

The Impact of integrating English Culture on Teaching English Language in EFL Settings

Fahima Zikri Algahwash

Fahima Zikri Algahwash

A lecturer in the Department of English,
Faculty of Arts, University of Zawia

Abstract:

The integration of English culture into language teaching has impactful results on both learners and the learning process in EFL settings. Moreover, the enhancement of language teaching and learning and the emergence of new modes of teaching have led to great demand for teachers, course designers, and practitioners to cope with this enhancement and the rapid change in teaching and also created challenges in front of them. Culture is one example of these challenges which is exposed to learners and stakeholders through media and other sources made them need to experience this culture. The integration of English culture within the curriculum as a response to the call and the need for innovative and modern teaching may also create obstacles that hinder the success of such integration as a result of some factors. Fearing losing one's own identity or being culturally offended or even confronting some culturally-sensitive objects or topics in the curriculum are some of the challenges of cultural integration. Learning the cultures of other people does not mean losing one's own cultural identity and values, rather cultural knowledge leads to successful communication in a foreign language. This study investigates the impact of integrating culture into EFL classrooms from an academic point of view based on questionnaires as

well as interviews. This study also is manipulating both qualitative and quantitative research methodology. The study shows that teaching and integrating culture into EFL classroom develops students' intercultural competence and effective cross-cultural communication skill which is needed to meet higher standards.

الملخص

إن دمج ثقافة اللغة الإنجليزية في تدريس اللغة له نتائج مؤثرة على كل من المتعلمين وعملية التعلم في إعدادات اللغة الإنجليزية كلغة أجنبية. علاوة على ذلك ، أدى تعزيز تعليم اللغة وتعلمها وظهور طرق جديدة للتدريس في جميع أنحاء العالم إلى زيادة الطلب على المعلمين ومصممي الدورات والممارسين للتعامل مع هذا التحسين والتغيير السريع في التدريس و خلق تحديات أمامهم. هذه التحديات بما في ذلك الثقافة التي يتعرض لها المتعلمون وأصحاب المصلحة من خلال وسائل الإعلام وغيرها من المصادر جعلتهم بحاجة إلى تجربة هذه الثقافة. قد يؤدي دمج الثقافة الإنجليزية في المناهج الدراسية كاستجابة للدعوة والحاجة إلى تدريس مبتكر وحديث أيضًا إلى خلق عقبات تعيق نجاح هذا التكامل نتيجة لبعض العوامل. إن الخوف من فقدان الهوية الشخصية أو التعرض للإهانة الثقافية أو حتى مواجهة بعض الأشياء أو الموضوعات الحساسة ثقافيًا في المناهج الدراسية تعتبر تحديات التكامل الثقافي. تعلم ثقافات الآخرين لا يعني فقدان الهوية والقيم الثقافية للفرد ، بل إن المعرفة الثقافية تؤدي إلى التواصل الناجح بلغة أجنبية. تبحث هذه الدراسة في تأثير دمج الثقافة في فصول اللغة الإنجليزية كلغة أجنبية من وجهة نظر أكاديمية بناءً على الاستبيانات والمقابلات. تهتم هذه الدراسة أيضًا بمنهجية البحث النوعي والكمي. كما تُظهر أن تدريس الثقافة ودمجها في الفصل الدراسي للغة الإنجليزية كلغة أجنبية يزيد من تطوير كفاءة الطلاب في فهم الثقافات الذي بدوره يكسبهم مهارات التواصل.

1.1. Introduction

According to research, language and culture are closely related to each other. Thus teaching culture to foreign language students has frequently been discussed by many researchers such as Atkinson (1999), Blatchford (1986), Brown (1986), Brown (2007), Brown and Eisterhold (2004), Brooks (1986), Damen (1987), Morgan and Cain (2000), Tang (1999), Tang (2006), Valdes (1986), to name but a few.

However, after years of development in language teaching, one might ask a question whether culture has increasingly become a fundamental part in the language curriculum as well as in the training programs for language teachers. In fact, scholars and researchers seek to answer this crucial question. They also attempt to identify effective methods for integrating culture in foreign language classrooms. To that end, this research study attempts to spot the light on this contemporary trend in teaching.

1.2. Language and Culture

The term language is very popular that a lot of people would not struggle to define it let alone researchers but in fact to have a comprehensive definition of language would be an extremely heavy task to tackle. In fact, definitions of language range from very simple to extremely complex. Patrikis (1988) cited in Thu (2010; p.3) simply defined language as signs that convey meanings. According to Kramsch (1998), language is also a system of signs that is seen as having itself a cultural value (p.3). From a linguistic point of view, Sapir (1968 cited in Thu; 2010; p.3), a renowned linguist, defined language as an entirely human and non-intrinsic method of communicating ideas, emotions, and desires via a system of produced symbols. Generally speaking, language can be considered a system of verbal and nonverbal signs used to express meanings and thoughts. Besides language, another closely related notion which is mentioned in the literature of language teaching is culture. The term culture is defined by Brown (2007) as a way of life, as the context within which people exist, think, feel, and relate to others. Brown also stated that culture is the glue that binds groups of people together, and he suggests that culture includes the ideas, customs, skills, arts, and tools that characterize a specific group of people living in a place and in a given period of time (p. 188). Sowden (2007) defined culture as the body of social, artistic, and intellectual traditions associated historically with a particular social, ethnic or national group” (pp. 304-305). Both language and culture are intertwined and work dependently.

These two terms cannot be separated because they are basic elements in the structures of a society.

1.3. Integration of culture in the curricula

Various factors may affect positively or negatively on culture emerge in language classrooms. Teachers, curricula, and textbooks are among the most influential factors to take into account. Damen (1987, p. 5) pointed that there are reasons for the limitations of teachers' efficiency, competence, cultural background as cultural guides. Firstly; teachers do not know what "culture" to teach. Secondly; until recently only a few textbooks of methodologies have been available to assist teachers in the direction of culture learning. Assuming that language teachers can naturally teach culture is a big risk mistake because defining culture and what to include in teaching culture is not an easy task. Furthermore, without adequate training in teaching methodology of culture, it is impossible that teachers can do the job of teaching culture as effectively as expected. Lafayette (1988) pointed out that among the three main components of the language curriculum (language, literature, and culture), much time and effort are still given to the grammatical and lexical aspects of language; nevertheless, culture remains the most neglected component "due to the lack of familiarity, among teachers, with the culture itself and with the techniques needed to teach it" (p. 47).

However, it might appear that culture is getting more and more care and attention in the curriculum, as long as it has been increasingly considered as an integral part of the curriculum in foreign language education (Tang, 2006). Textbooks can serve as one of the decisive factors in culture learning. Wandel (2003) proposed that textbooks should show materials and items allowing diversity of opinions and discussions on cultural stereotyping. Cortazzi and Jin (1999) stated that it is often expected that foreign language textbooks should include elements of the target culture. However, while examining various textbooks from different parts of the world, Cortazzi and Jin discovered that a target culture is not always

included. They also clearly articulated that English as foreign language textbooks can have seven different roles in cultural learning. Textbooks can be a teacher, a map, a resource, a trainer, an authority, and an ideology. Cortazzi and Jin then clearly clarified their points. First, these authors argued that textbooks can be a teaching tool because they include materials meant to teach students directly about English-speaking cultures. Second, textbooks can also be a map that provides an overview of a structured program of language and cultural elements. Third, they can be a source of materials and activities from which the teacher can collect the most appropriate items and examples for both linguistic use and cultural learning. Fourth, textbooks can also be a training tool, especially for unqualified teachers and those who do not have experience in teaching language and culture. Fifth, textbooks can be considered as an authority because they include reliable, valid, cultural content written by experts. Finally, textbooks can be considered as an ideology as they expose a worldview or cultural system, a social construction to both teachers and students; thus, textbooks may direct teachers' and learners' views of a culture negatively. For example; stereotypes, bias, and ethnocentrism are issues to bear in mind in foreign culture teaching. Stereotypes cannot be avoided in cultural teaching that is why it is important to teach learners to be sensitive to cultural stereotypes. Foreign culture learning contents need to be associated with its sociocultural contexts because learning a language in isolation of its cultural roots prevents one from becoming socialized into its contextual use.

1.4. Raising cultural awareness

Researchers such as Byram (1989), Byram and Esarte-Sarries (1991), Byram and Morgan (1994), and Morgan and Cain (2000) have stated that raising cultural awareness is one of the dimensions that is often ignored in foreign language teaching. Hughes (1986) suggested some techniques for raising cultural awareness. They are; comparison method, culture assimilators, culture capsule, drama, audio motor unit or total physical response, newspapers, projected media, and the

culture island. Hughes (1986) also presented the features of each technique to make them easy for teachers. First, the teacher using the comparison method starts each lesson with a presentation of one or more objects in the target culture which are distinctively different from the students' own culture, and the lesson then concentrates on why these differences may cause problems. Brooks (1986) suggested that teachers begin their classes with a short presentation in the foreign language of a subject that has not been previously mentioned. Specifically, he provided a list of topics that could be used to introduce the culture of the target language in the classroom. Second, developed by social psychologists to facilitate adjustment to a foreign culture, the culture assimilator is a short description of a critical incident of cross-cultural interaction that could possibly be misunderstood by the students. The students are then given some possible explanations from which they are required to choose the correct one. Therefore; by using culture assimilator adjustment, foreign culture teaching will be easy. If an inappropriate choice is made, they are asked to look for further information that would lead them to the right conclusion. Third, the culture capsule is somewhat similar to a culture assimilator, but cannot be assigned as a silent reading exercise. The teacher gives a brief presentation that shows one essential difference between a target and a local custom, which is accompanied by pictures showing the difference, and a set of questions to stimulate class discussion. Fourth, literature has also been considered a useful source to teach culture. Valdes (1986) noted that literature may be used to teach culture to FL students so that they can have deep insight into the culture, and build a greater understanding and appreciation of literature in their first language as well as that of the target language. For example; drama is a technique especially useful for directly involving students in cross-cultural misunderstandings by selecting members to perform a series of short scenes including a misinterpretation of something that occurs in the target culture, and the cause of the problem is typically interpreted in the end of the scene. Fifth, primarily developed as a listening exercise,

audio motor unit or total physical response utilizes a carefully constructed list of oral commands to which the students respond. The commands are arranged in an order which will make students to perform a cultural experience. Sixth, using newspapers, the teacher asks the students to compare a given item in a foreign newspaper with its equivalent in their local newspapers to find similarities or differences. Blatchford (1986) claimed that newspapers could be valuable tools to teach culture although it can be discouraging for students to learn from newspapers on their own due to cultural interference. He emphasized that some aspects of the newspapers can help students learn culture more easily with the teachers' help and guidance. Seventh, projected media, films, filmstrips, and slides can be manipulated by the teacher to provide cultural insights as well as various classroom activities. Krasner (1999) presented some useful techniques and methods of teaching culture to foreign language students. One of these techniques is observation (through films, news broadcasts, maps, or menus). Another techniques is having students visit ethics sections or restaurants of cities. Mini-drama is also a technique suggested by Krasner. This technique provides an example of miscommunication in the form of dramatization, and the students are asked to discover the cause of the miscommunication. Finally, the culture island technique is used by the teacher to maintain a classroom atmosphere that is essentially a culture island through the use of posters, pictures, a frequently changing bulletin board to attract students' attention, elicit questions, and comments.

1.5. Related studies

Choudhury (2013) developed a paper that questions the importance of addressing target culture in the EFL classroom, discussing the obstacles that teachers face when they include these aspects. The objective is to address all cultures and not only the British or American culture in the EFL classroom. This scholar debates intercultural competence and defines it as the ability to ask questions; listen and interpret; negotiate and find a mutual

understanding; and avoid cataloguing others. Foreign culture “should provide the mirror to the learners in which he can see his own culture reflected” (Choudhury, 2013, p.23). So, when learning a foreign language culture, the learners are provided with information that helps them to understand the others and consider the similarities and differences.

In 2015, Mahmoud wrote a paper on whether culture should be taught in an ELT classroom. The issue at hand concerned the local culture and the target culture and its pertinence in the classroom. The author shows that conflicts might arise that lead to misunderstandings, when the local culture is integrated in ELT. The learners’ cultural background should be addressed and taken into account to help them develop effective communication. Teachers have an important role in selecting what culture to teach to a 13 specific group of learners, so as not to “clash with the learners’ culture, from religious and sociocultural viewpoints” (Mahmoud, 2015, p. 71).

Monfared, Mozaheb and Shahiditabar (2016) conducted a study on teachers’ perceptions on the cultural content of ELT materials and on how it should include local and target culture. This study suggests that teachers play an important role in the pedagogical changes that occur in the classroom, providing learners cultural and linguistic awareness of the different varieties of English. Most of the participants of this study agree that non-native teachers of English can raise learners’ awareness and play this important role.

1.6. Purpose of the Study

This study aims to investigate the opinions of Libyan teachers and students in the department of English at the University of Zawia on the impact of integrating English culture in teaching the English language. The results would provide essential information about integrating the English culture with learning English in foreign settings. In particular, the results of this research might support the aim of the study to highlight the importance of such integration and to

raise teachers' awareness of the importance of teaching the target culture along with teaching the English language.

1.7. Research Questions

The present study aims to answer the following questions

1. What is the Libyan EFL students' of integrating English-language culture into English-language learning?
2. What is teachers' perception of foreign culture integration within the curriculum?
3. What are the difficulties encounter Libyan EFL students when integrating English-language culture into English-language learning?

1.7. The methodology

The primary aim of this study is to investigate the effect of incorporating English-culture learning into English-language learning by eliciting Libyan EFL learners' views about the target culture integration. This is a quantitative and qualitative study for which a questionnaire and an interview are used as instruments for collecting data.

1.7.1. Participants

This study is conducted in the autumn semester of 2021-2022 at the University of Zawia/ Faculty of Arts. The participants in the study include (04) English language teachers. They are all Libyans and have been teaching English for about 15 years in the department. They are teaching some subjects that expose and integrate culture in the curriculum such as "*cultural studies, comparative literature, literature, drama, novel and oriental studies*". For the students participants; they are (70) undergraduate (37) female and (33) male students. The age of the students ranged between 20 and 22 years. They are in the sixth, seventh, and eighth semesters. These students are chosen purposely because they are meant to study the previously

mentioned subjects and that we need to know if they are coping with these subjects.

1.7.2. The questionnaire

The questionnaire is distributed to the student participants only and is treated anonymously to provide the opportunity for them to express their attitudes towards the effects of integrating the English culture on teaching and learning the foreign language. The questionnaire is designed with a (5) point scale (strongly agree/agree/neutral/disagree/strongly disagree). The questionnaire consists of (08) items and it is adapted from Aldawood & Almeshari (2019). These items would to gain comprehensive data about the students' perceptions of integrating English-language culture into English-language learning. They also attempt to identify the difficulties that encounter the student participants as they learn the foreign language in their language learning.

1.7.3. The Interview

The semi-structured interview is employed to understand the teachers' perceptions of integrating culture. The teacher participants were asked these questions;

1. What is your idea of culture?
2. In your opinion, what are the advantages of integrating English culture in your classroom?
3. Do you think that the textbooks are a good source of cultural content?
4. What other resources do you think we could use in the classroom to achieve cultural diversity?

1.8. Results and Discussion

To identify the influence of integrating English language culture learning into English language instruction, the researcher has

calculated percentages and frequencies for the respondents of the questionnaire. For the interview, they were analyzed using the tools of Bardin's content analysis. Content analysis can be described as a set of techniques that allows inferring knowledge from the information passed on, for instance, through an interview (Bardin, 1977). For this study, an individual interview is the best option because it is designed to obtain the interviewee's understanding and perspective on the topic. This way, the researcher will learn more about the contextual factors that influence the teachers and their experiences.

1.8.2. Results of the questionnaire

To identify the influence of integrating English language culture learning into English language instruction, the researcher has calculated percentages and frequencies for the respondents of the sample. The results of item (1) show that most of the students preferred to learn English culture while learning the English language. It illustrates that 57.1% of the participants agree and 21.4% strongly agree, while 15.7% disagree and 5.7% are neutral. This means that most students started to realize that it is necessary to learn culture to achieve successful foreign language learning. Understanding the relationship between language and culture is central to the process of acquiring a foreign language. Kuo and Lai (2006) argue that knowing the forms of language is not only the way for conveying the meaning; though it is the cultural context that creates the sense and conveys the meaning. The relationship between culture and learning a foreign language should be taught in the classroom and bound with EFL teaching. The results of item (2) show that 64.3 % of the students have learned the English culture while learning the English language. This indicates that the respondents recognize the noticeable effect of learning the culture on their English language competence. This also confirms that learners of a foreign language cannot communicate effectively with native speakers unless they master the cultural context. Thus, cultural instruction enhances learners' communicative competence and motivates them to be familiar with international

society through English-language culture instruction (Sung & Chen 2009). Scovel (1991) noted that students could not master the language entirely unless they master the cultural context in which it operates; therefore, teaching culture is necessary for foreign language learning. Besides the importance of integrating culture with the language learning process, the findings of the item (3) show that 47.14% of the students strongly agree with the idea that learning culture increases the enjoyment of the learning process. This means that cultural learning strengthens the students' international perspectives. Moreover, students will be interested in incorporating the words of the language with the costumes of people using that language (Sung & Chen, 2009). Tsou (2005) says that learning culture inside the classroom may help increase the level of students' motivation toward learning the English language quickly. The findings of item (4) reveal that 48.57% of the participants strongly agree that learning English culture helps in learning the English language effectively. These results clearly show that cultural knowledge is an essential part of achieving linguistic proficiency. Learning English culture is beneficial for learners to learn the English language and practice that language confidently with native speakers inside or outside their countries. After all, culture and language are intertwined, and one affects the other. The more cultural concepts the learners learn, the more language abilities they obtain. Effectiveness and enjoyment are important factors in the success of integrating culture with learning the English language for EFL learners. However; item (5) shows that 51.42 % of the students strongly agree that they find it difficult to learn the English culture integrated into the curriculum. This leads to what some researchers concluded from their studies on the side effects of integrating English culture in teaching English to non-natives. Amin (2015) examined the effect of the usage of social factors, religious matters, and taboo words as cultural dimensions on English language teaching; i.e. diagnosing the problems preventing the English language learning process in the community. The results of his examination spotlight on the main

criteria in English teaching included including the broad term of cultural barriers and their solutions in the teaching/learning process in Iran. Aldawood & Almeshari (2019) in their investigation of the effects of learning culture on English-language learning for Saudi EFL students found that the only difficulty that might face is the differences between Arabic and English cultures. Regarding the difference between languages and the effect that it causes when integrating the English culture into language teaching, the results of item (6) revealed that 44.28% of the students agreed that the differences between Arabic and English culture always create difficulty in learning English culture. In the literature on culture integration in teaching English, some views rejected the idea of teaching the target language culture along with English. When any cultural item differs from what students expect or already know, they may negatively and unintentionally react and respond to the target culture as a strange thing. Lado (1997) pointed to the need of understanding our own culture before comparing it with others. Post and Rathet (1996) encouraged using students' own culture as cultural content in the English language classroom. Atherton (1984) stressed the materials used in literature courses should include English and Arabic short stories, novels, and plays for analysis and comparison. Hinkel (1999) indicated that learners should be encouraged to talk about their culture using such items to be aware of their own cultural identity. Sung and Chen (2009) argue that introducing language with its culture will facilitate the learning process and enable the learners to communicate easily with native speakers. It can be said the content of foreign language texts at Islamic and Arabic schools, institutes, and universities should have a cultural link to the learners' culture. Curricula designers should be selective and choose topics that do not contradict the Islamic Arabic culture, and, at the same time, develop topics that directly deal with various points related to Islamic Arabic culture. To do this, it is important to realize and accept students' local cultural backgrounds because they are of great significance and should be referred to as an essential tool in foreign language learning. More

attention should be given to the process of selecting texts, as some texts contain stereotyped images of a particular culture. Many EFL texts in Islamic and Arabic schools, institutes, and universities contain only positive images of Western civilization and do not allow students to critically analyze presented ideas. These texts might mislead students by suggesting all English-speaking people think and act in the same manner as the Westerners in the foreign language textbooks (Mahmoud 2005). Choudhury (2013) states that the difficulty that encountering teachers during culture integration is how they can protect their students from being influenced by the target culture and losing their own identity. Therefore, the challenge lies in how to manage both languages with their cultures without losing the native one. Both students and teachers must follow the correct way of integrating the culture with the language to avoid such difficulties. Answers to item (7) show that the majority of participants agree that using cultural items such as films, websites, and magazines is a good way for learning about the culture. This result proves that the use of media and the internet is useful in learning the culture. The results of item (8) indicate that 54% agree that teaching culture should be treated as a basic course in foreign language instruction. Krashen (1999) encouraged teachers to use different strategies such as media, and drama and he emphasized that technology is useful in facilitating learning of the culture with the language inside the classrooms. It can be concluded that teaching culture is an integral part of the process of foreign language instruction and the use of visual media; textbooks and the internet are very beneficial tools in teaching and learning the culture and in introducing this culture.

Items	Neutral	Strongly disagree	Disagree	Agree	strongly agree	Total
1. I prefer to Learn English culture while learning English.	4		11	40	15	70
Percent %	7.5		15.7	57.1	21.4	
2. I have learned English culture while learning English language.	2	00	6	45	17	70
Percent %	2.81		8.6	64.3	24.3	

3. Learning English culture makes the learning process more Enjoyable.	5		5	33	27	70
Percent %	7.1		7.1	47.14	38.57	
4. Learning English culture helps me to learn the English language effectively	8	21	2	5	34	70
Percent %	11.4	30	2.81	7.1	48.57	
5. Learning English culture is difficult for me	8	2	6	36	18	70
Percent %	11.4	2.81	8.57	51.42	25.71	
6. The differences between Arabic and English culture make it Difficult to learn.	10	4	31	18	7	70
Percent %	14.28	7.71	25.71	44.28	10	
7. Using cultural items such as films, websites, and magazines are good ways for learning culture.	4	1	3	33	29	70
percent %	7.71	1.4	4.28	47.14	41.42	
8. Teaching culture should become an integral part of foreign language instruction	6	1	8	33	17	70
Percent %	8.57	1.4	11.42	47.14	24.28	

Table (1) Students' perception of integrating English-language culture into English-language learning

1.8.3. Results of the interview

The interview is divided to five categories according to the questions being asked. For example; in question (1) when asked about their *definition of culture*, the teacher participants either revealed a very secure definition of the word, or gave a vague explanation. Participant (A) described culture-related classroom activities where culture is limited to the notions of events that occur in England and in the USA and other cultural aspects that denote the British and/or American presence. Participant (B) views culture as a “*conjunction of ideas, information and values which surrounds the individual from birth until death*”. This opinion reflects a universal representation and a sense of community, setting the limits on culture, viewing it a constant presence in the life of the individual. Participant D characterized culture as “*all that defines us as a language, as a country*”. This definition tries to simplify the term culture, as a whole,

which, again, is a generalization. Participant (C) views culture in terms of the religion, music and ways of dressing. In a similar vein, the first idea relies on culture as something that has a physical and a visual presence in terms of food, religious artifacts, music and clothes. These phenomena are seen as demonstration of someone's culture. The second idea offers an inner perspective of culture, relying on the attitudes to denote cultural identifications and belongings.

The participants of this study agree that there are *advantages to teaching culture* and they are unanimous in their answers. Participant (A) refers that "*it is easier for the learner to accept the other, to accept the difference between them*". This message implies that the understanding of other cultures can provide the learners with a sensibility towards others. Participant (B) sees culture as "*an instrument of awareness of a new language*" and explains that learners "*want to know why some words are what they are and why is connected to any cultural aspect*". Associating language with the cultural background indicates that understanding the words will be more important than memorizing them. Most of the participants stand for a greater awareness of the cultural differences, as it gives learners a more comprehensive knowledge of the language they are learning. As Participant (C) mentions, "*It is inevitable to teach culture while teaching a language*". This idea underscores the connection between language and culture and is intertwined with the perspective shared by many scholars. The participants mention the future need for the learners to relate with others, to tolerate and accept their differences. Participant (D) believes that "*teaching culture in the classroom helps learners become more tolerant towards others, and to accept differences*".

Regarding the *source of cultural information content*, the feedback given by the participants differs significantly. The majority of the participants do not consider the textbooks as proper source of cultural information, and they all agree that learners benefit more from the use of other materials. However, Participant (B) thinks textbooks are a good source of cultural information, but textbooks should not be

the only resource to be used in class. Participant (A) explains that textbooks still focus mainly on the linguistic and grammatical aspects, leaving the cultural features of the language aside. Two other interviewees, Participant (C) and Participant(D), clarify that textbooks, instead of teaching culture, fall into stereotypes and focus mostly on the four skills (writing, speaking, listening or reading).

In order to promote *cultural diversity*, the interviewees suggest the Internet as one of the best resources to search for cultural information. The participants enumerated the resources they use in their classroom, namely songs, stories by English authors, poems, photographs, magazines, and even materials that they themselves create. Participant A and B suggest “storybooks by English authors” as a good source of authentic materials to be used in the classroom. Participant C mentions songs (including those of pop stars such as the Beatles and Michael Jackson) because she considers them “*a teaching starting point for everything else*” and also because “*young students love them*”. This shows how important it is for teachers to maintain the learners’ attention focused on the lesson.

1.9. Conclusion

Regarding the impact of integrating culture in English language teaching, the results of this research show that introducing culture is necessary for accomplishing successful foreign language teaching. Libyan students and teachers in the University of Zawia recognize that culture and language are closely entwined so that one cannot separate the two without losing the significance of one of them. Thus, in EFL classrooms, students should be taught English with the cultural competence so that the students can acquire the target language with cultural background and correspond in real-life situations (Sung & Chen, 2009). The results of the current study confirm that effectiveness is significant feature in integrating culture with learning the English language for Libyan EFL learners because if Libyan learners relate the English words with the costumes of the English language, they will learn the words quickly with an enjoyable

mood. However, the findings of this study reveal that the majority of Libya students have difficulty in learning English culture that is because of the differences between Arabic and English culture. Therefore, culture in teaching and learning English as a foreign language must be involved perfectly. Technology and media are useful strategies in learning English culture with the English language. Furthermore, cultural knowledge entails to cultural awareness that manifests to be essential to learners. Teaching culture is a concern amongst language teachers and should be more than just teaching cultural aspects of the target language. The teachers who participated in this study offer different points of view concerning this topic. Nonetheless, a common point of view between the participants rests on the premise that culture is a vital component in language teaching and learners that benefit from culture teaching will respond positively to the cultural differences they encounter. Another concern, expressed by the participants, regards the textbooks, on how this resource has sufficient information to be taught in an EFL classroom. In fact, today, textbooks still influence the cultural aspects to include in the EFL lesson plan, and show an incomplete approach to the subject. The findings of this study show the concern that EFL teachers have while providing a culturally responsible teaching, juggling the extensive curricula. Even though this study was conducted in a small scale, it contributes to exhibit the insight of (04) different English teachers in the University of Zawia. Further investigation is needed to perceive teachers insights into this subject. Moreover, I suggest future research to address culture teaching in the English classroom in Libya, formulating a research in a bigger scale, aiming for more participants. However; this research problem could be addressed in a different setting and conduct a different tools.

References

Aldawood, A & Almeshari, F. (2019) Effects of Learning Culture on English-Language Learning for Saudi EFL Students. Arab

- World English Journal (AWEJ) Volume 10. Number 3
September 2019
- Amin, A. (2015) Cultural barriers on English language Teaching and Learning in EFL context. *Research Journal of Recent Sciences*. Vol. 4(1), 32-36,
- Atkinson, D. (1999). TESOL and culture. *TESOL Quarterly* 33. (4). 625-654
- Bardin, L. (1977). *Análise de conteúdo (Edição revista e atualizada)*. Lisboa: Edições, 70.
- Blatchford, C. H. (1986). Newspapers: Vehicles for teaching ESOL with a cultural focus Brooks, N. (1986). Culture in the classroom. In J. M. Valdes (Ed.), *Culture bound* (pp. 130-136). New York, NY: Cambridge University Press.
- Brooks, N. (1986). Culture in the classroom. In J. M. Valdes (Ed.), *Culture bound* (pp. 123-129). New York, NY: Cambridge University Press.
- Brown, H. D. (1986). Learning a second culture. In J. M. Valdes (Ed.), *Culture bound* (pp. 33-48). New York, NY: Cambridge University Press.
- Brown, S., & Eisterhold, J. (2004). *Topics in language and culture for teachers*. Ann Arbor, MI: University of Michigan Press
- Brown, H. D. (2007). *Principles of language learning and teaching*. New York: Longman.
- Byram, M. & Esarte-Sarries, V. (1991) *Investigating Cultural Studies in Foreign Language Teaching*. Clevedon, Multilingual Matters LTD.
- Byram, M. (1989) *Cultural Studies in Foreign Language Education*. Clevedon, Philadelphia, Multilingual Matters
- Byram, M. Morgan, C. (1994). *Teaching and Learning Language and Culture*. England: Multilingual Matters.

- Choudhury, M. (2013). Teaching culture in EFL: Implications, challenges, and strategies. *IOSR Journal of Humanities and Social Science* 13. 20-24
- Cortazzi, M., & Jin, L. X. (1999). Cultural mirrors: Materials and methods in the EFL classroom. In E. Hinkel (Ed.), *Culture in second language teaching and learning* (pp. 196-219). Cambridge: Cambridge University Press.
- Damen, L. (1987) *Culture Learning: The fifth Dimension in the language classroom* Reading, Massachusetts, Addison-Wesley Publishing Company. *EFL Classroom. English Teaching Forum* 34(3): 12-17.
- Hinkel, E. (1999). *Culture in second language teaching and learning*. New York, NY: Cambridge University Press.
- Kramsch, C. (1998). *Language and culture*. Oxford, England: Oxford University Press.
- Krashen, S. (1999). Bilingual education: Arguments for and (bogus) arguments against. Paper presented at the Georgetown Round Table on Languages and Linguistics, Georgetown University, Washington, D.C. May
- Krasner, I. (1999). The role of culture in language teaching. *Dialog on Language Instruction*, 13 (1&2), 79-88.
- Lado, R. (1997). How to compare two cultures. In P. R. Heusinkveld (Ed.), *Readings on teaching culture in the FL class* (pp. 39-56). Yarmouth, ME: Intercultural Press.
- Lafayette, R. C. (1988). Integrating the teaching of culture into the foreign language classroom. In A. J. Singerman (Ed.) *Toward a new integration of language and culture* (pp. 47-62). Middlebury, VT: Northeast Conference on the Teaching of Foreign Languages.
- Mahmoud, M. M. A. (2015). Culture and English language teaching in the Arab world. *Adult Learning*, 26(2), pp. 66-72.

- Monfared, A., Mozaheb, M. A., & Shahiditabar, M. (2016). Where the difference lies: Teachers' perceptions toward cultural content of ELT books in three circles of world Englishes. *Cogent Education*, 3(1), pp. 1-16.
- Morgan, C., & Cain, A. (2000). Foreign language and culture learning from a dialogic perspective. Tonawanda, NY: Multilingual Matters
- Patrikis, P. (1988). Language and culture at the crossroads. In A. J. Singerman (Ed.), *Toward a new integration of language and culture* (pp. 13-24). Middlebury, VT: Northeast Conference on the Teaching of Foreign Languages. research to classroom implications (pp. 15-24). Englewood Cliffs, NJ: Prentice Hall.
- Post, R. and I. Rathet. (1996). *On their Own Terms. Using Student Native Culture as Content in the*
- Scovel, T. (1991). The effect of affect on foreign language learning: A review of the anxiety
- Sowden, C. (2007). Culture and the good teacher in the EL Classroom. *ELT Journal*, 6, 304-310.
- Spir, E. (1968). Language defined. In P. Gleeson & N. Wakefield (Eds.), *Language and culture* (pp. 3- 19). Columbus, OH: Charles E. Merrill.
- Sung, D., & Chen, P. (2009). Incorporating English-language cultures into English learning: Viewpoints from university English faculty in Taiwan. *International Journal of Learning* 16.(3). 301-314.
- Tang, Y. (2006). Beyond behavior: Goals of cultural learning in the second language classroom. *The Modern Language Journal*, 90 (1), 86-99
- Tang R., (1999). The Place of Culture in the Foreign Language Classroom : A Reflection., *The Internet TESL Journal*, 7(8),

- Thu, T. H. (2010) Teaching Culture in the EFL/ESL Classroom. Alliant International University San Diego, Californi. a paper presented at The Los Angeles Regional California Teachers of English to Speakers of Other Languages, Fullerton, California, September 11th 2010
- Tsou, W. (2005). The effects of cultural instruction on foreign language learning. RELC Journal
- Valdes, J. (1986). Culture bound. Cambridge, UK: Cambridge University Press.
- Wandel, R. (2003). Teaching India in the EFL-classroom: A cultural or an intercultural approach? In M. Byram & P. Grundy (Eds.), Context and culture in language teaching and learning (pp. 72-80). Tonawanda, NY: Multilingual Matters.