

The Importance of Integrating the Target Culture in English Language Teaching from the Teacher's Perspectives

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Abstract

This study aims to examine the importance of integrating target culture in ELT classes in secondary schools in Jenin district from the teachers' perspectives. To achieve this aim, the researcher distributed a 25-item questionnaire amongst English Language teachers from Jenin district to determine how important the target culture in English textbooks is.

The sample which was randomly selected consisted of 40 male and female teachers who teach English in secondary schools in Jenin district during the scholastic year 2012-2013.

The results of the study showed good degrees of evaluation for the four domains of the questionnaire with a percentage of 70.05%. However, the textbook domain and the activities domain get the lowest degree of evaluation with a percentage of 69.00%, and 62.07% respectively. While the importance of teaching culture domain and goals of teaching culture domain get the highest degrees of evaluation with percentages of 76.06%, 74.44% respectively.

In the light of the study findings, the researcher recommends that integrating culture in ELT is a vital component of language learning and teaching, since it has a great deal to offer to the development of communicative competence. To achieve this successfully, the teacher doesn't have to cover everything in the target culture, but he has to teach the target culture purposefully depending on student's needs and levels, and of course, through enjoyable activities.

Key words: Integrating target culture, ELT, Teachers' perspectives, Jenin area

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Introduction and Theoretical Background

Because the main purpose of teaching English in ELT classes is to be communicatively competent, this aim can not be attained if the teachers do not pay attention to the teaching of culture of the target language in an attempt to make teaching and learning processes meaningful, real, and fruitful ones as well.

It was viewed by Hinkle (1999) that language and its culture are inseparable. Language can be seen as a way to describe and represent human experience and understand the world. It is also considered a symbol of their social identity. In other words, culture represents "hidden" curriculum in second and foreign language teaching which means it can be taught implicitly through paying attention to achieving communicative competence because it involves appropriate language use which includes understanding of cultural norms of the native speakers. Besides, teachers have to establish connections between the language and the culture by teaching L2 culture together with speaking, listening , reading, and writing skills.

Kramsch (1993) pointed out that cultural awareness and the learning of second culture can aid the attaining of second language proficiency because the learning of culture is considered as an integral part of language learning and education because it influences the values, every day interaction, the norms of speaking and behaving. It is also considered that violating the aspect of appropriateness between native speakers and non native speakers often lead to misunderstanding in communication. Moreover, learning the target culture along with its language gives students a reason to study the target language as well as to increase their motivation because they become curious.

Cullen and Sato (2000) indicate that comprehensive teaching of culture can be attained by the cultural texture that has to address the different learning styles to students. However, this cultural texture may vary to include literature,

songs, TV, internet, newspapers, magazines, films, radio, surveys, interviewing native speakers of the target language and research. In other words, activities and materials should portray different angles of the target culture to be comprehensive and enjoyable simultaneously.

Mass media such as film, novels and especially newspapers and magazines, are also considered an insightful means for teaching culture, for they reflect people's way of life in terms of variety, contemporary issues and authenticity. Besides, audio visual media materials and approaches, so different from the traditional chalk and black board method, are widely welcomed by teachers and students due to their vivid presentation of both language and cultural knowledge based on authentic circumstances. It helps to simplify the teaching/learning processes and can help to perfect it. Moreover, it can bring in cultured input in a clear and realistic way as compared with traditional, media free instruction (Ren: 2009, p. 5).

Due to globalization, and the international role that English language plays, the teaching of culture should make learners aware of speech acts, connotations, etiquette, that is, appropriate or inappropriate behavior, as well as it should provide them with the opportunity to act out being a member of the target culture. Besides, foreign language teachers should be foreign culture teachers; therefore, they need to have the ability to experience and analyze both the home and target cultures (Farnia & Suleiman: 2011).

In brief, using the language appropriately is an important aspect of being culturally competent, and violating the aspect of appropriateness between native speakers and non native speakers often lead to misunderstanding and failure in communication. Moreover, English learners should be culturally aware and communicatively competent through the powerful teaching of culture which integrate the culture to the four language skills through the

appropriate techniques and activities, and of course through setting realistic goals that match students' needs, goals, and levels as well.

Statement of the Problem

Due to the weakness of communicative and cultural competencies that students need as English-learners which, in turn, the researcher noticed in his teaching, he decided to carry on this study to investigate the reasons behind this weakness in an attempt to pinpoint the weak points to modify and enrich them as well as the strong points to reinforce them.

Although there are many studies that dealt with teaching culture in ELT classes, this study is considered to be the first to examine the situation of teaching culture in Palestine to the best of the researcher's knowledge.

Aims of the Study

This study aims to examine effectiveness and importance of integrating the target culture in ELT classes in Jenin district from the teachers' point of view taking into account the effects of gender, qualifications, and years of experience variables on the analysis and evaluation processes.

Questions of the Study

This study attempts to answer the following questions:

1. What are the degrees of evaluation of the current situation of teaching culture in the secondary schools in Jenin district from the teachers' perspective?
2. Are there any significant differences between teachers' evaluation of the current situation of teaching culture in the secondary schools in Jenin district due to gender?
3. Are there any significant differences between teachers' evaluation of the current situation of teaching culture in the secondary schools in Jenin district due to their qualifications?

4. Are there any significant differences between teachers' evaluation of the current situation of teaching culture in the secondary schools in Jenin district due to their years of experience?

Study Hypotheses

1. There are high degrees of evaluation of the current situation of teaching culture in the secondary schools in Jenin district from the teachers' perspective.
2. There are no significant differences at the ($\alpha=0.05$) on evaluating the current situation of teaching culture in the secondary schools in Jenin district from the teachers' perspective due to gender variable.
3. There are no significant differences at the ($\alpha=0.05$) on evaluating the current situation of teaching culture in the secondary schools in Jenin district from the teachers' perspective due to qualifications variable.
4. There are no significant differences at the ($\alpha=0.05$) on evaluating the current situation of teaching culture in the secondary schools in Jenin district from the teachers' perspective due to years of experience variable.

Significance of the Study

The researcher thinks that teaching culture in ELT classes is important because culture completes language and language completes culture. To achieve this, learners will be linguistically and communicatively competent as well.

The researcher hopes that the results of this research can be used as guidance for everyone who wants to carry on other studies that deal with the importance of culture. The researcher hopes that the teachers will know the appropriate techniques and activities that can be used in teaching the culture of English language. It is hoped that this study will point out the strong and weak points of the current situation of teaching culture in Palestinian schools in an

attempt to reinforce strong ones as well as modify weak ones to make learners gain proficiency in English language.

Review of Related Literature:

In this part of the study, the researcher summarizes the results of similar related previous case studies related to examining the teaching of culture in different ELT classes to help deal with the problem of lacking communicative and cultural competencies in schools.

Gence and Bada (2005) have tried to find out what students think about the effects of the culture class they attended in the fall semester of 2003-2004 academic year. The findings of the study suggest that a culture class is significantly beneficial in terms of language skills, raising cultural awareness, changing attitudes towards native and target societies, and contribution to the teaching profession. They recommended that a culture class should be a vital component of language learning and teaching, because it has a great deal to offer to the development of communicative competence as well as other skills in the instruction of any language.

Farnia and Suleiman (2011) looked at teaching culture in ELT classes by taking a contrastive pragmatic approach toward comparing and contrasting the specific behaviors that two cultures, namely Iranian and American, select in their language to express gratitude. They think that Cross-cultural and contrastive pragmatics studies help teachers with enhancing their students' awareness of the social and cultural differences of the native language and the language they are learning. The study is based on eight main strategies in the expressions of gratitude in response to a favor: (a) thanking, (b) appreciation, (c) positive feelings, (d) apology, (e) recognition of imposition, (f) repayment, and (g) alerters. American native speakers of English used significantly more of thanking and appreciation strategies. Iranian respondents use positive

feelings and apology strategies more significantly than American respondents. Iranians also use apologizing words and state the favor or the fact, or criticize or blame themselves or express embarrassment and state the imposition which makes them embarrassed. The language and the strategies involved in Iranian society are controlled by (modesty), oblige individuals to lower themselves and raise others while referring to others. Power, distance, social class, and age are very important in its use because Iran is being a hierarchical society. This points out to the fact that Iranian culture places great emphasis on having respect for superiors. The notion of (obligation or imposition) is a powerful one in Iran since everybody occasionally depends upon other people for their help and services in a daily interaction.

Wienchecki (1999) and Dolphin, C.Z.(1994) stated that non-verbal communication is a very important part of intercultural communication. Foreign language learners should also put culture understanding and cultural comparison as the key point of the target language learning, being aware of the target language country's social system, ways of thinking, customs, values, differences, and finally intercultural communication.

Nicol, (2008) emphasized that language has a setting, in that the people who speak it belong to a race or races and are incumbents of particular cultural roles is blatantly obvious. 'Language does not exist apart from culture, that is, from the socially inherited assemblage of practices and beliefs that determines the texture of our lives. In a sense, it is a key to the cultural past of a society , a guide to "social reality" who emphasized that everyday language is "tinged" with cultural bits and pieces—a fact most people seem to ignore.

Nelson, Al-batal, and Echoles (1996) conducted a study to investigate the similarities and differences between Syrian and American compliment responses. Interviews with Americans yielded 87 compliment/compliment

response sequences and interviews with Syrians resulted in 52 sequences. Americans were interviewed in English and Syrians in Arabic. This examination suggested three broad categories (acceptances, mitigations, and rejections) and subcategories. Two trained raters coded each of the English and Arabic compliment responses as belonging to one of the categories. Intercoder reliability for the American data was 92 per cent and 88 percent for the Syrian data. Of the American compliment responses, 50 percent were coded as acceptances, 45 percent as mitigations, and 3 percent as rejections. Of the Syrian compliment responses, 67 percent were coded as acceptances, 33 percent as mitigations, and 0 percent as rejections. Results suggest that both Syrians and Americans are more likely to either accept or mitigate the force of the compliment than to reject it. Both groups employed similar response types (e.g. agreeing utterances, compliment returns, and deflecting or qualifying comments), however, they also differed in their responses, US recipients were much more likely than the Syrians to use appreciation tokens (thanking) and a preferred Syrian response, acceptance + formula (e.g. A: your sweater is nice B: it's one of my oldest), does not appear in the US data at all.

Önalán (2005) in his study entitled "EFL Teachers' Perceptions of The Place of Culture in ELT: A Survey Study at Four Universities in Ankara/Turkey" revealed that teachers have positive attitudes towards incorporating cultural information because it is like a vehicle to better teaching and learning of English. This may be due to the fact that although teachers thought that "culture" was necessary for their students, it generally was not their primary concern compared to other subject matter in ELT. Reading and vocabulary were regarded as being considerably far more important than "culture." In fact, the majority of the teachers ranked culture in the ninth place among their top ten priorities. A significant finding of the study that agrees with Saluveer (2004) finding is that for most of the participants, culture meant

the traditions, customs, family and home life, and institutions of a community as well as social relations in it. The aesthetic definition of culture, which emphasized the art, music and literature etc. of a community, was the second most favored one among the participants. Contrary to expectations resulting from the subjects' being language teachers, they did not mention the definitions associated with language and communication (semantic and pragmatic senses) that frequently.

Kramersch (1993) Gence and Bada (2004), Farnia and Suleiman (2011), Önalán (2005), and Saluveer (2004) agreed on the necessity of teaching the target culture along with its language in an attempt to make teaching and learning effective and fruitful, and work as mirror that reflect lifestyle of the target culture group. In such a case, the learning of culture is considered as an integral part of language learning and education because it influences the values, every day interaction, the norms of speaking and behaving.

Iwsaki (2008) stressed in his study entitled " Style Shifts among Japanese Learners before and after Study Abroad in Japan: Becoming Active Social Agents in Japanese", the use of the polite/plain styles and style shifts among five English-speaking male students who studied in Japan for one academic year by comparing their performances both quantitatively and qualitatively in oral proficiency interviews before and after they studied abroad. Upon return, three predominantly used the polite style talking to the interviewer (their former teacher), while two primarily used the plain style. Though the quantitative analysis may lead one to conclude that these two students regressed in their pragmatic competence, the qualitative analysis revealed that all five learners gained some understanding of social meanings of the plain and polite styles and became more active social agents who make decisions to shift the styles.

Schulz and Ganz, (2010) agreed with Abdollahi-Guilani(2012; Damen (1987) and Brooks (1975) as they emphasized that various activities and tasks can be designed to introduce students to the target culture and existing course books can be enriched with more cultural and crosscultural themes. Dai, (2011) emphasized that culture should be part of language learning experience and if students do not know and be exposed to the target culture, they may have difficulties in their relations with people from other cultures, and as Holliday (2009) puts forward they may not develop a critical attitude towards their own and other cultures.

According to Heuser (2012), students' comprehension of other cultures can be expanded as well as their awareness of their own culture by using specific techniques such as ethnographic interviews. Hence, inclusion of different tasks and techniques into the in-class and out of-the class lives of the students can be helpful to foster awareness on culture.

All in all, integrating culture into the language teaching programs has a motivating effect on the language learner and the learning process. The students will be able to see similarities and differences among various cultural groups. With the globalization of life and learning, it is sometimes dangerous to be caged in a monocultural environment without any sound information about other cultures. Familiarization with other cultures leads learners to come to terms with others with a perspective of learning rather than rejecting others.

Procedures of the Study

Population and sample of the study

The population of the study consisted of all teachers who teach English in secondary schools in Jenin district during the second semester 2012-2013. The sample of the study consisted of 40 teachers who were randomly chosen and

divided into 20 males and 20 females who were classified according to the following independent variables.

Table 1
Sample distribution according to gender

Gender	Frequency	Percentage (%)
Male	20	50%
Female	20	50%
Total	40	100%

Table 2
Sample distribution according to years of experience

Experience	Frequency	Percentage (%)
1-5	13	31%
6-10	16	43%
Above 10	11	26%
Total	40	100%

Table 3
Sample distribution according to qualifications

Qualifications	Frequency	Percentage (%)
Diploma	2	6%
Bachelor	27	67%
Master	11	27%
Total	40	100%

Study Variables:

Independent variables: gender, years of experience, qualifications.

Dependent variables: the degree of the questionnaire evaluation.

Instrument of the study:

The researcher used a questionnaire consisted of 25 items to examine effectiveness and importance of integrating the target culture in ELT classes in Jenin district from the teachers' point of view taking into account the effects of

gender, qualifications, and years of experience variables on the analysis and evaluation processes.

Validity of the instrument:

The validity of the items and format of the questionnaire was achieved through showing the questionnaire to the course professor and the statistical expert who approved it with little modifications which were modified to be considered valid.

Reliability of the instrument.

The reliability of the questionnaire was measured by using Cronbach alpha formula which was (0.87), and this is a high value that shows that the questionnaire is reliable for conducting this study.

Statistical analysis

The results of the study were statistically analyzed using SPSS program. The following five-point Likert scale was used to provide degrees of evaluation of culture in English language teaching classes in secondary schools in Jenin district from teacher's perspectives.

- 1- 80% and more ----- very good.
- 2- 70% -79% ----- good.
- 3- 60%- 69% ----- medium.
- 4- 50%-59% ----- poor.
- 5- Below 50% ----- very poor.

Procedures of the study:

The researcher distributed the copies of the questionnaire to male and female teachers. The number of males(20), and females(20). In order to obtain more valid and credible results, teachers were given the choice either to complete the questionnaire immediately or after a day from distributing the

copies. The researcher managed to collect almost all the copies. Then the questionnaire was statistically analyzed using SPSS program.

Results and discussion.

The first question of the study is: "What are the degrees of evaluation of the current situation of teaching culture in the secondary schools in Jenin district from the teachers' perspective?"

In order to answer this question, the researcher used the mean, the percentage, and degree-level for each item in the four domains of the questionnaire.

Table 4
The number of items for each domain.

Domain	No. of items
Textbook	6
Importance of Teaching Culture	6
Goals of Teaching Culture	7
Activities	6
Total	25

Table 5
The mean, percentage, and degree level for each item in the textbook.

Item No.	Items	Mean	Percentage (%)	Degree-Level
	Textbook			
1	Is the image of the target culture presented in a realistic way?	3.03	60.67%	Medium
2	Does the textbook only present a tourist point of view?	2.63	52.67%	Poor
3	Are negative and problematic aspects of the target culture touched upon?	2.70	54.00%	Poor
4	Are teachers encouraged to consult additional material on the topics dealt with?	2.30	46.00%	Very poor
5	Do situations occur in which someone with a good mastery of the target language is not	3.17	63.33%	Medium

	understood because of the differences between cultures?			
6	Is the non-verbal language of the target culture presented in the textbook? (facial expressions, and body language)	3.60	72.00%	Good

This table shows that the item 6 received the highest degree in the table with a percentage of 72.00%. This means that the non-verbal language (facial expressions and body language) of the target culture is presented in the textbook quite enough. However, the items 1 and 5 received. Medium" degrees of evaluation with percentages 60.67% and 63.33% respectively. These findings reveal that the image of the target culture is presented in a realistic way and the situations occur in which someone with a good mastery of the target language is not understood because of the differences between cultures are represented in the textbook. This result is in congruence with Kramsch (1993) and Wienchecki (1999) and Dolphin, C.Z.(1994) who stated that non-verbal communication is a very important part of intercultural communication. Foreign language learners should also put culture understanding and cultural comparison as the key point of the target language learning, being aware of the target language country's social system, ways of thinking, customs, values, and our differences, and finally intercultural communication.

Moreover, they said that misunderstanding the non-verbal communication from different cultures leads to making a mistake of reading the other person incorrectly. Some forms of non-verbal signals are the same and universal and they have the same meaning or interpretation. But, the other forms are different and they have different meaning too or no meaning in the other culture.

Non-verbal communication is "silent" communication, including the use of gestures, postures, position, eye contact, facial expressions and conversational distance. This justifies the importance of including non-verbal cultural aspects

in the language teaching because familiarity with the cultural features of the target language people can help the learners see the world with open eyes and modify their attitude toward other cultures. This can generally enhance their tolerance not only as a language learner but also as a human being.

Additionally, the items 2 and 3 received "Poor" degrees with percentages 52.00% and 54.00% respectively. This indicates that the textbook lacks native and real point of views besides a tourist point of view, and negative and problematic aspects of the target culture are not enough touched upon. Item 4 received the lowest degree in the table with percentage of 46.00%. So teachers aren't encouraged to consult additional material on the topics dealt with. This finding goes in line with Cullen (2000) and (Ren: 2009, p. 5). So what educators should always have in mind when teaching culture is the need to raise their students' awareness of their own culture, to provide them with some kind of metalanguage in order to talk about culture, and 'to cultivate a degree of intellectual objectivity essential in cross-cultural analyses.

Table 6

The mean, percentage, and degree level for each item that refers to the importance of teaching culture.

Item No.	Items	Mean	Percentage (%)	Degree-Level
1	Does the teaching of culture help learners to cope up with today's modern life and globalization?	3.67	73.33%	Good
2	Do the integration of cultural issues in ELT classes significantly increase students' interests and motivation in language learning?	3.97	79.33%	Very Good
3	Do the integration of cultural issues in ELT classes contribute to the development of communication skill?	3.63	72.67%	Good

4	Does teaching culture help learners understand social norms that influence verbal and non verbal communication?	3.57	71.33%	Good
5	Does teaching culture help learners develop mutual respect towards their own culture and the target culture?	3.17	63.33%	Medium
6	Does teaching culture help learners relate the language items to real people and places?	3.70	74.00%	Good

This table shows that teaching culture is considered to be important from teacher's perspectives. The item 2 received the highest degree with a percentage of 79.33%. This means that the integration of cultural issues in ELT classes significantly increases students' interests and motivation in language learning seems to be important for teachers. The items 1, 3, 4, and 6 received good degrees of evaluation with percentages 73.33%, 72.67%, 71.33%, and 74.00% respectively. These percentages are indications that the teaching of culture helps learners to cope with today's modern life and globalization, the integration of cultural issues in ELT classes contributes to the development of communication skill, teaching culture helps learners understand social norms that influence verbal and non verbal communication, and teaching culture helps learners relate the language items to real people and places as well. Item 5 received the lowest degree "Medium" with a percentage of 63.33% which means that teaching culture helps learners moderately develop mutual respect towards their own culture and the target cultures.

This domain agrees with Gence and Bada (2004), Farnia and Suleiman (2011), Önalın (2005), and Saluveer (2004) with regard to the necessity of teaching the target culture along with its language in an attempt to make teaching and learning effective and fruitful, and work as mirror that reflects lifestyle of the target culture group.

Table 7

The mean, percentage, and degree level for each item regarding the goals of teaching culture.

No. of item	Items	Mean	Percentage (%)	Degree-Level
	Goals of teaching culture			
1	Does teaching culture help learners to develop understanding that all people exhibit culturally-conditioned behavior?	3.63	72.67%	Good
2	Does teaching culture help learners to raise awareness of their own culture and the target culture as well?	3.27	65.33%	Medium
3	Does teaching culture help learners to develop understanding that social variables such as gender, age, social class, and place of residence affect the way people behave and speak?	3.87	77.33%	Good
4	Do students become able to use politeness strategies?	3.70	74.00%	Good
5	Do students become able to interpret non-literal meanings?	3.57	71.33%	Good
6	Do students become able to use speech acts?	3.10	62.00%	Medium
7	Do students become able to carry out discursive functions? For example, taking turns, pauses or silences, discourse markers?	3.60	72.00%	Good

The findings of this table revealed that the items 1,3, 4, 5, and 7 received "Good" degrees of evaluations with percentages of 72.67%, 77.33%, 74.00%,71.33%, 72.00% respectively. This indicates that teaching culture helps learners to develop understanding that all people exhibit culturally-conditioned behavior, teaching culture helps learners to raise awareness of their own culture and the target culture as well, teaching culture helps learners to develop

understanding that social variables such as gender, age, social class, and place of residence affect the way people behave and speak, students become able to use politeness strategies, students become able to interpret non-literal meanings, students become able to use speech acts, and students become able to carry out discursive functions. For example, taking turns, pauses or silences, discourse. This agrees with Farnia and Suleiman (2011).

Table 8
The mean, percentage, and degree level for each item regarding the activities of teaching culture.

No. of item	Items	Mean	Percentage (%)	Degree-Level
	Activities			
1	Do the activities use a combination of visual, audio, and tactile information?	2.93	58.67%	Poor
2	Are the activities simplified enough to match students' level?	3.27	65.33%	Medium
3	Do the activities enhance students' independent learning?	2.73	54.67%	Poor
4	Do the activities help students to develop the four language skills, and cultural skill as well?	3.17	63.33%	Good
5	Are students require to do the activities collaboratively?	3.10	62.00%	Medium
6	Are the activities free from material that might be offensive?	3.57	71.33%	Good

This table reveals that the items 4 and 6 received the highest degrees with a "Good" degree-level, and with percentages of 63.33%, and 71.33% respectively. This points out that the activities help students to develop the four language skills, and cultural skill as well, the activities are also free from material that might be offensive. Moreover, item 2 and 5 received "Medium" degrees with percentages of 65.33%, and 62.00% respectively. This indicates

that the activities are simplified enough to match students' level, students are require to do the activities collaboratively are represented moderately in the activities employed to teach the cultural skill. However, the items 1and 3 received "Poor" degrees with percentages of 58.67%, 54.67% respectively which means that the activities lack a combination of visual, audio, and tactile information, and do not contribute in enhancing independent learning. This goes in line with (Schulz and Ganz, 2010 ; Dai, 2011and Heuser, 2012)

Table 9

The arrangement of the four domains regarding the means, percentages and degrees.

Item No.	Domains	Mean	Percentage (%)	Degree-level
1	Textbook	2.95	69.00%	Medium
2	Importance of teaching culture.	8.83	76.06%	Good
3	Goals of teaching culture.	3.70	74.00%	Good
4	Activities.	3.15	62.07%	Medium
	Total	3.51	70.05%	Good

The results of the table showed good degrees of evaluation for the four domains of the questionnaire with a percentage 70.05%. However, the textbook domain and the activities domain get the lowest degree of evaluation with a percentage 69.00%, and 62.07% respectively. Additionally, the importance of teaching culture domain and goals of teaching culture domain get good degrees of evaluation with percentages 76.06%, 74.44% respectively. This result confirms the importance and usefulness of integrating the different aspects of culture in the textbook as well as in the teaching pedagogies, additionally, this high degree may reflect the teachers' belief in the inclusion of the target culture parallel to the local culture inside and outside the class,

considering the avoidance of cultural bias which creates cultural shock .This result is in harmony with Farnia and Suleiman (2011).

For answering the second question which is "**Are there any significant differences between teachers' evaluation of the current situation of teaching culture in the secondary schools in Jenin district due to gender variable?**" The researcher used means, standard deviation, and t-value. The following table shows this:

Table 10
Independent sample T- test regarding gender

Domain	Male n=15		Female n=15		T- value	Sig.
	M	Std. Dev	M	Std. Dev		
1-Textbook	3.78	0.361	3.72	0.358	-1.25	0.219
2-Importance of teaching culture	3.64	0.437	3.39	0.517	-1.46	0.155
3- Goals of teaching culture	3.64	0.579	3.34	0.587	-1.33	0.127
4-Activities	3.23	.70	3.60	0.49	-1.66	0.108
Total	3.25	.67	3.39	0.44	-1.72	0.096

It is obvious from the above table that the significance of T-value are 0.219 for the textbook, 0.155 for the importance of teaching culture, 0.127 for the goals of teaching culture, and 0.108 for the activities. This means that there is no statistically significant differences at the ($\alpha=0.05$) in teacher's evaluation for the teaching of culture in secondary schools in Jenin district due to gender variable because the total mean of the females 3.25 is close to the mean of the males. This result pinpoints the equal importance of cultural positive effect in both sexes. Up to the researcher knowledge there are no similar or different studies that show this result.

For answering the third question which is "**Are there any significant differences between teacher's evaluation of the current situation of**

teaching culture in the secondary schools in Jenin district due to qualifications variable?" The researcher used One Way ANOVA to find out the differences between teachers' evaluation due to their qualifications. The following table shows this.

Table 11
One Way ANOVA with regard to qualifications

Domain	Sum of Squares	df	Mean Square	F	Sig.
Textbook	10.47	39	.54	.435	.651
Importance of teaching culture	19.89	39	2.3	2.760	.081
Goals of teaching culture	12.64	39	.612	.330	.854
Activities	11.46	39	.517	.240	.788
Total	10.08	39	.730	1.116	.342

It is obvious from the above table that there is no significant difference at ($\alpha=0.05$) in teacher's evaluation in terms of the textbook, goals of teaching culture, and the activities, but there is significant differences regarding the importance of teaching culture. This result confirms the importance and usefulness of integrating the different aspects of culture in the textbook as well as in the teaching pedagogies. Additionally, this high degree may reflect the teachers' belief in the inclusion of the target culture parallel to the local culture inside and outside the class, considering the avoidance of cultural bias which creates cultural shock. This result is in harmony with Farnia and Suleiman (2011).

For answering the fourth question which is "**Are there any significant differences between teacher's evaluation of the current situation of teaching culture in the secondary schools in Jenin district due to years of experience variable?"**" The researcher used One Way ANOVA to find out the

differences between teacher's evaluation due to their qualifications. The following table shows this.

Table 12
One Way ANOVA regarding years of experience

Domain	Sum of Squares	df	Mean Square	F	Sig.
Textbook	10.47	39	.477	1.072	.356
Importance of teaching culture	19.89	39	2.676	3.601	.041
Goals of teaching culture	12.64	39	1.612	3.330	.059
Activities	11.46	39	1.531	3.556	.043
Total	10.08	39	1.287	3.281	.053

It can be seen from the above table that there is significant difference at ($\alpha=0.05$) in the teacher's evaluation regarding the importance of teaching culture, goals of teaching culture, and the activities, but there is no significant difference at ($\alpha=0.05$) in the teacher's evaluation in terms of the textbook. This is in accordance with Abdollahi-Guilani(2012; Schulz and Ganz, (2010) ; Damen (1987) and Brooks (1983) as they emphasized that various activities and tasks can be designed to introduce students to the target culture and existing course books can be enriched with more cultural and crosscultural themes

Conclusion and Recommendations

It goes without saying that foreign language teachers should be foreign culture teachers, having the ability to experience and analyze both the home and target cultures. The onus is on them to convey cultural meaning and introduce students to a kind of learning 'which challenges and modifies their perspective on the world and their cultural identity as members of a given social and national group'

Unfortunately, by teaching about other cultures, foreign language educators do not necessarily nip prejudice in the bud, so to speak; cultural bias can still plague the very aspects of the target culture which teachers 'choose to indict or advocate.

Target language cultural values and norms have to be taken into account by teachers and students in order to facilitate communication and understanding between native speakers and non native speakers. Being aware of the L2 cultural norms can help learners not only know what to say, but also how to say it which means to be effective and appropriate communicator. To achieve this, the teacher should set appropriate goals and techniques and activities for teaching culture.

As teachers, we have to establish connections between the language and the culture by teaching L2 culture together with speaking, listening (and noticing), reading, and writing skills. This, of course, helps learners be culturally and communicatively competent communicators as well as being linguistically competent.

Depending on the results of the study, the researcher recommends that a culture class is a vital component of language learning and teaching, since as this study illustrates, it has a great deal to offer to the development of communicative competence as well as other skills in the instruction of the language. To achieve this successfully, the teacher does not have to cover everything in the target culture, but he has to teach the target culture purposefully depending on student's needs and levels, and of course, through enjoyable activities.

Appendix

Dear Teachers,

The following questionnaire is the tool used to collect information for the research entitled " **Teaching Culture in English Language Teaching Classes ELT from teachers' perspectives in Jenin District.**"

The researcher would appreciate very much if you express your opinion about to what extent these items can match the real teaching of culture in our ELT classes. Further suggested items will be taken into account. The questionnaire is adopted from: Thanasoulas: 2001, Cullen: 2000, and Saluveer: 2004.

Please tick the correct answer which will be used for research purposes only.

1- Gender: male
female

2- Years of experience: under 5
6-10
above 10

3- Qualifications: Diploma
BA
Master

Thank you for your cooperation.

The researcher

Item No.	Items	totally agree	agree	Neutral	totally disagree	disagree
	Textbook					
1	Are the images of the target culture presented in a realistic way?					
2	Does the textbook only present a tourist point of view?					
3	Are negative and problematic aspects of the target culture touched upon?					
4	Are teachers encouraged to consult additional material on the topics dealt with?					
5	Do situations occur in which someone with a good mastery of the target language is not understood because of the differences between cultures?					
6	Is the non-verbal language of the target culture presented in the textbook? (facial expressions, and body language)					
	Importance					
7	Does the teaching of culture help learners to cope up with today's modern life and globalization?					
8	Does the integration of cultural issues in ELT classes significantly increase students' interests and motivation in language learning?					
9	Does the integration of					

	cultural issues in ELT classes contribute to the development of communication skill?					
10	Does teaching culture help learners understand social norms that influence verbal and nonverbal communication?					
11	Does teaching culture help learners develop mutual respect towards their own culture and the target culture?					
12	Does teaching culture help learners relate the language items to real people and places?					
	Goals					
13	Does teaching culture help learners to develop understanding that all people exhibit culturally- conditioned behavior?					
14	Does teaching culture help learners to raise awareness of their own culture and the target culture as well?					
15	Does teaching culture help learners to develop understanding that social variables such as gender, age, social class, and place of residence affect the way people behave and speak?					
16	Do students become able to use politeness strategies?					

17	Do students become able to interpret non-literal meanings?					
18	Do students become able to use speech acts?					
19	Do students become able to carry out discursive functions? For example, taking turns, pauses or silences, discourse markers?					
	Activities					
20	Do the activities use a combination of visual, audio, and tactile information?					
21	Are the activities simplified enough to match students' level?					
22	Do the activities enhance students' independent learning?					
23	Do the activities help students to develop the four language skills, and cultural skill as well?					
24	Are students required to do the activities collaboratively?					
25	Are the activities free from material that might be offensive?					

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