

## **Suggestions and Recommendations**

The current research work has centred on the role of English culture in EFL teaching and learning. In an attempt to provide insight into the current situation of English culture teaching at the secondary school.

After having presented the background on the need to integrate culture into EFL classes in the literature review. It has been argued that language and culture are highly interrelated, and since the ultimate goal for EFL teaching is developing learner' communicative competence, EFL teachers and learners need to take steps to increase their cultural awareness; thus, culture should be integrated into the foreign language textbooks and classroom practices.

However, the data collected through the study indicated that EFL teachers at kais secondary schools assume that learners will later be exposed to the target language culture after they reach the mastery of the linguistic features of the language.

Based on the literature review and taking into account both teachers and students opinions and views, collected via the questionnaires and the interview, here are some suggestions for EFL teachers on how to incorporate culture into their lessons so as that culture will be truly integrated into EFL classes and can be taught systematically:

- Teachers should set clear objectives and successful instructional techniques to put culture teaching into practice and to establish an intercultural understanding in the classroom.. Seelye (1997) puts forward a number of goals for language teachers to set while teaching culture, which serves as a reference list in the process of selecting, collecting and compiling cultural material. ( see chapter II)
- Teachers should teach cultural elements integrative with linguistic items, this entails :
  - Using cultural context for target language practice activities; teachers should try to create situational activities and through role playing explain and demonstrate the differences in language use between the students' culture and the target one in similar situations so that students will be

aware about good behaviour and bad manners and improve their communicative competence .

-Making good use of textbook illustrations and photos and have students analyse their cultural significance .

-Teaching students about the connotative meaning of new words when teaching vocabulary.

-Including cultural elements in tests and exams.

- Teachers should use authentic material; an authentic environment should be made possible in the classroom. This could be achieved through the availability of didactic aids such as tape recorders and videos.
- As far as the textbook is concerned, even if the textbook in most cases is represented as authoritative and definitive, teachers can start from the themes in the textbook and then encourage learners to ask further questions and make comparisons. According to Byram (2003), starting from the exercises proposed by the textbook, learners can devise further exercises, reinforcing the same grammatical structure, but using different range of contexts and examples .

*“ A set curriculum or programme of study can be modified and challenged by simple techniques which make learners aware of the implicit values and meanings in the material they are using .”* (ibid.)

- Teachers should encourage students to do projects about the target culture topics. They may check the school library or the internet to look for interesting aspects of the target culture .This would develop their research skills and raise their cultural awareness.
- It is essential to mention that EFL teaching curricula at universities should include methodology of teaching culture. Besides, working teachers should benefit from in service training .
- Teachers should continue to improve their own English, get acquainted with the target culture and update their knowledge about language teaching . They should use every means available to enlarge their knowledge of the target culture and its culture .

## **General Conclusion**

This study was set to investigate to what extent English culture in EFL classes at the secondary school.

To carry out the research, the researcher hypothesised that EFL Teachers focus mainly on teaching linguistic competence ( grammatical and lexical ), they content themselves with the view that students will be exposed to the target culture later, when they have mastered the grammar and vocabulary of the language . Therefore, the teaching of culture is not an integral part of EFL instruction at the secondary schools.

Throughout the three first chapters which constitute the theoretical part of the study, it has been highlighted there is a very close relationship between language and culture.

This makes it evident the appropriate use of language is connected not only with linguistic competence, but also with the knowledge of non-linguistic factors, such as communicative norms dictating what to say, with whom, when, and what manner. That is referred to by communicative competence . ( Dubin & Olshtain ,2000 ).

The literature review demonstrated that; although , controversies in foreign language teaching existed around which definition best fits the field and what kind of content should be incorporated into a foreign language curriculum, the need to integrate culture into foreign language teaching is not a new one .

Since the early 1970's , momentous changes have occurred in the field, this was witnessed through the reform of structural methodologies such as the Grammar Translation Method and Audio-lingualism and the shift to communicative approach. After all these transitions from one approach to the other, the widely held belief among applied linguists is that it is essential to teach the foreign language with its culture. Hence , in order to be successful in communication in real life situations, learners need to learn the social rules of the target culture while learning the language .

As Kramcsh (1993) confirms it, “ *Culture in language learning is not an expandable fifth skill, tacked on ,so to speak, to the teaching of speaking, listening, reading, and writing. It is always in the background, right from day on .*” (quoted in Thanassoulas ,2005 p. 1).

Consequently, EFL teachers and learners need to shift their focus in the process of EFL teaching and learning from linguistic competence to communicative competence .

The incorporation of culture in EFL classes should be based on a clear set of objectives to be achieved. Teachers need also to choose the appropriate approach and techniques to achieve their objectives . In addition to that, the use of authentic material from the target culture is recommended .

Today, there is a widespread consensus among theorists and practitioners in the field of foreign language teaching that the main aim of culture teaching is to develop the learners’ intercultural communicative competence ( ICC) . ICC is the underlying knowledge successful EFL learners acquire through culturally and linguistically integrated instruction . It was defined by Meyer (1991) as the ability of a person to behave adequately and in a flexible manner when confronted with actions, attitudes, and expectations of representatives of the foreign culture . ( Hinkel, 1999) .

This appropriateness and flexibility imply an awareness of cultural differences between one’s own and the foreign culture .

In the light of issues discussed and mentioned along the literature review, two questionnaires and an interview were designed to investigate the role of English culture in teaching English as Foreign to second year classes at Kais secondary schools.

Overall seven teachers and 120 students participated in the study, they were asked to fill in questionnaires about the of teaching culture at the secondary school. Besides, six teachers participated in the interview, the latter was used to get further insight into EFL teachers’ views on the situation of English culture teaching at the secondary school.

The analysis of the teachers responses revealed in the questionnaire and interview indicated that the teaching of culture is rather limited and came to confirm the hypothesis set earlier.

The results obtained show that while (85,71 %) of EFL teachers consider developing the student' communicative competence as their overall aim for EFL instruction, it has been demonstrated that most activities dealing with the target culture are rarely integrated in English lessons. The only activity teachers incorporate very often is based on short stories, poems or extracts from English literary works .(42,86%) of teachers admit never incorporating activities based on discussions of cultural differences, further more, a total majority of teachers assume never including activities based on discussions of differences in non-verbal communication there for , the activities frequently used are mainly based on literature while means that the focus is mainly put on capital 'C' culture.

Consequently, students have few opportunities and in some cases have no opportunities to learn about small 'c' culture related activities such as non-verbal communication and the importance of appropriate choices for conversations in English.

A total majority of teachers stated that the only source used in English lessons is 'Getting Through ' textbook ; however, (85,71%) of them assumed that most of the topics included are general and (57,14%) of teachers revealed that it offers little opportunities to discuss culture related topics.

Nonetheless, teachers still consider integrating the teaching of culture into EFL lasses as important and in some cases as very important .They also admit that students will be more motivated to learn English with some background Knowledge about it is culture .

Throughout teachers' responses during the interview , it was clear that teachers limited integration of culture related activities is due to a last of reasons among which are : the overloaded curriculum, lack of time, the lack of training, their fear not Knowing enough about the target culture and the unavailability of material.

On the other hand, students revealed a positive attitude towards the language and show an interest to learn more about the English speaking countries culture.

Based on the theoretical ground and empirical research findings a set of suggestions were provided to EFL teachers at the secondary schools in order to offer useful ways of integrating culture into their classes and supplementing their textbooks with cultural element . Besides, set of activities was also provided (see appendix. 5)

It is also highlighted that , although currently used textbooks many not include the target language culture, it is the teachers' responsibility to find practical solutions to this problem to integrate culture into their lessons in one way or another .And it would not be reasonable to assume that EFL learners will later be exposed to the target culture after they reach the mastery of linguistic features of the language.

It is worth mentioning here that, teachers should have opportunities for adequate training in teaching culture methodology throughout pre -service as well as in-service training.