture Bound (New York : Cambridge University press)

studied, not only this, they influence one another in all different ways. Ahmed Taha in his research “using L1 culture to acquire L2 culture” goes deeper in this point. So that, he introduces the National Standards for Foreign Language Education project (1996). This project proves that learners cannot totally master a new language without mastering the cultural context of the new language⁴³.

Although it has been demonstrated that languages do not share the same linguistic characteristics⁴⁴, thus Lado believes that every similarity between two languages make the learning process much easier and understandable, example for that, American English within Canadian society is much easier than Algerian's thanks to the similarities between the first two cultures: “... *Those elements that are similar to this native language will be simple for him, and those elements that are different will be difficult*” (R. Lado, 1957:2)

Language teachers are claimed to teach only language (grammar rules and linguistic use of TL); whereas culture is specialized for literature professors, those who care much more about the daily life of that foreign society. In Algeria for instance, the learners are prepared to acquire the grammatical rules forgetting at all that the foreign culture can give a great push in EFL learning. As Tseng⁴⁵ stated: “*Success in language learning is conditional upon the acquisition of cultural knowledge: language learners acquire cultural background knowledge in order to communicate, and to increase their comprehension in the target language.*”(Tsang, 2002)

Thus, teaching foreign culture helps in developing good communicative learners in socio-cultural context, as Alptekin⁴⁶ announced that learning EFL could be a good space to acquire new cultural norms reflecting the target culture community.

In other words, combining language with culture in any EFL process would help strengthen the communicative competence (CC). This term is introduced for the first time by Hymes⁴⁷ in 1972 to describe the ability of using the grammatical rules

⁴³ cheng – chieh & Kritsonis, 2007 link: <http://www.scribd.com/doc/3829393/William-Allan-Kritsonis-PhD>

⁴⁴ Robert Lado, *Linguistic Accross Culture*, 1957 (University of Michigan press.

⁴⁵ Y.H.Tseng, *A Lesson in Culture ELT*, (2002) p11-21.

⁴⁶ C. Alpektin, *Toward Intercultural Communicative Competence*, *ELT Journal*,(2002) p 56, 57-64.

⁴⁷ D. Hymes, *On Communicative Competence*, Penguin Books, UK, 1972.

appropriately as native speakers. Later studies of Canale and Swaine (1980)⁴⁸, brought about a new terms in addition to communicative competence. They are four: social-linguistic competence (associated by the social rules of languages), discourse competence (or the ability of learners in connecting sentences meaningfully), strategic competence: is all the strategies used by EFL learners to acquire a language, and grammatical competence, which is mastering the languages by mastering its grammar rules. According to them, an EFL learner should include not only communicative competence to have an effective communication but also put all together the competences have been mentioned above.

Moreover, until the 1970's, culture was seen as the literacy or humanist component of language... after the 1980's culture became the synonymous with the way of life and everyday behaviors of members of speech communities⁴⁹. According to Claire, at the very beginning of the EFL teaching progress, only Grammar Translated Method (GTM) was working. Then by the eighties, the rise of the term intercultural competence, teachers start using new methods to foster the interaction between learners. Those methods and techniques were the bridge between native speakers and non-native speakers.

Since language and culture are inseparable elements in individual's identity, both are in permanent interaction in learning teaching process⁵⁰. Thus Vygotsky pointed out, that the human behavior is as complex as the social environment that the individual live in. So, the complexity of culture makes the mantel abilities progress and develop⁵¹. That is why modern English Language Teaching goes further in developing a new system that helps the learner to acquire both language and culture.

Consequently, the relationship between both language and culture in EFL process has been summarized by Brown's⁵² declaration: "*A language is a part of a culture and a culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture.*" (2000, p177)

⁴⁸ Canal and Swain, Theoretical Bases of Communicative Approaches to L2 teaching and Testing Applied Linguistics, 1980, p: 1-47.

⁴⁹ Claire Kramsch, Culture in Foreign Languages teaching, Iranian Journal of Language Teaching Research, 2013: p64.

⁵⁰ Jasmine Dordevic, The Interavtion of MC in EFL, Linguistic and Literature, vol: 7, N1, 2009, p 88.

⁵¹ Jasmine Dordevic, op. cit, p 90.

⁵² H.D. Brown, Principles of Language Learning and Teaching, NY, Longman (2000) p: 177.

Conclusion:

To sum up, teaching EFL in all around the world focused on promoting learners' cultural awareness and knowledge of the TL culture and evolve the linguistic competence EFL classroom. That is why the foreign language teacher should know the needs and interests of his learners through following the appropriate approach. Using classroom communication serves more than one function because the language use and usage give the learner the ability to be free socially and linguistically. Consequently, it can be considered that the teaching-learning process is affected by various factors from both the learner and the teacher. However, learners have various features as age, gender and attitudes which lead them to prefer particular learning styles. Moreover; teachers of all types and through the interaction with their learners have to accomplish the same primary role which is mastering English as a foreign Language and helping the learners to be able to communicate on it. EFL materials considered as the bridge between both mother and target language among learners, as it is the space where the learner create his own meaning of both cultures. Since teaching considered as a combination of both "science and art", Centre of Modern Languages (CLM) set off program for teaching EFL. Furthermore, the relationship between language and culture can be summarized in a part-whole relationship, hence language used by many people from different races just to transmit their native culture.

Chapter two:
Using L1 Culture in EFL Materials

2. Chapter two: Using L1 Culture in EFL Materials:

Introduction:

Using L1 culture in EFL materials started in late 1980's. Claire Kramsch point out: *“Between 1970's and 1980's culture became synonymous with the way of life and everyday behaviors of members of speech communities, bound together by common experiences, memories and aspirations, she clarified, culture is the product of a canonical print literacy acquired in school; it is synonymous with a general knowledge of literature and the arts”*⁵³

She divided the foreign culture learning teaching process into two main categories: the first one is the “big C culture”; she defines it by the culture that traditionally taught using standard national languages. It is more about history, art and literature of the target language. Whereas the second one is the “little c culture”, which is ,according to her, the sociolinguistic use together with the grammatical usage. This in fact, related directly to the native speaker's behaviors, life style, beliefs and values.

On the other hand, Davis defines culture as the most survival heritage that is carried throughout. It is more like unseen map guided and shaped the human behaviors⁵⁴. Furthermore, Owens analyses culture as a term refers to the one's values, beliefs, and norms.⁵⁵

In language learning culture, Haser considers culture as the “flesh” and language as the “skeleton” of a society. According to his belief of that language and culture are strictly intertwined and the absence of one of them leads to the absence of the other, he concludes that language classroom impossible to exclude cultural elements.⁵⁶ Hence the teacher might be aware of both cultures.

The culture teacher for Gay should involve five points:

⁵³ Kramsch Claire, “ Culture in Foreign Language Teaching” Iranian Journal of Language Teaching Research (2012), Urmia University, p 64,66.

⁵⁴ Hesar Mohammed Pourmahmoud el, “Why and How to Apply Culture in an EFL Classroom?” International Conference on Language. Midias and Culture, IPERED vol:33 (2012), press Singapore, p68.

⁵⁵ Mohehammad, *ibid*, p 69.

⁵⁶ *Ibid*, p 69.

- Culturally diversity knowledge base.
- Culturally relevant curricula.
- Cultural caring/ building a learning community.
- Effective cross-cultural communication.
- Culturally responsive instruction.⁵⁷

In order to have these five points, Brown offers to EFL teacher the use of “cultural scaffolding”, which demand the learner’s culture and experience to expand their horizons and emphasis on the academic achievement.

Haser points out numerous characteristics in any EFL teacher since he took a sensitive place in teaching learning process. With the enouncement of Gay about the culturally responsive teachers, he grants any successful language teacher should have three main dimensions: first of all, the academic achievement, which is focusing on teacher’s main role inside the classroom, i.e. keeps his learners excited and challenging. Second, Cultural competence, that pushes the teacher to be able to know and simplify every ambiguity among culturally different learners. Finally, sociopolitical consciousness, which emphasizes on the teacher’s message to his learners that education wide defers from schooling.⁵⁸

Actually, this comes in a favor with what Armento belief in teacher’s personal relation with his learners. For him, the teacher should have outside classroom relationship with his learner to build great interaction between both sides, in addition to have better understanding how learning process goes on. Haser gave creative example of non-classroom time, like having a field trip, or join learners’ nights at school, or even celebrate occasions together.⁵⁹

Furthermore, for Armento and Irvine, all culturally responsive teachers should be wiser and more patient in listening to their learners’ point of views or personal stories, since it is the best way to interact and be developed in EFL process. They

⁵⁷ Hesar Mohammed Pourmahmoud el, “Why and How to Apply Culture in an EFL Classroom?” International Conference on Language, Midias and Culture, IPERED vol:33 (2012), press Singapore, p69.

⁵⁸ Ibid, p 70.

⁵⁹ Ibid, p 70.

explore: *“Appropriate stories about their personal lives and connect their own and their students’ lives to the content of the instruction.”*⁶⁰

Meanwhile, Risager mentions that by the early 20th century the role and the nature of culture in language teaching have changed because of globalization, geopolitical landscape and the spread of technology⁶¹. Otherwise, Claire explores that in the field of educational linguistics culture is considered by many researches as identifiable speech communities that share common values and memories.⁶²

However, the most important thing in teaching EFL is the effect of culture in language use. In this point, Mohammed Haser suggests two different ways any language can be seen: in one hand: the verbal communication. On the other hand: the nonverbal communication.⁶³ According to him, the verbal communication lies behind the Semiotic Approach, i.e. the differences in ethnic learners or even teachers in pronunciation, vocabulary, phonology. While nonverbal communication includes the interpersonal space and body language.

Therefore, Brown and Cooper both tackle the problem of culture clashes inside the classroom, Alison quotes: *“To avoid culture clashes, school and community must connect, and pupil’s backgrounds must be taken into account when considering their learning in class, allowing teachers to move away from the assumption that difference implies deficiency”* (Brown – Jeffy & Cooper, 2011)⁶⁴

⁶⁰ Hesar Mohammed Pourmahmoud el, “Why and How to Apply Culture in an EFL Classroom?” International Conference on Language, Midias and Culture, IPERED vol:33 (2012), press Singapore, p 70.

⁶¹ kramsch Claire, “ Culture in Foreign Language Teaching” Iranian Journal of Language Teaching Research (2012), Urmia University, p 67.

⁶² Ibid, p67.

⁶³ Hesar Mohammed Pourmahmoud el, “Why and How to Apply Culture in an EFL Classroom?” International Conference on Language, Midias and Culture, IPERED vol:33 (2012), press Singapore, p70.

⁶⁴ Alison, Haramiak, “Applying the Framwork for Culturally Responsive teaching to Explore the Adaptations that Teach First Beginning Teachers Use to Meet the Needs of Their Pupils in School” (2015), Cogent Education, 2 (1). P 2/14.

2.2. Mother culture obstacle:

Since Gay confirms that culture is the basic of everything in education⁶⁵, the mother culture then became an obstacle for EFL learners according to Dordevié⁶⁶. Hence, she explains this obstacle by many difficulties that faced EFL learners. These difficulties are based on mother culture rather than the mother tongue, because EFL learners do not have the same background, i.e. they do not share the same cultural standard. Dordevié supports her point of view by the example of immigrants' children, in any English speaking country they use the target language (L2) in everyday communication; Whereas, they are proud to be a part of their origins and culture. She illustrate this example with the case of Greek person in America, he will be always a Greek no matter how good his American accent is.

Atkinson insists: *“Although the mother tongue is not a suitable basis for a methodology, it has, at all levels, a variety of roles to play which are at present, consistently undervalued.”*⁶⁷ This obviously shows the importance of the mother tongue in EFL process. Since language and culture are tight connected systems, according to Dordevié, the cultural background defines the individual's belonging to a certain group sharing the same language and same culture⁶⁸. Based on that, the presence of the mother language led to the presence of the mother culture. Dordevié again concludes that language is not only a tool to communicate, but also a semiotic system of the cultural environment.

Language once more, according to Taha is considered as a cultural-bound phenomenon⁶⁹. For that Hinkel indicates that in learning EFL, learners depend on their mother culture background to understand the context of the target language⁷⁰. Hence, the mother culture will be an obstacle in EFL process. According to Dordevié, the

⁶⁵ Haramiak, ibid, p 4/12.

⁶⁶ Dordevié, Jasmina “The Integration of the Mother Culture in the Process of Teaching and Learning English as a Foreign language” Facta Universitatis; series: Linguistics and Literature,7(1), (2009),p 87.

⁶⁷ Miles Richard, “Evaluation the Use of L1 in the English Language Classroom” (2004). University of Birmingham. P 12.

⁶⁸ Dordevié, Jasmina, “The Integration of the Mother Culture in the Process of teaching and Learning English as a Foreign Language”, Facta Universitatis (2009), Linguistics and Literature 7 (1), p90.

⁶⁹ Taha, Amjad, “Using L1 Culture to Acquire L2 Culture: ZPD Framework”, MA TESOL Collection (2012), p13.

⁷⁰ Amjad, idib, p15.

complexity of the human behaviors caused by the sociocultural environment, thus Vygotsky agrees that each cultural complexity helps in developing the human mind⁷¹.

Many recent studies discussed the context of acquiring an additional culture. Amjad Taha is one of the researchers who tried to explain this situation. He points out that, EFL learners are likely to have the cultural awareness, if they know how to make a difference between the two cultures⁷². Otherwise, Brown agrees that the target culture (C2) is more important than mother culture (C1) in EFL process. For him, learning a foreign language tends to catch the meaning of the foreign culture.

Consequently, to acquire any foreign culture in EFL process is claimed to use the mother culture. Brown explains this by tackling the idea of social distance. For him, the social distance between the two cultures means the main similarities and dissimilarities between the two cultures. This social distance again led to the use of the mother culture to help in EFL progress⁷³.

2.3. Bahabha's ideas of thirdness:

Many scholars including Stubbs argue about the duality of the EFL learners' identity. The emergence of the target culture (C2) in the learner's identity caused some complications, which give the EFL learners double identities and tensions⁷⁴. By the 90's Homi Bahabha called this situation by "Thirdness". Kramsch goes deeper when he explains how exactly happened. He describes the presence of two different languages in one brain (EFL learner's brain), caused double thinking in learner's minds and double cultural performance⁷⁵. Thus, would put the learners in third space, they are neither belong to the mother language (L1) nor target language (L2), but in between.

⁷¹ Dordevié, Jasmina, "The Integration of the Mother Culture in the Process of teaching and Learning English as a Foreign Language", *Facta Universitatis* (2009), *Linguistics and Literature* 7 (1), p90.

⁷² Taha, Amjad, "Using L1 Culture to Acquire L2 Culture: ZPD Framework", MA TESOL Collection (2012), p13.

⁷³ Amjad, *ibid*, p 14.

⁷⁴ Cehan, Dana- Anca, "Communication: An argument for natural communication practices in the Romanian EFL classroom" (2002), P4.

⁷⁵ Taha, Amjad, "Using L1 Culture to Acquire L2 Culture: ZPD Framework", MA TESOL Collection (2012), p16.

For Amjad Taha the emergence of the “thirdness” concept came to defers from “duality” in language education.⁷⁶ He thus expresses:

The presence of two different languages in my mind, which means the presence of two different ways of thinking, two different world perspectives and two different life styles operating in my head, had a huge impact on my thinking and the way I conceptualize things around me. In considering the social distance between the Arabic culture and Western (English) culture, it is noticed that these two cultures are distinctly different and having these two cultures in one’s head is not easy thing to deal with.⁷⁷

Therefore, Kramsch’s own point of view of the third place has three main characteristics (2009, p 239):⁷⁸

- a) A popular space: according to Kramsch this space is where the EFL learners create their own space that gathers the target language (L2) with the mother language (L1) and the two cultures (C1 and C2).
- b) A critical space: this space will encourage the learners to build connections of different EFL materials. In this space, the learner would promote active comparisons between the two languages L1 and L2.
- c) An ecological space: in this space both of environment and context influence the evolution of EFL process and the way the learners think. This known as ecological approach.

Based on that, Amjad Taha concludes that the third space helps both of EFL learners and teachers. In one hand, the learners start having better space to create their own meaning of the two different languages and cultures. On the other hand, the teachers catch the outcomes of their learners that help them to decide the appropriate teaching style and approaches.⁷⁹

⁷⁶ Amjad, *ibid*, p18.

⁷⁷ Taha, Amjad, “Using L1 Culture to Acquire L2 Culture: ZPD Framework”, MA TESOL Collection (2012), p 24.

⁷⁸ Taha, Amjad, “Using L1 Culture to Acquire L2 Culture: ZPD Framework”, MA TESOL Collection (2012), p 19 - 21.

⁷⁹ *Ibid*, p 20, 21.

2.1.The relationship between teachers and learners in EFL classroom:

As we all know, both of teacher and learners have a particular role to play, since in any classroom there is a relationship between both. For Hargreaves, the perfect teaching is the one surrounded with positive emotion, because teachers are not machines made to present good lessons with great results from learners, but they are a simple human being who has feelings and emotions of joy and creativity. That is why Dana describes the role of the teacher in four main strategies as follow: “*A call for natural use of language, teacher self-analysis of discourse, diversification of interaction formats, and group activities.*” Meanwhile, Koplow believes that the good teacher is the one who can made up a good relationship with his learner, that is consequently bring about security and confident inside the classroom⁸⁰. The importance of the student- teacher relationship according to Knoell showed up in two points⁸¹:

- P1 Creating success in classrooms: based on many scholars’ point of views such as Pinata (1994), Lee (2007), Noddings (1988 & 1992) and Ladd (1996 & 1998), Knoell explains that the good student-teacher relationship creates the perfect atmosphere for both to achieve success.
- P2 Positive outcomes: Pinata again (2001) and Matheson (1994) both inspire Knoell to describe the student-teacher relationship as an important way to have positive outcomes not only between the teachers and learners, but also between learners themselves.

Furthermore he describes the effective teaching process in a list consists of four main characteristics that show the perfect teaching, stating: “*A teacher’s knowledge of subject, pedagogical competence, instructional effectiveness, and/ or classroom management skills.*”⁸² This is what is called “teacher-centered class” according to Dana in this case the teacher is the only source and the main controller of the whole learning process. Since the only way to achieve natural communication is to tolerate silence inside class.

⁸⁰ Knoell, Christopher M, “The Role of the Student-teacher Relationship in the Lives of Fifth Graders: A Mixed Methods Analysis” Education and Human Science, college of (CEHS), (2012), University of Nebraska- Lincoln. P10.

⁸¹ Christopher M. Ibid, p12,14.

⁸² Ibid, p 9.

Another point that Dana tackled for better teaching process encouraging Natural Expression, she states that the lesson and the pedagogical way to present it should share it with the learners and know the appropriate and the more comfortable way to them. In addition to Handling Errors, which forces the teacher to accept his learners' errors, he thus should focus on the learners' general ideas rather than the learners' performance. Then, he could comments or even gives the correct answer⁸³.

One of the important strategies of the good teacher is Self-Analysis of teacher's discourse⁸⁴. Again Dana explains the naturalness in teaching-learning process by the teacher's analysis of the lesson and the main predictable responses from his learners. This step could help to achieve the most natural and convenient atmosphere to learn.

The next point, diversifying Interaction forms, for Dana once more, to better results in naturalness of the learning process is having interaction between teacher and his learners. Far away from conflicts and chaos, interaction could play a centered role in EFL process by giving the light to exchange information and feedback with the main source (teacher), which may keep away the communication stress of learners⁸⁵.

The last strategy of a good teacher, according to Dana, is Group-Centered Activities which allows learners to interact between each other and share information. The teacher in this case is not going to focus on the answer more than pay attention on the way the answer comes out⁸⁶.

However, Dickinson (1995) assumes that motivation play an important role in EFL progress. Based on this he introduced two main theories of cognitive motivation: the "attribution theory" and "self-determination theory". According to Ryan's self-determination (1985), Dickenson quotes: "*Theory differentiates between intrinsic and*

⁸³Knoell, Christopher M, "The Role of the Student-teacher Relationship in the Lives of Fifth Graders: A Mixed Methods Analysis" Education and Human Science, college of (CEHS), (2012), University of Nebraska- Lincoln p50,51.

⁸⁴ Ibid, p52.

⁸⁵ Knoell, Christopher M, "The Role of the Student-teacher Relationship in the Lives of Fifth Graders: A Mixed Methods Analysis" Education and Human Science, college of (CEHS), (2012), University of Nebraska- Lincoln, p53.

⁸⁶ Ibid, p 54.

extrinsic motivation by putting them on a continuum where learners choose to learn at their own will, in the absence of a reward contingency or control” (p.34)⁸⁷

2.1.1. Characteristics of Foreign Culture learning:

Hsin quotes that: *“The way to teach culture depends on how one approaches culture”* (Crawford-Lange and Lange, 1984). Based on that, he explores the main characteristics of Foreign Culture Teaching reflect some approaches that EFL educators approach aspects of culture⁸⁸:

- 1) **Culture learning is a process of interpretation:** kramsch admits that teaching culture is not yet enabled learners to understand the attitudes, values, and beliefs of the target culture. Furthermore, she justifies later that the main purpose of teaching culture is to make learners: *“understand why the speakers of two different languages acts and react the way they do and whether in fictional texts or in social encounters.”⁸⁹*
- 2) **Cultural understanding is a constructive learning:** Robinson (1985), Tseng (2002) consider the cultural world, created between the two languages, a shared process where every individual express his/her meaning.
- 3) **Culture teaching cannot be generalized as teachers do in grammar teaching:** according to kramsch, teaching culture might focus more on the expressions and descriptions. This could be a different from teaching grammar because creating the meanings is dynamic.
- 4) **Issues of stereotype, bias and ethnocentrism are issues to be aware in FC teaching. Stereotype is unavoidable in culture teaching:** Dalaska (2000) considers stereotypes as a motivational factor for EFL learners. Based on that Hardly confirms that designing the cultural syllabus a

⁸⁷Okay, Aysegul and Balcikanli, cem, “The role of motivation in EFL students’ perceptions of teacher/learner responsibilities and learner abilities”, *Language Education* (2017) 2:8, Asian-Pacific Journal of Second and Foreign Language Education, p 2.

⁸⁸Hsin, Chia-Lin. “Language and Culture in Foreign Language Teaching.” Newcastle University press, p7.

⁸⁹Hsin, Chia-Lin. “Language and Culture in Foreign Language Teaching.” Newcastle University press, p 7.

learner should be aware of two main things achieving balance and avoiding bias.

2.2. The best practices in teaching culture inside the classroom:

Cross- cultural studies have been always an interesting field for many scholars including Amjad Taha, who creates a special zone of practices inside the classroom. He then suggests that the main reason after the practices for learners is having the chance to compare between their mother culture and the target culture. Therefore, he limited number of classroom practices that are considered as the most useful in EFL classroom. Based on Hughes' article "An Argument for Cultural Analysis in the Second Language Classroom" (1984), Amjad sets the following techniques:⁹⁰

1. Comparison method: by presenting one of the tools such as picture, video, written text or drawing that contains the target cultural content. Here, the teacher tries to give his learners a chance to compare between the mother cultural background and the target culture. In addition to having a look on the main similarities and differences between the mother tongue (L1) and the target language (L2).
2. Newspaper: when the teacher brings a certain item from a foreign newspaper and asks his learners to compare it with their newspaper. In this point the teacher is strongly focuses on showing how the culture influences the attitude toward that particular item. Choosing the headlines, advertisements or even the comic under the supervision of the teacher then delete some of the key words in order to give the chance to learners to fill it with what is suitable from their mother culture. After that, the comparison will be the only way to show in which extent the target culture could influence their mother culture.
3. Culture assimilators: in this technique the teacher is asked to show the right and wrong answers of a certain practice rather than oblige learners to accept the right answers. According to Amjad he explains: It involves a brief description of critical incident of a cross cultural

⁹⁰ Taha, Amjad, "Using L1 Culture to Acquire L2 Culture: ZPD Framework", MA TESOL Collection (2012), p 40- 43.

interaction that could be misunderstood by students. After the description of the incident, the students are presented with four possible explanations from which they are asked to select one answer. Then the teacher provides the learners with the proposed right answer, but they are not forced to accept the right answer.⁹¹

4. Role play: this technique required from the learners to create short scenes that are completely misunderstood or hard to interpret because of it is already strange. The main goal is how the learners going to add their personal touch in the performance since the teacher do not mind this.
5. Culture Island: the EFL classroom becomes the culture island where both of the teacher and learners are required to discuss cultural issues of both cultures.
6. Debates: is a useful technique for those learners whom love expressing themselves and share their cultural identity throughout discussing and conversation. This method gives the complete freedom to learners in order to exchange and share information and opinions.

2.6. Conclusion

In conclusion, using L1 culture in EFL materials has been receiving a great attention and focus in language teaching field. Any culture teacher should master 5 points: culturally diversity knowledge base, culturally relevant curricula, cultural caring/building a learning community, effective cross-cultural communication, and culturally responsive instruction. In addition he should have the ability to keep his learners exciting and challenging and must know the appropriate way to simplify any cultural ambiguity among learners. Although geopolitical landscape and the spread of technology have changed the nature of culture teaching since late twenties, still considered by many researchers as a field based on memories and common values. Mother culture could be a great obstacle showed up in many difficulties, as well as most of learners do not have the same cultural background, also they do not share the same cultural standard. Thus, no matter who much a learner speaks English he will be proud

⁹¹ Taha, Amjad, "Using L1 Culture to Acquire L2 Culture: ZPD Framework", MA TESOL Collection (2012), p 42.

to be part from his origins because the cultural background defines the individual's belonging to a certain group sharing the same language and same culture. The idea of existence of two different languages with two different cultures in learner's mind creates a "third space", where learner can develop his own meanings. This third space has three characteristics: a popular space, a critical space, and an ecological space. Therefore, the relationship between teacher and learners shows up in having a particular role for each. Thus, a good teacher is the one who has good relationship with his learner, the importance of the student- teacher relationship reveals in: creating the perfect atmosphere for both to achieve success, also having positive outcomes not only between the teachers and learners, but also between learners themselves. Practices in teaching culture inside EFL classroom formulate the right atmosphere for learners to compare between both cultures.

Chapter three:

Students' Questionnaire and Results Analysis

3. Chapter three: Students' Questionnaire and Results Analysis:

Introduction:

This chapter is associated with the student questionnaire (Appendix A) and data analysis. It tends to discuss different students' perceptions and agreements towards the issue of teaching mother culture in EFL classroom, putting the lights on its positive impact in improving EFL learners' communicative competence.

This questionnaire (Appendix A) consists of four main subsections: first of all, Piloting Questionnaire that allows the researcher to examine the different questionnaire items. Secondly, Administration of Questionnaire in which the researcher goes through many stages of counting answers, classifying, and drawing results. Thirdly, Description of the Questionnaire by defining its Types and give more details with extra explanations closed to the questionnaire. Finally, the Analysis of the data collection joined with the final results and conclusion.

3.1. Piloting Questionnaire:

Each effective research has an important step known as "piloting the questionnaire", in which the researcher test the validity of the examined paper. At the very binning this questionnaire proposed on five student (25 %) from the whole sample just to test the validity and reliability of the questionnaire items. In fact this paper, is administered the questionnaire to a small sample consists of twenty two (22) students of first year in Ammar Thlidji English department. Generally speaking, it is aged between 19 to 24 years old, which is categorized of seven (7) males and fifteen (15) females. The main destination of this part is to see to what extent those items of the questionnaire are effective and clear to be answered.

3.2. Administration of the Questionnaire:

After the previous step, it comes the time to administer the final draft of the questionnaire to the first year students of LMD English language and literature. They were 22 students out of 268 (see Appendix B). At that time, the most disturbing difficulties that might be faced was lack of seriousness especially when students were asked to answer the different items of the questionnaire. Surprisingly, their answers were helpful to a big extent in this research questions and its hypotheses.

1.3. Description of the Questionnaire and Its Type:

Dörnyei states that any scientific research uses the systematic manner in finding answers to the main questions. He then admits that in social science questionnaire is the most useful research instrument applied (2003). According to him, using questionnaire might be easy to construct as it is hard, it can be almost impossible to receive the right answer for each question.

Since questionnaire is considered as a data collection tool, according to Brown (2001). Thus, Dörnyei confirms that: "*questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers*"(2003, p6). He then, has mentioned two main types of questionnaire that are listed below:

a) **Interview schedules:** this kind of questionnaire is live interview that needs two main persons the first one is an interviewer, who asks a set of fixed questions. Whereas the second one is an interviewee, who give clear answers to be recorded on an answer sheet.

b) **Self-administered pencil-paper questionnaire:** which is a written paper proposed to participants to fill in, select from malty answers or complete the gaps by their own words.

This paper uses the second type of the questionnaire which is administered to be completed by first year students of English Language and Literature at Ammar Thlidji University of Laghouat.

Moreover, the type of this questionnaire items was a closed ended boxes to tick known as the “semi-structured questionnaire”. In this dissertation, students' questionnaire is made up of two main parts: the first one concerning the general information of the students; whereas the second part contains four sub sections. Each section consists of closed ended questions that target to provide thorough explanations about the issue under investigation. Therefore, it contains 16 various items raised to evoke the curiosity of the respondents.

Part one:

This section is entitled “General Information” which contains two questions, one is about the students' age and the other one is about their gender.

Part two:

Section I

It is called “Language Learning”. In this section, three (3) questions are presented mainly to deal with students' reasons for learning English, the nature of communication inside EFL classroom, and reasons for not communicating.

Section II

It is entitled “Culture Learning”. It intends to test students' perceptions towards culture learning. It embodies six (6) questions which tackle several points the first one concerning EFL culture. The next one tackles students' favorite cultural topics. After that, the extant that a foreign culture could be positive on students learning process. Then, the way in which culture was presented by EFL teachers in the department of English. Also, students position towards that presentation of those culture courses. At last, shed lights on their needs for extra sessions to study culture.

Section III

This section entitled “about the mother culture”, which is considered as the gate to the main topic “using L1 culture in EFL Materials”. Three (3) main question are presented in order to deal with the extent they are proud of their mother culture, and the possibility of having Algerian Civilization instead of British or American civilization, in

addition to student's attitudes towards imagining a future project called "Algerian civilization".

Section IV

As a concluding section, "concerning the role of the teacher" is the last questionnaire item consists of two (2) major question related to the teacher's attitudes towards EFL process. The first one tackled using the mother culture by civilization's teacher in some points to present an idea or information about the foreign culture; whereas the last question dealt with using mother culture's expression to make contrast between the two of the cultures.

3.4 Analysis of the Results:

Part one: General Information

Q1: Age

Options	Number of participants	Percentage (%)
19	6	27.27
20	5	22.73
21	5	22.73
22	3	13.64
23	0	0
24	3	13.64
Total	22	100

Table 3. 1: Students' Age Distribution

This table (Table 3.1) highlights that the majority of the participants in this population are relatively young, most of them aged between 19 and 24 year old. However, as it is showed above the majority of First year students of English department have got 19 years (27.27%). This results make sure that those students are motivated enough to learn English as a foreign language not only because they are advanced, but also they supposed to have good communicative skills.

Q2: Gender

Options	(N)	(%)
Male	7	31.82
Female	15	68.18
Total	22	100

Table 3. 2: Students' Gender Distribution

According to the results shown in the table above (Table 3.2), a high rate of students 15 or (68.18%) who are belonging to First year of English Language and Literature are **females**. This clearly shows the girls passion and interest in knowing foreign languages. Generally speaking this indicates the girls' ambitious to learn English language in specific just because they like it and finding it more comfortable to talk with it (see more in Q3). Meanwhile, only few males whom mostly choose English language just because it provides them with good job (see Q3).

Part two:

Section I: Language Learning

Q 3: Are you learning English because:

- a. You like this language and you want to know more about it.
- b. It is required to get a good job.

Options	N	%
a.	16	72.73
b.	7	31.82

Table 3.3: Students' Reasons for Learning English

In this table (Table 3.3), more than the half of participants 16 (72, 73%) are highly excited to know more about foreign languages and its culture, especially girls who add many comments to show their passion for learning English. Whereas, the rest, 7 students (32, 5%) are interested to learn English just because it provides them with good jobs, most of them are males.

Q 4: Do you communicate inside the classroom, especially in British civilization and American civilization?

- a. Yes
- b. No

Options	N	%
a.	9	40.91
b.	13	59.09
Total	22	100

Table 3.4: Student's Ability of Communicate inside the Classroom in British/American civilization

Predictably, the above statistics (Table 3.4) confirm that the majority of students 13 (59.09%) have no communicative competence in EFL process, especially in British civilization and American civilization. This indicates the main difficulties that stop them to be good communicators, the nature of such modules could be one of the obstacles, where students need to read between lines to figure out the hidden meaning of a given conversation, so that they can share what they have found with their comrades and instructor. Few of them, 9 (40.91%) who are able to communicate without any problems. This denotes that communication in EFL classroom is almost nonexistent.

Q 5: If “No”, why? Is it because:

- a. Getting stressed and forgetting about vocabulary.
- b. No linguistic competence (how to make meaningful sentences.)
- c. No cultural competence (how language is used in a given context.)

Options	N	%
a.	5	22.73
b.	2	9.09
c.	6	27.27

Table 3. 5: Students' Reasons for Not Communicating

Above statistics (Table 3.5) illustrates that the main reason why student cannot be good communicators especially in British civilization and American civilization goes to the students' inability of using EFL in a given context, that due to the huge gap between the two cultures. Mostly, 6 students (27, 26%) admit that they do not have idea about the foreign cultural concepts. Few of them, 3 students (9.09%) said that lack of linguistic factors (no vocabulary, fear of making mistakes) is the main reason that prevents them to be good communicators. However, the mastery of Grammar rules proves that great percentage 5 students (22.73%) suffer the lack of the linguistic competence. Basically, it is hard for them to make well-formed sentences fluently.

Section II: Culture Learning

Q 6: Study about culture is interesting:

- a. Agree
- b. Strongly agree
- c. Disagree
- d. Strongly

Options	N	%
a.	5	22.73
b.	13	59.09
c.	4	18.18
d.	0	0
Total	22	100

Table 3. 6: The Importance of Having Knowledge about English Cultures

The previous table (Table 3.6) indicates that the majority of the participants 13 (59.09%) interested to learn about Foreign Culture (FC) as they are strongly agree to know more about foreign people's culture including their life style , their beliefs and customs, and their history. The others also agree somehow on the existence of English culture with percentage of 5 students (22.73%). Meanwhile, the rest 4 students (18.18%) show their negative attitudes towards learning Foreign Culture (FC).

Q 7: which topics would like to know more?

- a. Daily life
- b. Festivities and customs
- c. Beliefs and values
- d. History
- e. Art

Options	N	%
a.	7	31.82
b.	5	22.73
c.	2	9.09
d.	3	13.63
e.	5	22.72

Table 3. 7: The Topics that Students would like to know more about

Table above (Table 3.7) shows that the majority of students in this population 7 (31.82%) are more interested to learn about the Daily life of foreign people. In addition to Art 5 students (22.73%), Festivities and customs 5 students (22.73%). Other students (3) (13.63%) said that they would like to study the historical events that shape the English culture. Whereas, Beliefs and values 2 students (9.09). At the end, this indicates that even though the different answers of the students they all agree about knowing the foreign culture.

Q 8: Learning the culture of English speaking people will have a positive effect on you because:

- a. It enables you to communicate softly and properly with foreigners.
- b. It helps you to learn that foreign language fast and easy.
- c. It provides you with new versions of how those people think.

Options	N	%
a.	9	40.91
b.	7	31.81
c.	6	27.27

Table 3. 8 : The Positive Impact of Learning the Foreign Culture

According to (Table 3.8), the percentage of 9 students (40.91%) out of the whole population (22 students) argue that culture enables them communicate appropriately especially with foreigners. Meanwhile, 7 students (31.81%) state that learning about the foreign culture (FC) helps them to learn that Foreign Language (FL) easily and fast. However, 6 students (27.27%) said that knowing about the culture of English speaking people provides them with new versions of how people think.

Q 9: During your first and second year at university, you have studied something about culture, in general (British and American culture).How it was presented, is it through:

- a. Dialogue and conversation.
- b. Songs.
- c. Video-taped and interviews.
- d. Watching documentary and historical films.

Options	N	%
a.	14	63.64
b.	1	4.55
c.	4	18.18
d.	3	13.64

Table 3. 9: Teachers' Presentation of Culture Courses

The results shown in the table above (Table 3.9) indicate that percentage of 14 students (40.91%) out of the whole population (22 students) argue that culture enables them communicate appropriately especially with foreigners. Meanwhile, the percentage of 4 students (18.18%) who answered that culture was presented through video-taped and interview. Moreover, percentage of 3 students (13.64%) does select option of watching documentary and historical films. But only one student answered that culture was presented through songs.

Q10: Are you satisfied with those courses (presentation/content)?

- a. Yes
- b. No

Options	N	%
a.	10	45.45
b.	12	54.55

Table 3. 10: Students' Attitudes towards Teachers' Presentation of those Culture Courses (their satisfaction)

This table (Table 3.10) clearly illustrates that the majority of students 12 (54.55%) are not satisfied neither with the way in which culture was taught nor with information given by their instructors. Therefore, 10 students (45.45%) confirm their satisfaction with both the way the lessons are presented and the main information of those courses.

Q 11: Do you think that you need an extra sessions for studying culture?

- a. Yes
- b. No

Options	N	%
a.	8	36.36
b.	14	63.63
Total	22	100

Table 3. 11: Students' Need for Extra Sessions to Study Culture

This table (Table 3.11) concludes the following remarks: the percentage of students 14 (63.63%) which indicates the majority of this population point out their disagreement of having extra sessions. Most of them add some extra explanation by stating that the whole sessions of their first year are not sufficient enough. However, few of them 8 (36.36%) do not mind to have extra sessions to know more about foreign culture.

Section III: about mother culture

Q 12: To what extant you are proud of your mother culture:

- a. Highly proud
- b. Not proud

Options	N	%
a.	16	72.73
b.	6	27.27

Table 3. 12: Student's Mother Culture

This table (Table 3.12) shows that most of EFL learners 16 (72.73%) are highly proud of their mother culture. That is why most of them consider Algerian History good to be studied as an academic module (see Q13). Meanwhile only few of them (6 students) (27.27%) are not proud enough of their mother culture, which shows the lack of student's native cultural background.

Q 13: According to you dear learner, is Algerian History good enough to be studied instead of British and American civilization:

- a. Agree
- b. Strongly agree
- c. Disagree
- d. Strongly disagree

Options	N	%
a.	12	54.55
b.	4	18.18
c.	2	9.09
d.	4	18.18

Table 3. 13: Algerian History as an Academic Module

According to this table (Table 3.13), the percentage of 12 students (54.55%) indicates that even those students who highly not proud of their mother culture, they are in fact strongly agree about having Algerian Module instead of (British and Americans) civilization. This clearly shows the complexity of having two different languages and two opposite cultures in their minds, which reflects students' difficulties to learn foreign culture.

Q 14: Can you imagine Algerian civilization as an academic module in your program?

- a. Sometimes
- b. Often
- c. Never

Options	N	%
a.	10	45.45
b.	9	40.91
c.	4	18.18

Table 3. 14: Student's Imagination about Algerian Civilization

This table (Table 3.14), indicates that the percentage of 10 students (45.45%) out of the whole population have stated that most of the time they imagine to have an Algerian Civilization. That is due to the familiar date and events of Algerian history, which make it much easier in the exams. Meanwhile, just a few of the participants 4 (18.18%) are mostly against this idea, according to some extra answers written behind the questionnaire paper (see Appendix A) quote: "from middle school we are studying our history; let us know more about other's history."

Section IV: concerning the role of the teacher

Q 15: Your teacher uses your native culture (mother culture) inside class to present information about the target culture:

- a. Always
- b. Usually
- c. Seldom
- d. Never

Options	N	%
a.	3	13.64
b.	6	27.27
c.	4	18.18
d.	9	40.90

Table 3. 15: Teacher's Use of the Mother Culture to present FC

This table (Table 3.15) highlights that most of the participants 9 (40.90%) state that teachers never use native culture to present any information about the target culture. Then a good number 6 (27.27%) do confirm that usually their teacher needs to use native culture to present the new concepts from the foreign culture. This in fact shows how cultures could be related in some points. The rest of the students were between the options “seldom and always” as follows: (13.64%) and (18.18%).

Q 16: Your teachers of culture (Civilization) are using Mother Culture's expressions generally when they want to make contrast between Native language (L1) and second language (L2):

- a. Always
- b. Usually
- c. Seldom
- d. Never

Options	N	%
a.	4	18.18
b.	5	22.73
c.	3	13.64
d.	10	45.45

Table 3. 16: Teachers of Civilization Use of Mother Culture's Expressions in Making Contrast between Both Cultures

This table (Table 3.16) clearly shows the different statics about using mother culture's expression by civilization's teachers in making contrast between both cultures 10 students (45.45%) which formulate the majority of the whole population point out that teachers never use mother culture expressions. Meanwhile 5 of them (18.18 %) answered by “always”, which indicates the lack of mother culture use in EFL process. In this case, teachers are against using mother culture expressions even in making contrast between both cultures.

Conclusion:

To conclude, the first part of the students' questionnaire was devoted to know general information about students, their age and gender, which determine the nature of this research study. The second part divided into four sections: the first section was concerned with language learning that focuses on students' attitudes towards English language, mainly on their communicative competence in EFL process. The second section pays attention to students' attitudes towards the foreign culture (C2). The third section is related directly to mother culture in EFL process (C1). Whereas the last section of this questionnaire was devoted to know more about teachers' attitudes towards using mother culture in EFL process. After analyzing the data concerning the students' questionnaire (see Appendix A), this paper suggests that First Year LMD Students of English Civilization and Literature in the Department of English at Ammar Thlidji University of Laghouat show clearly the relationship between language and culture in EFL process. It is part-whole relation, because language has been always a part from the individual's culture, since they cannot muster any foreign language if they cannot muster its cultural norm that governs the language use. Actually, this students' questionnaire indicates several factors that stop bringing active communicators (learners) within a foreign language classroom, especially lack of vocabulary. They need linguistic and psychological practices. That is why language teachers are required to create comfortable environment inside the classroom. based on that, the learning culture should be taught depends on the situation and the module is studied, for example in civilization module, it would be better to overbalance the mother culture to protect L1 history; whereas, in translation module, using foreign culture could be more helpful for learners to win new vocabularies. Consequently, foreign language teachers play a major role in EFL process. In fact, they should play double roles, as instructors in which they give lectures, and as facilitators where they try to simplify things to their students and make them feel comfortable during EFL process, especially when it comes to teaching some basic culture notions. That is why the foreign language's teacher can develop an intercultural competence in EFL learners by using two main ways: the formal way in which the learner should attend schools and memorizes his lectures. Or using the other way "informal education" such as: parents, neighbors, mass media, songs... etc.

General Conclusion:

Throughout this dissertation, the main concern has been the use of L1 culture in EFL materials to improve First year students' communicative competence, LMD English Literature and Civilization in Department of English at Ammar Thlidji University of Laghouat, and more specific, it tends to investigate the way culture is taught and the quality of this input that has been presented to those students. Generally, this work is divided into two main chapters that are entitled Language and Culture in EFL Classroom, and Using L1 Culture in EFL Materials. Those two chapters have been used to transmit mother cultural backgrounds to EFL process. Concerning the field work of this research study, it is mainly based on a qualitative analysis. It focuses more on students' questionnaire that sheds lights on students' attitudes towards Using L1 culture in EFL materials. As final remarks constructed from this research tool that the relationship between language and culture in EFL process will be part-whole relation, since language has been always a part from the individual's culture. Furthermore, the analysis of this data gathering tool highlights that teaching L1 culture in foreign language classroom is very important in learning a language. Since, it helps students develop their ability to communicate effectively inside the classroom context and gives a chance to make link between both cultures (C1) and (C2). However, teaching culture at Ammar Thlidji University is affected by so many types of difficulties. Moreover, the way of presenting those culture courses was not effective enough that is why the majority of students in the English department at the named University feel bored, and in some other cases they did not attend at all because the lack of equipped class that motivates them to learn culture. In addition to that, the content of those courses that was provided for them is mainly dealt with history and only few lessons which tackled customs, traditions, and values of English speaking people, also the allotted time to teach those courses was not enough to teach everything related to the English culture. That is why the foreign language's teacher can develop an intercultural competence in EFL learners by using two main ways: the formal way in which the learner should attend schools and memorizes his lectures. Or using the other way "informal education"

such as: parents, neighbors, mass media, songs... etc. The results gained reveal that First year students of English literature and Civilization in the Department of English at Ammar Thlidji University of Laghouat need firstly to know more about the relationship between language and culture. Then, they should have an idea about how to create their own meaning from the two different meaning. Also, as a crucial remark, First year students of English Department do not have enough mother cultural background that is why they are not completely proud to use L1 culture in EFL materials. At the end, language teachers can develop an intercultural competence in their learner by creating a special environment inside the classroom. Is hoped that using L1 culture in EFL materials will be so successful in teaching English as a Foreign Language only when Governmental Authorities submit a unified program for teaching Mother Culture in EFL process at the university level, and they have to corporate with those who are specialized in civilization to publish small booklets which accompanied with pictures that show the social and political life of the Algerian society in English language. Moreover, the University Teachers should teach language by using "Culture-Based-Activities", since they play double roles, as instructors in which they give lectures, and as facilitators where they try to simplify things to their students and make them feel at ease, especially when it comes to teaching some basic culture notions and the different students' attitudes towards them

Works cited:

- Alison, Haramiak.** “Applying the Framework for Culturally Responsive Teaching to Explore the Adaptations that Teach First Beginning Teachers Use to Meet the Needs of Their Pupils in School.” Sheffield Hallam University Research Archive, Congent Education. 2:1, 2014, 1-14. <http://shura.shu.ac.uk/information.html>.
- Battles, Laura Anne.** “Promoting Language and Culture Learning in an EFL Context.” MA TESOL Collection 1:1, 2004, 136. http://digitalcollections.sit.edu/ipp_collection.
- Cehan, Dana- Anca.** “Communication: An argument for natural communication practices in the Romanian EFL classroom” 2002, 4.
- Da Luz, Fredson Soares dos Reis,** “The Relationship between Teachers and Students in the Classroom: Communicative Language Teaching Approach and Cooperative Learning Strategy to Improve Learning.” In BSU Master’s Theses and Projects. Item 22. <http://vc.bridgew.edu/theses/22>.
- Dordević, Jasmina.** “The Integration of the Mother Culture in the Process of Teaching and Learning English as a Foreign Language.” Facta Universitatis, Series: Linguistics and Literature, 7:1, 2009, 87 – 100.
- Ellis, Rod.** “Understanding Second Language Acquisition”. Oxford: Oxford U. P. 1985. Print.
- GÖMLEKSİZ, Mehmet Nuri.** "The Effects of Age and Motivation Factors on Second Language Acquisition". Firat University Journal of Social Science (2001): 217 224. Web. 22 Feb. 2012.
- Harmer, Jeremy.** “The Practice of English Language Teaching”. 3rd ed. New York: Pearson Education Limited, 2001. Print.
- Hedge, Tricia.** “Teaching and Learning in the Language Classroom”. Oxford: OxfordOxford U. P., 2000. Print.

Chapter three: Student's Questionnaire and Results Analysis

- Hesar, Mohammed Pourmahmoud, M. Yavuz Konca, Elham Zarfsaz.** "Why and How to Apply Culture in an EFL Classroom?" International Conference on Language Medias and Culture, IPEDR 33:1, 2012, 5.
- Holmes, j.** An Introduction to Sociolinguistics. 2nd ed .New York: Pearson Education, 2001. Print.
- Hsin, Chia-Lin.** "Language and Culture in Foreign Language Teaching." Newcastle University press.
- Ivarsson, Daniel, Fredrik Pihl,** "Learner responsibility in the English classroom." 2013.
- Knoell, Christopher M.** "The Role of the Student-Teacher Relationship in the Lives of Fifth Graders: A Mixed Methods Analysis." Public Access Theses and Dissertations from the College of Education and Human Sciences. 2012, 134.
<http://digitalcommons.unl.edu/cehdsdiss/134>.
- Kramsch, Claire.** "Culture in Foreign Language Teaching" Iranian Journal of Language Teaching Research, Jan, 2013, 57-78. Urmia University.
- Kramsch, Claire.** "Third Culture and Language Education." In V. Cook, Contemporary Applied Linguistics: Language Teaching and Learning, 2009, 233-254 New York: Continuum International Publishing Group.
- Lado, R.** (1957). Linguistics Across Cultures . Ann Arbor : University of Michigan Press.
- Miles, Richard.** "Evaluating the Use of L1 in the English Language Classroom." Center of English Language Studies, 2004, 44.
- Moll, Ian,** et al, "Learners and Learning." Ed. John Gultig. South Africa Institute for Distance Education. 2010.
- Shabir, Muhammed.** "Student-Teachers' Beliefs on the Use of L1 in EFL Classroom: A Global Perspective" English Language Teaching 10: 4, Canadian Center of Science and Education
- Taha, Amjad,** "Using L1 Culture to Acquire L2 Culture: ZPD framework" MA TESOL Collection, 2012, 518. http://digitalcollections.sit.edu/ipp_collection.

Chapter three: Student's Questionnaire and Results Analysis

Troike, Mariel Saville. "Introducing Second Language Acquisition". Cambridge: Cambridge U. P., 2006. Print.

Tsukamoto, Mizuka. "Students' Perception of Teachers' Language Use in an EFL Classroom" October 2011.

Valdes, J. M. (1986). Culture Bound . New York: Cambridge University Press.

Wilkins. "Second Language Learning and Teaching". Oxford: Oxford U. P.1974. PDF File.

Yule, George. The Study of Language. 3thed. Cambridge: Cambridge U.P, 2006.

Chapter three: Student's Questionnaire and Results Analysis

Appendices

Appendix A:

Students' Questionnaire

My name is Benfareh Halima I am twenty four (24) years old. I was born and raised in Algeria particularly in Laghouat. I am master two's student in Ammar Thlidji University and I need your help in my Master Dissertation degree. I have chosen "first year student" as a sample. My topic is "Developing EFL Materials Using L1 Culture", in other words, using L1 culture in Teaching English as a Foreign Language instead of L2 culture.

Part one: General Information

1. Age: _____

2. Gender:

Male

Female

Part two:

Section I: Language Learning (choose only one answer)

3. Are you learning English because?

a. You like this language and you want to know more about it.

b. It is required to get a good job.

4. Do you communicate inside the classroom, especially in British civilization and American civilization? a. Yes b. No

5. If "No", why? Is it because:

a. Getting stressed and forgetting about vocabulary.

b. No linguistic competence (how to make meaningful sentences.)

c. No cultural competence (how language is used in a given context).

Section II: Culture learning (select only one answer)

6. Study about culture is interesting:

c. disagree d. strongly disagree

14. Can you imagine Algerian civilization as an academic module in your program?

a. Sometimes b. often c. never

Section IV: concerning the role of the teacher (choose only one answer):

15. your teacher use your native culture (mother culture) inside class to present information about the target culture:

c. Always b. Usually c. Seldom d. Never

16. Your teachers of culture (civilization) are using mother culture's expressions generally when they want to make contrast between Native language (L1) and second language (L2):

a. Always b. Usually c. Seldom d. Never

Thank you for your help!

Appendix B:

Faculté: FACULTE DES LANGUES ET LETTRES

Département LANGUES ET LITTÉRATURES ANGLAISES

Année 2017 / 2018
Universitaire:

Effectifs du Département

	Filières/S spécialités		Année		Régulièrement inscrits	Congé académique	Abandons	Total	
			Garçons	Filles					
LETTRES ET LANGUES ETRANGERES									
	LANGUE ANGLAISE		1	108	160	110	268	40	0
	LANGUE ANGLAISE		2	78	128	60	206	2	0
	LANGUE ANGLAISE		3	50	137	27	187	1	0
		Totaux par domaine:		236	425.00	197.00	661	43	0
		Taux (%) par domaine :		35.70	64.30	29.80	93.89	6.11	0.00
		Totaux par département :		236	425	197	661	43	0
		Taux (%) par département :		35.70	64.30	29.80	93.89	6.11	0.00