Part Two : Field Work

Chapter IV :Teachers' Questionnaire Results and Analysis

Introduction

This chapter is concerned with the analysis of the teachers' questionnaire. A description of the questionnaire with its different sections is provided. The actual results are presented in the form of tables including the percentages, followed by a discussion of the findings.

IV.1. Piloting the Questionnaire

The teachers' questionnaire was preceded by a pilot phase before being administered to the whole population.

Nunan (1992) argues strongly that all research should have a piloting phase. Therefore, the questionnaire was piloted with a sample of two teachers, the purpose was to find out if the questions yielding to the kind of data required and to eliminate any questions which might be ambiguous or confusing to the respondents .This phase resulted in some amendments made to the questionnaire used in the actual study.

IV.2. Administration of the Teachers' Questionnaire

The questionnaire was distributed to seven teachers currently working at three secondary schools in Kais during May 2007.

IV.3. Description of the Teachers' Questionnaire

The teachers' questionnaire was designed with the aim to find out how much importance teachers of English at Kais secondary schools attribute to the teaching of English culture, the way culture is taught as well as the main sources for teaching culture.

The types of questions in the questionnaire are twofold ; open ended questions in which teachers are asked to give full statements.

Closed ended questions requiring from teachers either a "yes"/ "no" answers, or to choose between pre -formulated responses (Multiple choice questions). The aim behind this was to provide a variety in data.

In every questionnaire , it is often beneficial to adopt a compromise between open responses and closed responses questions .The closed responses questions provide information in the strict sense, or facts about reality, while open responses questions provide the opinions and descriptions suggested by the questions . (Zarate et, al 2004 : 40).

The questionnaire starts with an introduction in which the aim of the research is stated.

The teachers are requested to tick in the box they find appropriate or make full answers.

The questionnaire includes thirty items organized in five sections each section is intended to investigate and provide a particular set of information.

Section One :Background Information

The aim of this section is to obtain personal as well as general information concerning the teachers: Their gender (item one), their qualifications (item two), their experience as teachers of English in the secondary school (item three), whether they have taught or are teaching at the university, and which module (item four) . Whether they have been in a foreign country and for which purpose (item five).

Section Two: Teaching English as a Foreign Language in the Secondary School.

This section deals with the situation of teaching English at the secondary school. It consists of thirteen items numbered from one to thirteen.

Item one aims at identifying the overall aim of teaching English at the secondary school. Teachers are asked to give their own aim.

Item two attempts to find out the teaching method or approach that they consider most appropriate to achieve this aim. Teachers are asked to justify their choice.

Item three seeks the   teachers ' opinion about the skills that should be given more importance.

tem four tends to identify what kind of input is usually used by teachers.

Item five investigates the types of activities used by teachers in their classes.

Teachers are asked to qualify the activities   used in their classes as learner centred, teacher centred or content centred (Item six) . And whether these activities offer opportunities to students to use English for real-life communication (Item seven).

Item eight is asked to know   how important for teachers to develop the learners' communicative ability in English .

Item nine tends to identify whether teachers consider the correct use of grammar and vocabulary ensures the effectiveness of communication. Teachers are also asked to say what learners need to be aware to communicate effectively.

Item ten aims to find out whether   students are aware of the social and cultural differences between their language and English .

Item eleven tends to identify how often teachers use the native language for classroom instructions and management.

Item twelve is asked to identify the common way of assessment usually used by teachers.

Item thirteen teachers are asked to name some the difficulties teachers meet in teaching English as a foreign language at the secondary school.

Section Three: Culture Teaching and Communicative Competence

This section consists of six items numbered   from one   to six. The focus is made on the following topics:

The teachers definition of culture (item one) as well as their definition of communicative competence (item two) , whether communicative competence can be developed out of its socio-cultural context (item three).

Item four aims to find out how important teachers consider the teaching of culture and whether students are more motivated in learning English with some background knowledge in the target culture (item five).

Item six is intended to investigate the types and frequency of culture related activities.

Section Four :Material for Teaching Culture

This section consists of five questions numbered from one to five . It is intended to investigate the currently used material for teaching culture. The teachers are asked to give their opinions about the cultural content within "Getting Through" textbook i.e. the students' currently used textbook, using a likert scale ranging from "not at all " to "very much".

The intention is to examine the extent to which "Getting Through" textbook include a focus on each of the following areas:

_ Cultural content : inclusion of historical, geographical, social information about the target language society.

_ Cultural awareness : raising students awareness towards differences between the target culture and their own as well as developing students' linguistic and paralinguistic awareness such as teaching appropriate register, use of idioms, slang

_ Authenticity of the texts and the exercises included.

The teachers are also asked about the sources they think most useful for teaching culture (item four).

Item five investigates the teachers opinion about whether the cultural dimension of language teaching is given more importance within the current educational reform.

Section Five : Further Suggestions and Expectations

Is a space given for teachers to express their suggestions and expectation as far as the topic of the research work is concerned.

IV.4 Data Collection and Analysis

Data obtained from the teachers' questionnaire is presented in tables including the number and percentage of respondents for each item. All tables are presented by a number and title representing questions in order.

IV.5 Analysis of the Results

Section One :General Information

Item one : Gender

   Male ☐

   Female ☐

	Number	Percentage
Male	01	14,28%
Female	06	85,71%
Total	07	100%

Table n° 2: Teachers' Gender

It is clear from the table above that the majority of respondents are female. Among the seven teachers six are female (85,71%) and only one male teacher (14,28%). Thus, a female overrepresentation is noticed.

Item Two: Qualifications

	Number	**Percentage**
B.A	07	100%
Study for MA	00	00%
Others	00	00%
Total	07	100%

Table n°3: Teachers ' Qualifications

The results shown in the table above indicate that (100%) of the   respondents have a B.A degree as their highest degree .Hence , all the respondents have the same educational level.

Item Three: How   many   years   have   you   been   teaching   English   at   the secondary school ?

Number of years	**Number of teachers**	**Percentage**
18	01	14,28%
15	03	42,86%
05	03	42,86%
Total	07	100%

Table n°4:Teachers' Experience in Teaching English at the Secondary School.

This   table   demonstrates   that   the   majority   of   respondents   are   experienced teachers. Their experience in TEFL varies from 18 to 5 years of experience. Among the seven teachers , one   teacher has 18 years experience (14,28%). Three   have   15   years   experience   (42,86%),   and   3 have 5 years experience (42,86%).

Items Four: Have you taught / are you teaching at the university ?

  Yes   No

If yes which module?

Options	Number of teachers	Percentage
Yes	02	28,57%
No	05	71,43%
Total	07	100%

Table n° 5 :Teachers' Experience in Teaching English at the University.

According to table n° 5 only two teachers (28,57%) have experienced teaching English at the university. The rest 05 teachers representing the majority of (71,43%) haven't experienced it.

The reason behind asking this question is to determine whether teachers have dealt with courses dealing mainly with the target culture such as: Civilisations and Literature modules.

This experience is expected to influence the way these teachers deal with the target culture in their courses at the secondary school.

Unfortunately the two teachers who experienced teaching at the university are actually teaching grammar courses.

Item Five: Have you ever been in an English speaking country ?

  -Yes   - No

Options	Number of teachers	Percentage
Yes	00	00%
No	07	100%
Total	07	100%

Table n°06: Teachers' Visit to English Speaking Countries.

None of the respondents has ever been in an English speaking country. This result possibly indicates that the majority of teachers would have little information and knowledge about the FL culture since they didn't experience it in real - life situations ; moreover , this would probably influence their transmission of target cultural knowledge.

Section Two : Teaching English as a Foreign Language to Second Year Classes

Item One: What do you think should be the overall aim of teaching English as a foreign language at the secondary school ?

Options	Number of teachers	Percentage
1- To make students able to use correct English structures .	01	14,28%
2- To make students able to communicate using English in different real life situations .	06	85,71%
3- To make students able to interact effectively and appropriately in English with members of its culture.	00	00%
Total	7	100%

Table n°7:Teachers'Perspectives towards the Overall Aim of EFL Teaching at the Secondary School.

The objective of this question is to determine which aspect of language teachers attribute more importance in their instruction. The results indicate that the great majority of teachers (85,71%) considers communicative competence as the ultimate aim of teaching English at the secondary school .Yet , one teacher (14,28) considers correctness in structures as the his overall aim .However, none of the teachers considers interacting effectively and appropriately using English with members of its culture i.e., Intercultural communicative competence as the overall aim of EFL instruction.

According to Cortazzi and Jin (1999) , developing students ' skills in intercultural communication is appropriate as a part of language teaching. Moreover, it is consider as a worthy aim of education in general.

Item Two: What method/ approach do you think is the most appropriate

        to achieve this aim ?.

Options	Number of teachers	Percentage
The audio-lingual method	00	00%
The communicative approach	05	71,43%
The competency based approach	02	28,57%
The eclectic approach	00	00%
Total	07	100%

Table n°8: Teachers' Evaluation of Language Teaching Methods/Approaches'

Appropriateness to Achieve the aim of EFL Teaching.

Despite the fact that the competency based approach is the approach advocated by the newly issued syllabus after the educational Reform (2000) . A minority of (28,57%) of teachers sees it as the appropriate approach to achieve their aim . Still a majority of (71,43%) considers the communicative approach as the most appropriate one.

This is probably due to the newness of the competency based approach and the unfamiliarity of teachers with the new methodology.

As far as the audio-lingual method is concerned, teachers agree that it is not the appropriate method to achieve the aim chosen in the previous questions, i.e. communicating using English in real-life situation .Yet, one teacher considers using correct English structures as his ultimate aim in the previous question.

Item Three: According to you, which skill should be given more importance?

(Teachers can choose more than one response).

Options	Participants	Percentage
Speaking	01	14,29%
Listening	00	00%
Reading	03	42,86%
Writing	03	42,86%
Total	07	100%

Table n°9: Teachers' Classifications of Language Skills in Terms of

Importance.

The table above reveals that both reading and writing skills are classified in the first rank, being presented by the same proportion of teachers (42,86%), this is probably due to, firstly, learners at the secondary school are expected to perform a written product, secondly these are the two skills mostly tested during tests and official exams, only one participant sees that speaking is the skill which should be given more importance. However, no participant has chosen the listening skill.

Item Four :Mark some the activities you usually use in your classroom

This item seeks to find out the most frequently used activities by teachers in English lessons .Teachers ' responses are listed in the following :

-Listening to texts and comprehension checks.

-Reading texts and comprehension checks.

-Paragraph writing.

-Grammar activities ; filling the blanks with given items , active/passive transformation , direct and indirect speech transformation.

-Vocabulary activities; gap filling, finding opposites, synonyms and definition of given items.

Generally, the responses showed that most of the activities mentioned by the teachers, are mainly structure based and lack communicative aspect of the language.

Item Five: To fulfil the activities mentioned before what kind of material do you usually use?

Options	Number of teachers	Percentage
Authentic material (from the target culture)	03	42,86%
Adapted material (from the students culture)	04	57,14%
Total	07	100%

Table n°10: Teachers' Currently used Material. .

A small majority of (57,14%) reveals the use of adapted material (i.e. texts, activities, dialogues). Where as (42,86%) of teachers claim the use of authentic material (from the target culture).

The use of adapted material contradicts with the communicative approach principles that advocate the use of authentic material as its main input of classroom activities.

Item Six : Do you qualify the activities cited before as :

Options	Number of teachers	Percentage
Learner centred	00	00%
Teacher centred	00	00%
Content centred	07	100%
Total	07	100%

Table n°11: Teachers' Qualification of Classroom Activities in Terms of Centeredness .

All the teachers, i.e., (100%) agree that the activities used are content centred. This reveals the importance attributed by teachers to the subject matter or the linguistic item itself.

On the other hand, none of the respondents qualify his way of teaching as learner centred. This again contradicts with the Communicative Approach and Competency Based Approach methodologies chosen in previous question. Still the shift from teacher centred way of teaching is recognized by most of teachers.

Item Seven: Do you qualify current classroom activities as offering opportunities for students to use English in real- life communication?

Options	Number of teachers	Percentage
Not at all	00	00%
Very little	02	28,57%
To some extent	05	71,43%
Very much	00	00%
Total	07	100%

Table n°12: Teachers' Qualification of the Current Classroom Activities in Terms of Offering Opportunities for Real life Communication.

A majority of (71,43%) sees current classroom activities as offering ' to some extent' opportunities for students to use English in real- life communication Whereas, (28,57%) of teachers see that they offer 'very little' opportunities for real- life communication .None of the teachers qualifies current classroom activities as offering 'very much' opportunities to students to use English for real- life communication.

Item Eight: How important do you think, it is for students to develop their communicative skills in English ?

	Number of teachers	Percentage
Very important	05	71,43%
Important	02	28,57%
Not important	00	00%
Total	07	100%

Table n°13: Teachers' Opinions on the Importance of Developing Students Communicative Abilities in English.

None of the teachers neglects the importance of developing the students' communicative abilities . (71,43%) of the teachers think it is very important for students to develop their communicative ability.

Item Nine : Do you think the correct use of the formal systems of grammar and vocabulary only, ensures the effectiveness of communications ?

The objective behind asking this question is to determine the extent to which teachers give importance to correctness of the formal systems of grammar and vocabulary , i.e. ' linguistic competence' . As compared to appropriateness of meaning of communication in real- life situation.

Richards and Schmidt (2002: 90) define communicative competence as " *Knowledge of not only if something is formally possible in a language , but also the knowledge of whether it is feasible , appropriate , or done in a particular speech community ."*.

	Number of teachers	**Percentage**
Yes	05	71,43%
No	02	28,57%
Total	07	100%

Table n°14: Teachers' Perspectives on the Importance of Grammar and Vocabulary to Insure Effective Communication.

The results obtained in this question indicate that only (28,57%) of teachers are aware of the importance of context in communication . Since (71,43%) of them think that linguistic competence only ensures effectiveness of communication in the target language.

If "No" what do you think students need to be aware of in order to communicate effectively ?.

The respondents mentioned other aspects of communication as important as grammar like : the ability to appropriate forms of address, (formality/ informality of the language), and knowledge of idiomatic expressions.

Item Ten : How much do you think your students are aware of the social and cultural differences between their language and English ?

Would you explain.

Options	Number of teachers	Percentage
Not at all	02	28,57%
Very little	05	71,43%
Very much	00	00%
Total	07	100%

Table n°15:Teacher's Evaluation of their Students Awareness of Cultural

Differences between their Language and English.

The majority of teachers (28,57%) claims that their students are 'very little' aware of the social and cultural differences between their language and English. Furthermore, (28,57%) of them claim that their students are not aware at all.

Teachers justified their point of view by claiming that students translate typical Arabic expression to convey the same meaning in English and which do not fulfil this objective.

Item Eleven :How often do you use the native language (Arabic) for classroom management /instruction ?.

	Number of teachers	Percentage
Never	01	14,29%
Rarely	03	42,86%
Sometimes	03	42,86%
Always	00	00%
Total	07	100%

Table n°16: The Frequency of Using the Native Language in EFL Classes.

The frequency of using the native language (Arabic) for classroom management and instruction varied among respondents.

One teacher (14,29%) declares 'never' using the native language .On the other hand (42,86%) of the respondents declare that they 'sometimes' use the native language, and (42,86%) declare 'rarely' using the native language.

Item Twelve : Do you assess your students in terms of :

options	Number of teachers	Percentage
Written tests	07	100%
Speaking tests	00	00%
Listening tests	00	00%
Total	07	100%

Table n°17: Teachers' Ways of Assessment

The results shown in the table above indicate that the emphasis is mainly made on written tests , since all the teachers (100%) tend to assess their students in terms of written tests . This emphasis , however , seems to be inadequate in communicative language teaching classes where interaction between teachers and students and among students themselves should encouraged.

Item Thirteen : Please, mark some of the difficulties you meet in TEFL at the secondary school ?

In this item the teachers are asked to define some of the difficulties they meet in their teaching.

The responses are demonstrated in the following table:

Participants	Difficulties
Teacher 1	- Deficiency in spoken language. - unavailability of didactic aids. - large size classes .
Teacher 2	- Students English deficiency (students' lack of grammatical knowledge). - Difficulty to access to authentic material.
Teacher 3	- Deficiency in the target culture. - Students' limited range of vocabulary.
Teacher 4 +5	- Unavailability of didactic aids. - Difficulty for access to authentic material. - Deficiency in the target culture.
Teacher 6	Sts' lack of exposure to the foreign language outside the formal context.
Teacher 7	- Students passive learning style. - Unavailability of material in the target language. - Students' limited knowledge of grammar rules and vocabulary

Table n° 18 :Teachers' Frequently Faced Difficulties in Teaching English and its
Culture.

In this item the teachers are asked to define some of the difficulties they meet in T.E.F.L and its related culture . Teachers' responses to this item varied from one to the other.

Unavailability of didactic aids, difficulty to access to authentic material, as well as the teachers' deficiency in the target culture received the highest proportion being cited by (71,43%) of teachers. Two teachers commented that they do not have time to teach culture since most of the time is devoted to grammar instruction due to the pressure of preparing students to pass their exams.

Teachers' difficulties included also the students' limited range of vocabulary, (14,29%), students' lack of exposure to the foreign language outside the formal context (14,29%), students' limited knowledge of the target culture (14,29%).

Section Three : Culture Teaching and Communicative Competence

Item One : How would you define culture ?

Due to the fact that culture is a difficult concept   to define, responses to this open question were not   all completed and in some cases teachers did not provide any personal definition they resorted to the dictionary and copy down the given definition .For almost two thirds of teachers, culture is defined by citing its different elements such as literature, art, beliefs, music, life-styles, history, religion and institutions.

One teacher (14,29%) highlighted, "Culture involves not only information about history, literature, art, traditions, but above all it means presenting a   different way of life, attitudes, beliefs and practises of particular people in different situations. "

Item Two : How would you define communicative competence ?

This open ended question is intended to examine the teachers' views of communicative competence.

An overwhelming majority of teachers (85,71%) define communicative competence as the ability to understand others' messages and   to convey one's messages, presenting the view of communication as information   exchange .Only one teacher expressed that communicative competence entails sociocultural knowledge ,i.e. the ability to interact politely and appropriately   in the target language to maintain favourable personal relationships.

These responses reflect that communicative competence to most of the teachers refers to the language itself.

Item Three: Do you think that communication can be developed out of its sociocultural context ?

options	Number of teachers	Percentage
Yes	01	14,28%
No	06	85,71%
Total	07	100%

Table n°19:Teachers' opinions on Disassociating Communication from its Sociocultural Context.

The majority of respondents (85,71%) agree that communication can not be developed out of its sociocultural context.

This result conveys that for most teachers, developing students' communicative competence entails raising their awareness about the sociocultural differences between the target language and their own culture such as : non-verbal behaviour, idiomatic expressions, proverbs, etc.

Item Four: If 'no' do you think that integrating the teaching of culture into EFL classes at the secondary school is :

Options	Number of teachers	Percentage
Very important	02	28,57%
important	05	71,42%
Not important	00	00%
Total	07	100%

Table n°20:Teachers' opinions on the Importance of Integrating Culture into EFL Classes.

None of the teachers deny the importance of teaching culture in EFL classes. This is clearly shown in the table above.

(71,42%) of the teachers consider the teaching of culture in EFL classes as ' important' and (28,57%) consider it as 'very important.'

Item Five : Do you think students are more motivated to learn English with some background knowledge on its culture ? Justify.

| Options	Number of teachers	Percentage
Not at all	05	71.42%
Very little	02	28.57%
Very much	00	00%
Total	07	100%

Table n°21: Teachers' Opinions on Learners' Motivation to Learn English with its Culture.

The table above shows that (71.42%) teachers agree that students will be more motivated to study English with some background knowledge in its culture; where as, (28.57%) teachers see no difference in students' motivation to learn English with background knowledge on its culture. These teachers (28.57%) justified their answers by saying that this is due to the students' English deficiency and grammar based needs.

Item Six: How often do you include the following culture related activities in your English lessons ?

Types of culture –related activities	Never	Rarely	Sometimes	Always	Total
1-Discussions on cultural differences and similarities (social habits,values, idioms, life styles .).	03	04	00	00	07
%	42,86	57,14	00	00	100%
2-Differences in rituals of greetings and leave taking between English and Arabic	03	04	00	00	07
%	42,86	57,14	00	00	100%
3-Discussing the appropriate choices for conservation in English (formality/informality of language)	02	02	03	00	07
%	28,57	28,57	42,86	00	100%
4-Appropriate ways of complaining, requesting , criticizing , thanking, in English.	02	03	02	00	07
%	28,57	42,86	28,57	00	100%
5-Variations of non-verbal behaviour in different cultures (gestures ,eye contact….)	05	02	00	00	07
%	71,42	28,57	00	00	100%
6-Differences of personal space among cultures .	07	00	00	00	07
%	100	00	00	00	100%
7-Posters of famous sights and English people .	02	02	03	00	07
%	28,57	28,57	42,86	00	100%
8-Songs with information about the singer and explanation of lyrics .	01	03	03	00	07
%	14,28	42,86	42,86	00	100%
9-Short stories, poems or extracts from any English literary works .	00	01	01	05	07
%	14,28	14,28	14,28	71,42	100%

Table n°22: Types and Frequency of Culture Related Activities in EFL Classes.
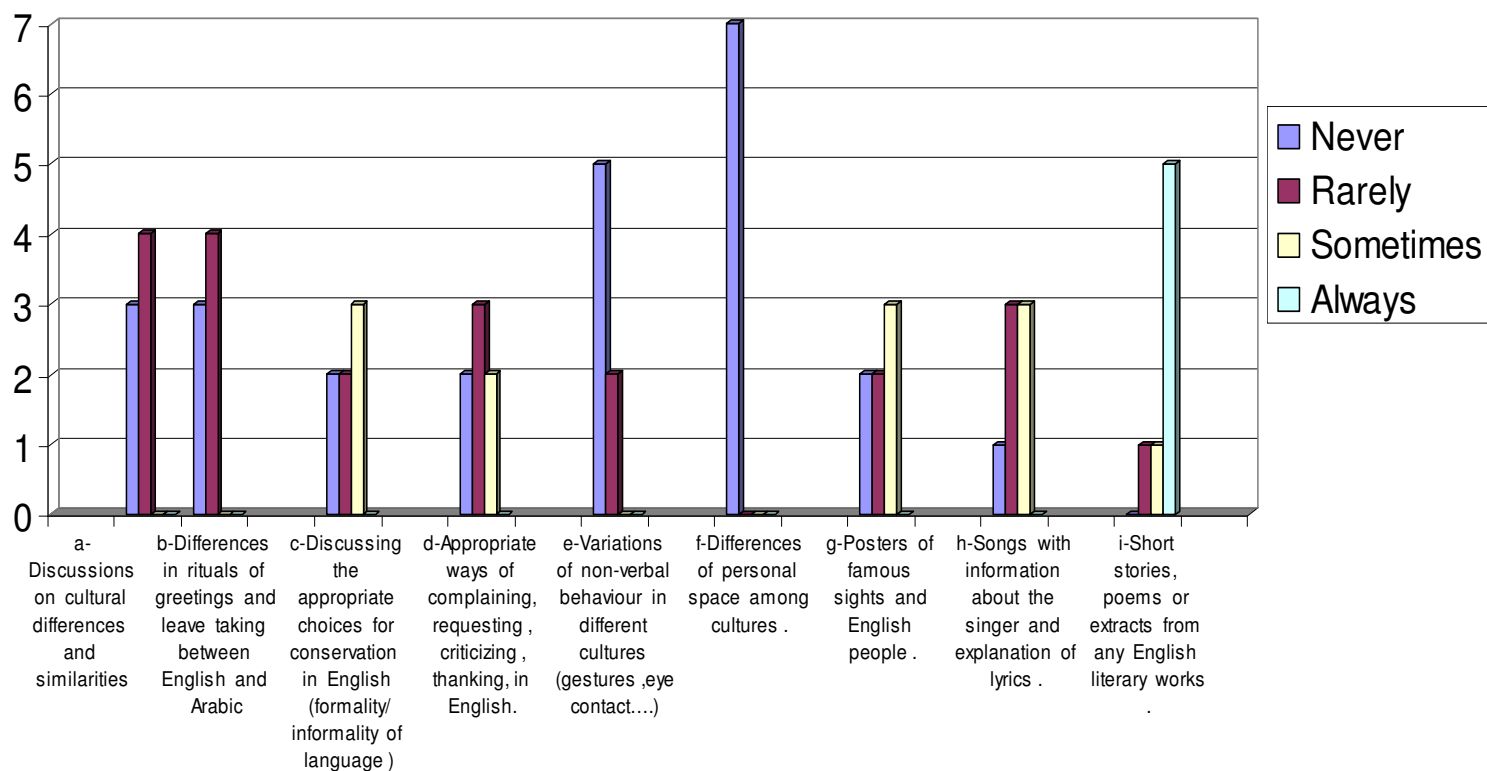
Graph 01: Types and Frequency of Culture Related Activities in EFL Classes

The present item seeks to investigate the issue of culture related activities within English lessons at the level of secondary school.

Teachers frequently used activities are highlighted below:

1-Discussions on cultural differences and similarities (social, values, idioms; lifestyle); (57,14%) of the participants revealed that they do 'rarely' include these activities in their lessons. The remaining subjects reacted negatively towards the question by choosing 'never' as a response Whereas, none of the teachers admitted to use these activities either ' sometimes' or ' always' in their classes.

2-Differences in rituals of greetings and leaving taking between the mother tongue and the target language; this activity is presented by same proportion of participants (57,14%) of teachers declare 'rarely' using this activity, three others don't use it at all .On the other hand , both 'sometimes' and 'always' options receive no scores by teachers.

3-Discussing the appropriate choices of conversation in English (formality /informality of the language); teachers' responses demonstrated   that this activity is more used in their lessons compared to the two previous ones, where

(42,86%) declare using it 'sometimes', two others do 'rarely' include it .The two remaining subjects have 'never' included it in their classes.

4-Appropriate ways of complaining , requesting ,criticizing, thanking , in English; teachers' responses towards this activity varied to include those who use it 'sometimes' two out of seven (28,57%) ,and those who include it but 'rarely' three out of seven (42,86%) and the ones who ' never' use it two out of seven (28,57%).

5-Variations of non-verbal behaviour in different cultures (gestures, eye contact) ; nearly the majority of respondents (71,42%) claimed "never" including such an activity in their lessons and even the two remaining ones (28,57%) declared 'rarely' using it.

6-Differences of personal space among cultures; this activity receives a total negative response, where all the participants assumed 'never' including it.

7-Posters of famous sights and English people; three teachers (42,86%) admitted using the activity but 'sometimes' two participants (28,57%) do rarely include it Meanwhile , two others (28,57%) do 'never' introduce such an activity

8-Songs with information about the singer and explanation of Lyrics; teachers' integration of such an activity is acceptable compared with the previously cited activities . The responses show that nearly the half of participants integrated the activity 'sometimes' and the same proportion represents those who declared 'rarely' using it.

9-Short stories , poems, extracts from any English literary works ; among all the activities cited above , the present activity is characterised to be the most frequently used activity and received the highest rate . Five out of seven of teachers (71,42%) declared integrating the activity 'always ' in their lessons. The remaining participants two out of seven of teachers (28,57%) ranged between those who use it 'sometimes' and who do 'rarely' include it.

Section Four: Material for Teaching Culture

Item One : Does the textbook "Getting Through " help you teach the activities listed earlier ?

Responses	Number of teachers	Percentage
Not at all	00	00%
Very little	04	57,14%
To some extent	03	42,86%
Very much	00	00%
Total	07	100%

Table n° 23: Teacher's Opinions about Role of "Getting Through " in Teaching Culture – related Activities.

From the obtained results, it is quietly apparent that **"Getting Through "** textbook offer little opportunities for teachers to present Culture related activities in their lesson. This fact is revealed by (57,14%) respondents.

A proportion of (42,86%) of teachers declared that **"Getting Through "** serves " to some extent" the teaching of culture related activities.

Item Two : Do you use other materials ?

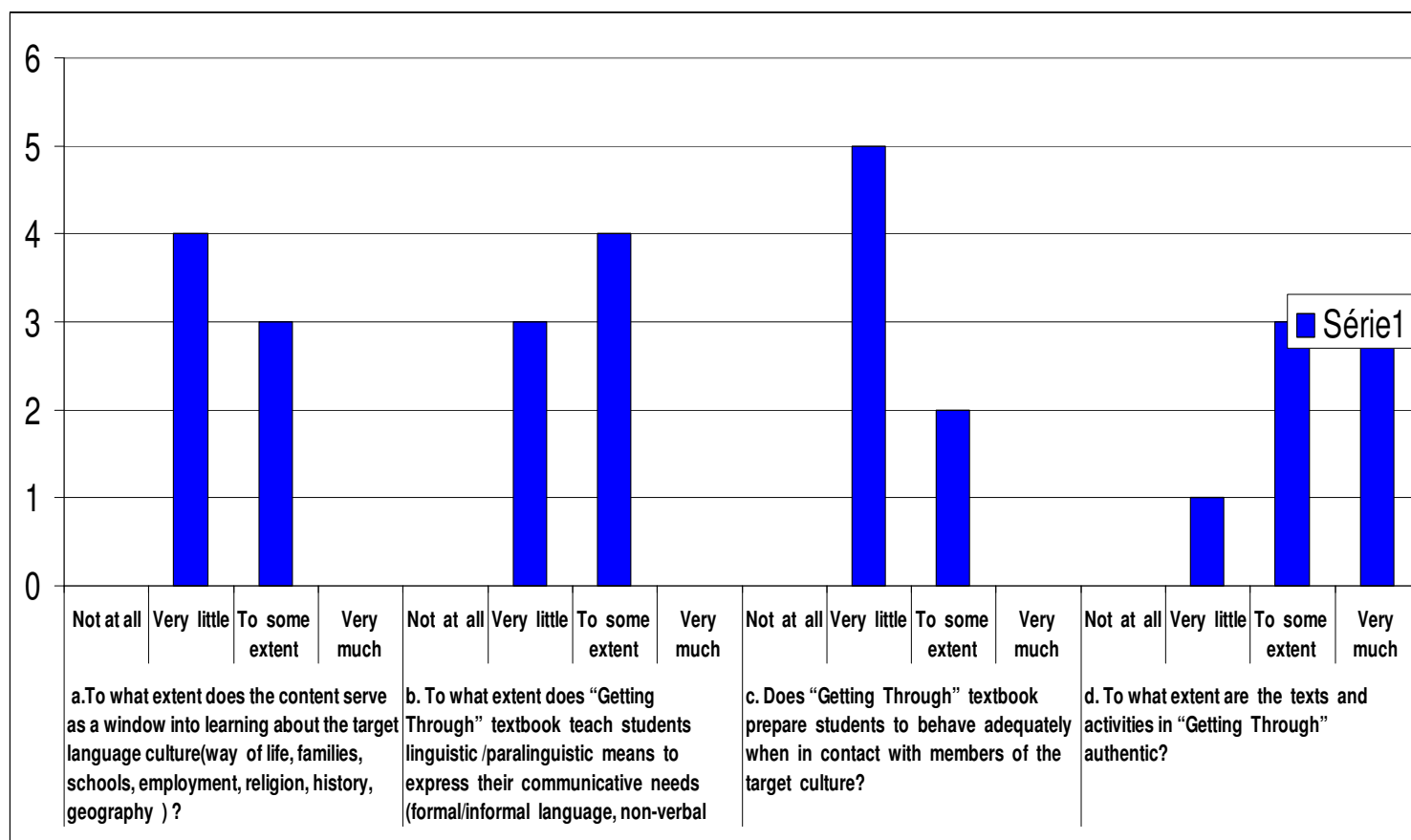| Options	Number of teachers	Percentage
Yes	00	00%
No	07	100%
Total	07	100%

Table n°24: Teacher's Use of Extra Materials to Teach the Target Culture

The total majority of respondents rely completely on **"Getting Through "** as the main source of input for their lessons (100%) . This is probably due to the newness of the textbook.

Item Three: If "no", please answer the following questions about the cultural content within "Getting Through " textbook.

Questions	Options	Number of teachers	Percentage	total
1-. To what extent does the content serve as a window into learning about the target language culture(way of life, families, schools, employment, institutions , history, geography…) **?**	Not at all	00	00%	07 100%
	Very little	04	57,14%	
	To some extent	03	42,86%	
	Very much	00	00%	
2-. To what extent does "Getting Through" textbook teach students linguistic /paralinguistic means to express their communicative needs (formal/informal language, non-verbal behaviour , slang, idioms…)**?**	Not at all	00	00%	07 100%
	Very little	03	42,86%	
	To some extent	04	57,14%	
	Very much	00	00%	
3-. Does "Getting Through" textbook prepare students to behave adequately when in contact with members of the target culture**?**	Not at all	00	00%	07 100%
	Very little	05	71,42%	
	To some extent	02	28,57%	
	Very much	00	00%	
4-. To what extent are the texts and activities in "Getting Through" authentic**?**	Not at all	00	00%	07 100%
	Very little	01	14,28	
	To some extent	03	42,86%	
	Very much	03	42,86%	

Table n°25: Teacher's Opinions on the Cultural Content within "Getting Through" Textbook.

	Not at all	Very little	To some extent	Very much	Not at all	Very little	To some extent	Very much	Not at all	Very little	To some extent	Very much	Not at all	Very little	To some extent	Very much
Série1		4	3			3	4			5	2			1	3	3

a.To what extent does the content serve as a window into learning about the target language culture(way of life, families, schools, employment, religion, history, geography) ?	b. To what extent does "Getting Through" textbook teach students linguistic /paralinguistic means to express their communicative needs (formal/informal language, non-verbal	c. Does "Getting Through" textbook prepare students to behave adequately when in contact with members of the target culture?	d. To what extent are the texts and activities in "Getting Through" authentic?

Graph 02:Teacher's Opinions on the Cultural Content within "Getting Through" Textbook.

This items seeks to investigates teachers' opinions about the cultural content included in **"Getting Through "** textbook.

According to teachers' responses stated in the table above .

"Getting Through " textbook serves to learn about the target language culture but to a small extent where (57,14%) of teachers see its target cultural content to be 'very little' the remaining respondents chose "To some extent" response to express their opinion.

(57,14%) of teachers see "Getting Through " textbook as offering "To some extent" opportunities for students to learn about linguistic and paralinguistic means to express their communicative needs such as : formal/informal language, nonverbal, behaviour, slang, idioms. The rest (42,86%) of respondents reveal their dissatisfaction about the teaching of these cited features through this textbook as they describe it to be "very little".

Nearly the majority of respondents (71,42%) described the textbook's role to prepare students to behave adequately when in contact with members of the

target culture to be very limited, only (28,57%) of teachers believed that this textbook contributes "to some extent" in reaching the above mentioned objective. A big proportion of teachers agree on the authenticity of the textbook content. This latter ranges between those who declared an acceptable degree of authenticity (42,86%) and those who consider it to be high (42,86%) respectively.

Item Four: What other materials do you think would be most useful for teaching the target culture ?

In addition to the textbook officially used by both teachers and students. The teachers' responses to this question vary to include the following:

1- Literature : short stories, novels, extracts from famous literary works.

2- Newspapers and magazines from English speaking countries.

3- Songs and video tapes.

Item Five: With the current educational reform, do you think that the cultural dimension of language teaching is given more importance ? Justify.

Options	Number of teachers	Percentage
Yes	01	14,28%
No	06	85,71%
Total	07	100%

Table n°26:Teachers' Evaluation of the Importance Given to the Cultural Dimension of Language Teaching within the Current Educational Reform.

The majority of teachers (85,71) responded negatively to the item assuring that the cultural dimension of language teaching is not given more importance within the current educational reform.

They all agree on the fact that the topic treated in the textbook are international and concern all humanity, they are not specific to one country or one culture neither the students' nor the target culture.

Only one teacher sees that with the current educational reform the cultural dimension of language teaching is given more importance justifying his response by stating that the cultural objectives are clearly mentioned in the new syllabus.

Section Five : This section deals with the teachers' suggestions as far as the topic of the research is concerned. The collected responses demonstrated that the great majority of the respondents (71,42 %) expressed their agreement to expose learners to the culture of English Speaking Countries. Only two teachers were not sure. The most common claim put forward by the teachers for supporting teaching the culture of English Speaking Countries was their belief in the link between language and culture.

The following are the suggestions collected from the questionnaire:

   - Introducing the English language culture would help students to use the language more appropriately.

   - By understanding the English language culture students would be more interested and motivated in learning the language.

   - By leaning the culture of English speaking countries openness and tolerance towards other cultures would be encouraged among students .

IV.6.Discussion of Findings

Teachers' questionnaire was designed with the purpose to collect as much information as possible about the current situation of teaching English culture at the secondary school, it was intend to investigate four main issues:

   1 -The teaching of English as a foreign language

   2 -The teaching of culture and communicative competence, the focus in this section is mainly made on the importance teachers attribute to culture in their lessons in addition to the activities frequently included to teach culture.

   3 -Material for teaching culture . This section is intended to investigate teachers' general view of the textbook used as well as their opinions on the most useful materials for teaching culture.

4 -Teachers' suggestions and expectation as far as the teaching of culture to secondary school students is concerned.

The analyses of the questionnaire items findings are revealed by sections as follows:

Section One: This section was designed to obtain personal as well as general information about the teachers . The findings reveal that 585,71%° of the teachers are female which indicates the overrepresentation of female teachers. All of the teachers have BA degree as their highest degree.

Their experience varies from 18 years to 5 years experience, none of them has ever been in an English speaking country.

Section Two : This section is concerned with the TEFL at the secondary school in general. The results revealed that teachers see developing the learners' communicative competence as their overall aim, and this would be achieved, according to them, through the communicative approach. Teachers' unfamiliarity with the competency based approach led them to choose CA.

However, teachers still focus mainly on written skills in their instructions since they are the only skills tested in tests and exams. They qualify current classroom activities as not offering enough opportunities to students for real-life communication.

Through the analysis of the teachers' responses , it is quite clear that they consider their students as unaware of the social and culture differences between their native language and the target one .

Teachers also admitted that some of the major difficulties they face are the unavailability of didactic aids and the difficulty to access to authentic material from one hand, and the students' linguistic deficiency (grammar based needs and their limited range of vocabulary) on the other. This leads them to emphasize mainly on developing the learners' linguistic competence .

Section Three : This section was set to investigate the issue of culture teaching at the secondary school.

From the data obtained , it seems that the majority of teachers view communicative competence as mainly information exchange with using correct grammatical statements.

Despite the fact that the majority of teachers considered integrating the teaching of culture into EFL classes as important and in some cases as very important . Further more , they admitted that students will be more motivated to learn the language with some background knowledge about its culture.

The results obtained from item 5 concerning the integration of culture related activities in English lessons reveal that ; the only activity teachers incorporate most often in their lessons is based on short stories , poems or extracts from any English literary works . In addition to songs, famous sights or posters from the target culture .Yet , these two activities are often incorporated in English lesson by just (71,42 %) and (42,86%) respectively .

As far as the remaining activities are concerned, the table n°21 demonstrates that these activities are rarely included by teachers.

Teachers chose dealing with activities based on teaching appropriate ways of conversations as well as ways of complaining , requesting , criticizing , and thanking in English as often included by (71.42 %) of them .

(42,86%) of the teachers admitted never incorporating activities based on discussions of cultural differences as well as differences in rituals of greetings and leave taking . Furthermore a total majority of teachers (100%) assumed never including activities based on discussions of differences in non-verbal communication such as differences in gestures , eye contact and personal space among cultures in their English lessons.

From the data obtained, it is quite clear that teachers include very few culture related activities in their English lessons . Moreover, the activities frequently used are mainly based on literature this means that the focus is mainly put on capital 'C' culture .

Students have little opportunities and in some cases have no opportunities to learn about little 'c' culture activities such as non –verbal communication and the importance of appropriate choices for conversation in English.

Besides, the results obtained from this item also indicate that activities leading to intercultural communicative competence are less popular and less frequently incorporated by teachers in English lessons.

Section Four: The aim of this section was to investigate the currently used materials for teaching culture as well as the teachers opinions about these materials .

The data obtained from this section indicate that teachers rely completely on the students textbook "Getting Through" as the main source for classroom input . This fact was revealed by 100% of the teachers .

This result confirmed Hinkle's (1999) notion that textbooks are the main material used in language classes, they may be the teacher, the trainer, the authority, the resource, and the ideology in the foreign language classroom .

However, the results obtained from a small likert-scale item about teachers' opinions about the cultural content within this textbook indicated that teachers are dissatisfied with the cultural content included in this textbook since (57,14%) revealed that "Getting Through" textbook offers little opportunities to discuss culture related topics .

Nearly the majority of teachers (71.42%) have agreed that the role of "Getting Through" textbook in preparing students to behave adequately when in contact with native speakers to be very limited as the most common answers to the questions was either 'very little' or 'to some extent' .

None of the teachers was fully satisfied with the amount of the cultural content within "Getting Through" textbook, (85,71%) of teachers assumed that most of the topics included are general, they concern all humanity and are not specific to any particular culture .

Teachers suggested some other alternative sources for teaching culture. Among the most frequently mentioned sources were literature, newspapers and magazine articles, poems, songs.

Section Five : Teachers suggestions as far as the topic is concerned came to support the view that, although, most of them are aware of the importance of including cultural elements into their lessons and argue that there will be always something missing in learners language proficiency and use, if culture is left out in their language learning; they often fail to do so due to reasons such as: lack of time, overloaded curriculum, fear of not knowing about the target culture, shortage of material etc.

Conclusion

The analysis of the teachers' questionnaire through its different sections allowed the researcher to get insight into the current situation of English language teaching and its culture. Teachers' responses to the different items of the questionnaire came to confirm the hypothesis set by the author.

All the teachers declare unanimously their emphasis on developing the learners linguistic competence, hence the learning of culture does not happen regularly in their classes. Moreover, despite their dissatisfaction of the cultural content within "Getting Through" textbook, teachers limited themselves the cultural information included within this textbook without referring to any extra-material. In order to investigate the above mentioned issue further, this questionnaire study was followed by an interview.