People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Mohamed Kheider University of Biskra

Faculty of Letters and Languages

Department of Foreign Languages

Division of English

Investigating the Effects of Using Role-Play Techniques

on Raising EFL Students' Cultural Awareness

Case Study: Third Year LMD Students of English at Biskra University

A Dissertation Submitted to the Department of Foreign Languages in

Partial Fulfillment for the Master Degree in Sciences of Language

Supervised by: **Submitted by:**

Mrs. Boutheina Amri   **Aissa Hammou**

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Dedication

In the Name of ALLAH the Most Gracious, the Most Merciful

All the Praise is due to ALLAH alone, the Sustainer of all the worlds

This piece of work is dedicated to:

My sympathetic father and thoughtful mother

All my brothers and my lovely sisters

My closest friends

All those who were, still and will be a reason for my happiness

All extended family and friends

All who helped me in one way or another to realize this work

My colleagues

Acknowledgement

I would like first to thank ALLAH for giving me strength and capacity to realize this work.

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Abstract

The present study attempts to investigate the effects of role-play techniques on raising EFL students' cultural awareness, throughout this study we tried to shed the light on improving learner's cultural awareness by acting in role-plays as a suitable model for bringing real-life situations into the classroom. Developing cultural awareness means gaining objective attitudes about the target language people through developing a sense of empathy and lessening the stereotype picture and prejudice towards cross-cultural differences. Therefore, we hypothesized that if the teacher integrates authentic culture component in an effective role-play techniques, students will enhance their culture awareness. In order to confirm or refute the hypothesis, we adopted a qualitative method that consists of administering questionnaires to both teachers and learners of third year LMD students at Mohammed Kheider University of Biskra. The research findings reveal that both students and teachers hold a favourable attitude toward using role-play technique.in addition the results show that teachers focus more on the accuracy and give less attention to the fluency. Based on these results, some recommendations have been suggested in order to help students reach cultural understanding to accompany their linguistic one.

Key words: Attitudes, Role play, stereotypes, prejudice, cross-cultural, cultural awareness

ملخص

تهتم هده الدراسة بالتحقيق في مدى أثر تقنيات المسرحية على تحسين مستوى الوعي الثقافي لدى الطلاب، ضمن هذه الدراسة نحاول تسليط الضوء على تحسين هذه المهارة عن طريق التمثيل كطريقة مثلى لمحاكات الواقع الثقافي للغة المستهدفة. إن تطوير الوعي الثقافي معناه اكتساب موقف ونظرة إيجابية اتجاه شعوب وثقافات اللغة المستهدف دراستها، يكون ذلك عن طريق تقبل روح الاختلاف بين الشعوب والثقافات والتقليل من الصور النمطية السلبية والأحكام المسبقة. ولهذا افترضنا انه إذا استعمل الأستاذ لتقنية المسرحية وبإتقان لإدراج بعض المشاهد الثقافية فإن الوعي الثقافي لدى الطلاب سيتحسن.

ولتأكيد أو دحض هذه الفرضية، اعتمدنا في بحثا على المنهج النوعي حيث تم توزيع استبيانات على كل من الأساتذة وطلاب السنة الثالثة للغة الإنجليزية بجامعة محمد خيضر-بسكرة.

النتائج أظهرت ان لدى كل من الأساتذة والطلاب على حد سواء توجه يفضل فيه استعمال تقنيات المسرحية، وانه لا يزال تركيز الأستاذ على مدى تحكم الطالب بقواعد اللغة لا الفصاحة والطلاقة في الكلام. اعتمادا على هذه المعطيات بعض التوصيات قد تم اقتراحها من اجل مساعدة الطالب للوصول الى الفهم الصحيح للثقافات الأخرى ومزاوجته مع قدراته اللغوية.

List of abbreviations

EFL: English as Foreign Language

ICC: Intercultural Communicative Competence

LMD: license. Master. Doctorate

FL: Foreign Language

RP: Role-Play

N°: Number

TL: Target Language

TEFL: Teaching English as Foreign a Language

List of Tables

List of Figures

Table of Contents

General introduction

Background of study

In today's increasingly globalised world, people have more and more opportunities to engage in communication with speakers from other cultures. Successful communication in such circumstances depends both on the linguistic and intercultural competences of the participants. It is widely accepted that language and culture are inseparably interrelated in a number of ways. This has had very important implications for foreign language teaching: it has led to the idea that culture should be integrated in foreign language teaching

This new insight into the integration of culture in the teaching of foreign languages is the result of the awareness of the interconnectedness between language and culture. This relationship is believed to be complex at different levels. Therefore, teachers are required to impart their learners with adequate cultural knowledge by using different teaching methods related to the cultural aspects. One of the practical techniques is role-play, which have been found to be effective in culture-based language teaching with a few instructions that can help to make the teaching of culture a better experience for both teachers and students

Statement of the problem

Acquiring linguistic knowledge about the target language, i.e. vocabulary items and grammar rules, is no longer sufficient. This can easily be noticed with Algerian learners of English who experience problems in real communication; in fact, students can not truly master the language until they have also master the cultural contexts in which the language occurs.

Accordingly, learners of foreign languages are supposed to be aware of the cross-cultural differences in order to develop a sense of acceptance and appreciation of the foreign culture. In this respect, the present research investigates two correlated points: The Algerian learners' attitudinal viewpoints towards the English culture and the impact of cultural awareness

on their language proficiency development. Also, how often teachers use effective role-play techniques to develop learners cultural awareness.

Aim of the study

By realizing this study, the researcher aims at establishing a sense of universality, raise a EFL students' cultural awareness to overcome the common intercultural barriers, decreasing stereotypes and shift students from simply learners into intercultural communicators. The researcher, through this study, is wishing to show the effectiveness of authentic cultural insights transmitted through effective role-play technique in developing the intercultural communicative competence.

Research questions

The current study aims at addressing the following questions:

1) How can role-play as teaching technique enhance students culture awareness?

2) What is the significance of teaching culture and its effects on students' intercultural communicative competence?

Research hypotheses

Answering these research questions, the present research is based on one hypothesis which will be tested and verified carefully. We hypothesize that if the teacher integrates authentic cultural component in an effective role-play techniques, students will enhance their culture awareness.

Delimitation of the study

The study focus will be on isolating the cultural element without attributing much concern to other factors like pragmatic or linguistic elements for instance.

Research Methodology

The aim of the present study is to draw the link between the integration of the cultural aspect of the target language, and role-play techniques on enhancing EFL students' cultural awareness. Also, showing the importance of culture on students' intercultural communicative competence. Therefore, Our research is a descriptive one that focuses on qualitative method. The tools used in this research are questionnaires for both third year students, and teachers of oral expression at Mohamad Kheider University of Biskra for the academic year 2016/2017.

Organisation of the study

The present research is divided into three main chapters. The first and second chapters review the related literature. The third chapter is the practical part of the study. The first chapter attempts to define the concept of culture and the relationship that connects culture and language to demonstrate the central role that culture plays in the process of FLT and its importance in intercultural communication. Chapter two concerned with connecting teaching culture with Role Play by focusing on the Role Play's definition, its types and other related elemnts. Chapter three is the field work concerned with research method, data collection tools and data analysis.

Conclusion

Culture is considered as an important topic, which involves many issues that are still debated by many scholars. This study has provided a short discussion about some interesting points that are related to the topic, and its importance in the foreign language teaching and learning. It focused on the main challenges that teachers and learners face when it comes to teach or learn a foreign culture, and how important is to introduce the learners to the foreign culture. Then, it showed the importance of using role-play techniques in education and its positive effects on the learners' performances in intercultural context.

Chapter One: Culture and Foreign Language Teaching

Introduction

This chapter is dedicated to the concept of culture in relation to the process of foreign language teaching. It consists of culture definitions from different perspectives, and deals with the link between language and culture. Moreover, it sheds light on some common teaching strategies to integrate culture in language teaching. Then, it shifts to explain the meaning of cultural awareness and its main role in enhancing EFL student's intercultural communicative competence.

1. Definition of Culture

The word culture is derived from the Latin noun cultura, from the verb colere; which means to cultivate. Culture has different definitions because it has been an area of interest and study for a wide range of disciplines such as: anthropology, sociology and ethnography of communication. In this context, Kroeber and Klukhohn(1952). gathered more than one hundred definitions of culture in their work Culture: A Critical Review of Concepts and Definitions

Anthropologists define culture as the whole way of life of a people or group. By this notion,. In his book Primitive Culture (1871) the English anthropologist Tylor defines culture as "Culture...... is that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man an as a member of society" (cited in Spencer-Oatey, 2012). Also, (Hinkel, 1999) notes, many definitions of culture are based on attempts to inquire into human societies, groups, behaviours and activities. According to (Thanasoulas, 2001, p. 10) culture is all the accepted and patterned ways of behaviour of a given people. It is that facet of human life learned by people as a result of belonging to some particular group; it is that part of learned behaviour shared with others. Not only does this concept include a group's way of thinking, feeling, and acting, but also the internalized patterns for doing certain things in certain ways.

Sociologically, culture is a very broad and general concept, so to get to know a given culture means to gain extensive knowledge of a particular community of people living in a particular area of land. culture can be defined as a particular system that includes all the social practices and bonds a group of people together, and then distinguishes them from others, Ruth benedict sees culture as "What binds men together is their culture…the ideas and the standerds they have in common" (Ruth, 1934)

According to the National Standards for Foreign Language Learning (1996), culture is typically understood to include the philosophical perspectives, the behavioural practices, and both tangible and intangible products of a society. This has become known as the 3P model of culture: The relationship between 3P within culture is illustrated below.
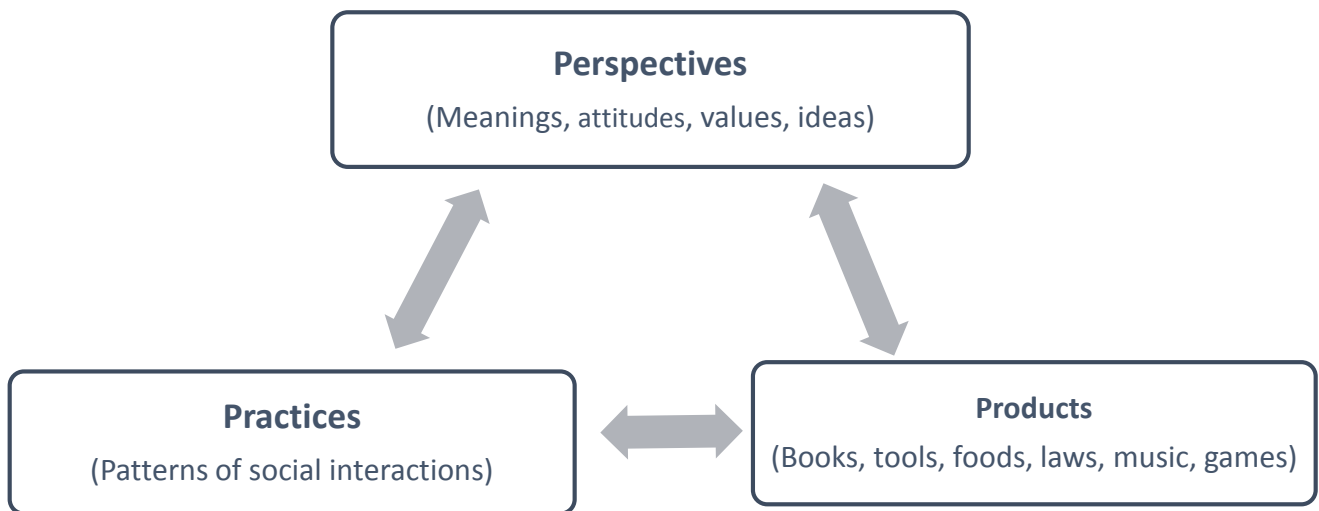
Figure 1: what constitutes culture?   (The National Standards for Foreign Language Learning, 1996, p. 43).

2. Language and Culture

Language and culture are different but inseparable concepts. As Brooks (1960) wrote" Language is the most typical, the must representative, and the most central element in any culture. Language and culture are not separable". On the one hand, language is something,

which influences and is influenced by the society in which it is spoken. On the other hand, culture is seen as the range of customs, beliefs, and laws that cannot be expressed only through language Thus, language is a concept through which culture can see itself. As Kramsch wrote "Language is the principle means whereby we conduct our social lives" (Kramsch, 1998).

The relationship between language and culture is a complex one. This is evident in what has Agare described, "Culture is in language and language is loaded with culture." (Agar, 1994, p. 28) Besides. Kramsch discussed the relation between words, ¡ e, utterances that members of a speech community utter, express particular facts, events, and ideas that reflect the world they live in., or that reflect the whole knowledge and values that they all share This is not only restricted to the spoken language but it also includes the written one. This can be seen in telephone calls, exchanging e-mail messages ans letters, and reading newspapers or journals, Since they are all members of the same speech community. the language they use either spoken or written is understandable. This idea can be summarized in Krarmsch's words "Language embodies cultural reality " (ibid). Similarly, Kramsch adds:

> *" Language is a system of signs that is seen as having itself a cultural value.*
>
> *Speaker identify themselves and others through their use of language. They*
>
> *view their language as a symbol of their social identity The prohibition of*
>
> *its use is often perceived by its speakers a a rejection of their social group*
>
> *and their culture Thus, we can say that language symbolizes cultural*
>
> *reality "*

Referring to a diversity of cultures and languages A linguist named Edward Sapir and his student Benjamin Lee Whorf developed this idea under the name of Sapir-Whorf hypothesis' which works on the idea of the interpretation of language and thought

Sapir- Whorf hypothesis is based on the assumption that language and culture are two interdependent concepts, besides it carries two other ideas. First, according to (Kramsch, 2004)

the idea of linguistic determinism states that the language people use determines and facilitates the way they will interpret the world around them. Second, the idea of linguistic relativity, which is concerned with the influence that language has on our perceptions and thoughts Yule (2006) believes that the structure of one's mother tongue influences the way one's mind perceives the world. Phrased differently. The structure and lexicon of one's language influences how one perceives and conceptualizes the world.

To conclude, we may say that one of the most important parts of any culture is the language that people use to communicate with each other. This language expresses the culture, the intimacy and the individuality of its speakers via language one perceives the world in his own manner. Every society has its own way to express thought and ideas. So, language is more than just a means of communication. it influences our culture and even our thought processes.

3. Importance of Teaching Foreign Language Culture

Foreign language learning and teaching is not only restricted to the linguistic dimension. But it includes also cultural one. i. e, the knowledge of the attitudes, laws, beliefs, and the customs of target speech community, Des said (1990) language teaching is aimed " To offer insights into the culture and civilisation of the country where the language is spoken" (cited in,Byram & Morgan, 1994, p. 15)

Teaching culture in the foreign classroom may allow learners to increase their knowledge of the target culture in terms of the different ways of life, traditions, customs, and laws when one uses a specific form in a specific language, cultural values of the society are reflected Language learners should be aware of the appropriate cultural ways of addressing people, making requests, asking for direction, and agreeing or disagreeing. Furthermore, learners should be aware that a behaviour that is appropriate in their own culture or their speech community can be seen or perceived differently in another language or culture; Atamna El

Khaire wrote. " Learners had to also learn how to express certain language functions using different language structures according to the situations where they found themselves" (Atamna, 2008, p. 30)

The mastery of a language requires both linguistic and non-linguistic aspects; this idea is presented by Glissant (1981) as follows "Je te parle dans ta langue et c'est dans mon langage que je te comprends" (cited in, Atamna, 2008, p. 88). Another similar view is that of Politzer who believes that if teachers reach a language without teaching the culture in which it operates, they are then teaching meaningless symbols, or symbols to which the students get the wrong reading of meaning. (Politzer, 1959)

The great importance of teaching culture in the foreign classroom, but which aspects of culture have to be included in the teaching course? Tomalin (2008) further argues that teaching of culture in ELT should include cultural knowledge (knowledge of culture's institution, the big C), cultural values (the 'psyche' of the country, what people think is important), cultural behaviour (knowledge of daily routines and behaviour, the little c), and cultural skills (the development of intercultural sensitivity and awareness, using English language as the medium of interaction). (cited in, Choudhury, 2014)

(DLASKA, 2000) claimed main arguments of culture should not neglected

1-Since language and culture are inseparable. Neglecting one of the two will be the detriment of the other

 2- Culture will be a motivating factor for the learners for their career consideration

3- Culture-integrated language teaching encourages meaning negotiation rather than speech production

5- The often disconnected and disjoined modules of the english course will be given some coherence.

6- Culture- integrated language-teaching raises the learners' awareness and helps to overcome their ethnocentrism

7- Culture- integrated language teaching may represent an intercultural challenge for the learners.

4. Strategies for Teaching Language and Culture

Cultural activities and objectives should be carefully organized and incorporated into lesson to enrich and inform the teaching content. In addition, it should be presented in a non-judgmental fashion, in a way that does not place value or judgment on distinctions between the students' native culture and the culture explored in the classroom. Kramsch (1993) describes the "third culture" of the language classroom—a neutral space that learners can create and use to explore and reflect on their own and the target culture and language.

There are different useful ideas for presenting culture in the classroom, the following describe some of theme

4-1. Authentic Materials

The use of authentic pedagogical aides from the native speech community stimulate and engage students in authentic cultural experiences. This pedagogical aides can include broadcasts, and TV shows, web sites, or printed materials like photographs, magazines, newspapers, restaurant menus, travel brochures. Teachers can adapt their use of authentic materials to suit the age and language proficiency level of the students. For example. The teacher might supply students with a detailed translation or give them a chart, listening to records or watching a video. After the class has viewed the relevant parts, the teacher can engage the students in discussion of the cultural norms represented in this parts and what these norms might say about the values of the culture. Discussion topics might include nonverbal behaviours (e.g., the physical distance between speakers, gestures,

eye contact, societal roles, and how people in different social roles relate to each other). Students might describe the behaviours they observe and discuss which of them are similar to their native culture and which are not and determine strategies for effective communication in the target language.

4-2. Proverbs

Discussion of common proverbs in the target language could focus on how the proverbs are different from or similar to proverbs in the students' native language and how differences might underscore historical and cultural background (Ciccarelli, 1996). For example, in the Arabic society addressing someone else by "you are like the moon" means he/she is beautiful. but this proverb in native speech communities means that he/she is hypocrite. Consequently, a perception gap between interlocutors and lead to breakdown in conversation

4-3. Role Play

EFL teachers use role play as active method in order to address foreign culture in a safe environment without any risk involved, In Byram and Morgan words speaking about the importance of using role play techniques in EFL class "learners need to take the role of the foreign interlocutor in simulations of confrontations in order to develop that higher level of discourse and argumentation from which higher moral development can take place" (Byram & Morgan, 1994, p. 22). Furthermore; In role plays learners can act out a miscommunication that is based on cultural differences (Peterson & Coltrane, 2003)

4-4. Culture Capsules

Providing students with objects like figurines, tools, jewelry, art or images that originate from the target culture. Than asking them to find information about the item in question, either by conducting research or by being given clues to investigate. They can either write a brief summary or make an oral presentation to the class about the cultural relevance of the item. Such activities can also serve as a foundation from which teachers can go on to discuss larger cultural, historical, and linguistic factors that tie in with the objects.

4-5.   Students as Cultural Resources

Exchange students, immigrant students, or students who speak the target language at home can be invited to the classroom as expert sources. These students can share authentic insights into the home and cultural life of native speakers of the language.

4-6.   Discussion activities

In discussion related activity students act as anthropologists, exploring and understanding and negotiating the target culture in relation to their own. In this manner, students achieve a level of empathy, appreciating that the way people do things in their culture. (Peterson & Coltrane, 2003) Teacher can engage the students in discussion of the cultural norms represented in the parts and what these norms might say about the values of the culture. Discussion topics might include nonverbal behaviours (e.g., the physical distance between speakers, gestures, eye contact, societal roles, and how people in different social roles relate to each other). Students might describe the behaviours they observe and discuss which of them are similar to their native culture and which are not and determine strategies for effective communication in the target language.

4-7.   Literature

Literary texts are often full of cultural information and evoke memorable reactions for readers. Texts that are carefully selected for a given group of students and with specific goals in mind can be very helpful in allowing students to acquire insight into a culture.

4-8.   Film

Film and television segments offer students an opportunity to witness behaviours that are not obvious in texts. Film is often one of the more current and comprehensive ways to encapsulate the look, feel, and rhythm of a culture. Film also connects students with language and cultural issues simultaneously (Stephens, 2001), such as depicting conversational timing or turn-taking in conversation. At least one study showed that students achieved significant gains in overall cultural

knowledge after watching videos from the target culture in the classroom (Herron, Cole, Corrie, & Dubreil, 1999).

5- **Cultural Awareness**

the emergence of communicative approach shed the light on the important role that culture plays in the process of foreign language teaching /learning. In this climate, teaching a foreign language is necessarily culture teaching. According to Tavares and Cavalcanti, the aim of teaching culture is to heighten students' awareness and to develop their curiosity towards both the target and home culture (Tavares & Cavalcanti, 1996). Therefore; how EFL learners communicate, interpret and perceive, appropriately in different cultural contexts is due to which extent they are culturally aware by cultural differences and similarities between each other.

Cultural awareness means that a EFL learner should be conscious of similarities and contrasts between cultural groups. Collins dictionary defines culture awareness as "Someone's cultural awareness is their understanding of the differences between themselves and people from other countries or other backgrounds, especially differences in attitudes and values. Stephanie Quappe and Giovanna Cantatore (2005) defined cultural awareness as "the foundation of communication and it involves the ability of standing back from ourselves and becoming aware of our cultural values, beliefs and perceptions. Why do we do things in that way? How do we see the world? Why do we react in that particular way?" (Stephanie & Giovanna, 2005)

Cultural awareness becomes a central when we have to interact with people from other cultures. People see, interpret and evaluate things in a different ways, (Chen, 2005) By reflecting and considering our own behaviour, we can come to better understand how culture influences the way we act and interact with others, thus, what is considered an appropriate

behaviour in one culture is frequently inappropriate in another one. Consequently, the breakdown in communication comes when we use our meanings to make sense of others reality.

Moreover, Tomlinson and Masuhara (2004) stated that the main objectives for raising learners" cultural awareness are: developing learners cultural sensitivity, developing empathy with other cultures, being aware about cross-cultural differences and similarities, and developing the ability to use language appropriately and effectively in various cultural contexts. From this view, it is suggested that these goals should be taken into account when a lesson plan is prepared. They should be part of any language instruction. These advantages make clear that culture is an important component in language teaching.

Well-prepared teachers incorporate an awareness of cultural meaning into every aspect of their courses, and their students absorb it in many small ways. This awareness becomes part of everyday language act in the classroom (Bandpay, 2013), According to (Kramsch, 1993), cultural awareness should be integrated in developing language proficiency. This means that foreign language instructors should help learners develop these skills

6- Different Stages of Cultural Awareness

here are different stages of cultural awareness that people go through. Understanding what stage EFL learners are in will help them to develop cognition to handling cultural differences.

The Parochial Stage: This stage is also known as the state of blissful ignorance. At this stage, learner is only aware of his own way of doing things, ignoring the impact of cultural differences. The thinking here is, "My way is the only way". learner is not aware that he might be stepping on other people's toes and he is likely to be in this stage if he has not had much interaction with people of a different culture.

Ethnocentric Stage: At this second stage, learner aware of other ways of doing things but still consider his way to be the best. He ignore the significance of other people's culture and place

a higher level of importance and credibility on his way. The thinking here goes like, "I know their way, but mine is better".

Synergistic Stage: At this stage, EFL learner aware of his own way of doing things and the ways of others. He chooses the best approach depending on the peculiarities of the situation a learner faced with. Cultural diversity is restrained here to create new solutions. The thinking here goes like, "There are benefits to my way and other ways". Learner here ready to make adjustments that indicate he is considering others' opinions.

Participatory Third Culture Stage: At this stage, learner can communicate with people of different cultures to create a culture of shared meanings. He contacts with others to create new rules to meet the demands of any situation he find himself in.

7- Cultural Awareness and Cultural Knowledge

Tomlinson and Masuhara (2004) make a distinction between cultural knowledge and cultural awareness as follows:

Cultural knowledge. It consists of information about the characteristics of our own and other people's cultures. This information is typically:

• external: it is given to us by someone else

• static: we do not modify it from experience

• articulated: it is reduced to what words can express

• stereotypical: it refers to general norms rather than specific instances

• reduced: it has been selected from all the information available and it typically omits information about variation and exceptions.

The information is normally given to us in the form of: (a) facts, (b) statistics, (c) generalizations, and (d) examples.

Cultural knowledge can be useful in helping us to understand ourselves and other people. However, it can also be misleading because it: (a) is dependent on other people's expertise, objectivity and integrity; (b) is fixed in time (often out of date); (c) is inevitably simplified; and (d) often conceals as much as it reveals.

Cultural awareness. According to Tomlinson and Masuhara (2004), cultural awareness consists of perceptions of our own and other people's cultures. These perceptions are:

• internal: they develop in our minds

• dynamic: they are constantly being added to and changed

• variable: they are modified from experience

• multi-dimensional: they are represented through sensory images (mental pictures), mental connections, and affective associations, as well as through the inner voice

• interactive in that they connect with and inform each other

Cultural awareness involves a "gradually developing inner sense of the equality of cultures, an increased understanding of your own and other people's cultures, and a positive interest in how cultures both connect and differ. Such awareness can broaden the mind, increase tolerance and facilitate international communication." (Tomlinson, 2001, p. 5)

Increased cultural knowledge can give us increased credibility and expertise, and increased cultural awareness can help us to achieve cultural empathy and sensitivity. It can facilitate language acquisition, as being positive, empathetic and inquisitive. It can also contribute to one of the optimal conditions for language acquisition: motivated exposure to language in use (Tomlinson, 2000b). (cited in ; Saniei, 2012)

8- Cultural Awareness and Attitudes

Successful cultural awareness development intended to the development in a different levels, cognitive level, behavioural level and emotional level. Since the last level refers to the emotional and attitudinal change in the individual towards the target culture and its people. In

relation to foreign language teaching field, learner's personal attitudes about oneself and the foreign language people will interfere in his learning and communication with the target language (Seliger, 1988.)

According to William Little wood (1984), attitudes permit the learners to look at the communicative need from a different angle. That is, holding positive attitudes about the target culture and recognizing the nature of communication help the learners to adopt new patterns of communication, different from their own, and accept that of the foreigners. Positive attitudes, then, allow the learners to move from ethnocentricity and overwhelming feelings towards the native cultural patterns and behaviours to ethnorelativity, acceptance, and appreciation of differences between cultures.(cited in; Bousbai, 2010)

Interpretation of the foreigner's behaviour should not be from one's native standpoint, but rather from the foreigner's perception of values (Hofstede, 2002). successful intercultural communication occurs when the interlocutors overtake the negative attitudes like stereotypes, prejudice and generalisation to a positive one.

8-1. Stereotypes :

a set idea that people have about what someone or something is like, especially an idea that is wrong (Cambridge dictionary), so when we stereotype we classify people on the basis of our previous experiences (Hofstede, 2002). stereotyped images or values of the target culture hinder learners from building a correct attitude, and thus influence their establishment of culture awareness.

8-2. Prejudice:

Cambridge dictionary defines it as an unfair and unreasonable opinion or feeling, especially when formed without enough thought or knowledge, In The Nature of Prejudice. Allport (1958) defined prejudice as an antipathy based upon a faulty and inflexible generalization'. it involves

both affect and cognition, we would add that prejudiced attitudes tend to form ideological clusters of beliefs that justify discrimination.(cited in. Meertens, 1995)

9- Cultural Awareness and Intercultural Communicative Competence

Developing EFL learner's cultural awareness means that a change has been occurred in the learner's attitudes toward the target culture and its people. Indeed, attitudes are seen as the key element in managing successful communication. Thus, cultural awareness recently gained its grounds in the field of foreign language teaching because of its basic concern in intercultural communicative competence.

Intercultural communicative competence, or ICC, refers the ability to interact effectively in a variety of cultural contexts in a foreign language (Byram M. , 1997), this ability is multi-dimensional; Byram includes a third element known as attitudes. These three dimensions are categorised in the five proposed components or savoirs that make up intercultural communicative competence which are Knowledge (savoir), skills (savoir comprendre, apprendre and faire), and attitudes (savoir etre) where the focus is on the willingness to discover and know about others' perceptions in life, and dispositions and orientations to act (savoir s'engager) where the research focus is (cultural awareness).

	Skills interpret and relate (*savoir comprendre*)	
Knowledge of self and other; of interaction: individual and societal (*savoir être*)	education political education critical cultural awareness (*savoir s'engager*)	Attitudes Relativizing self valuing other (*savoir être*)
	Skills discover and/orinteract (*savoir apprendre/faire*)	
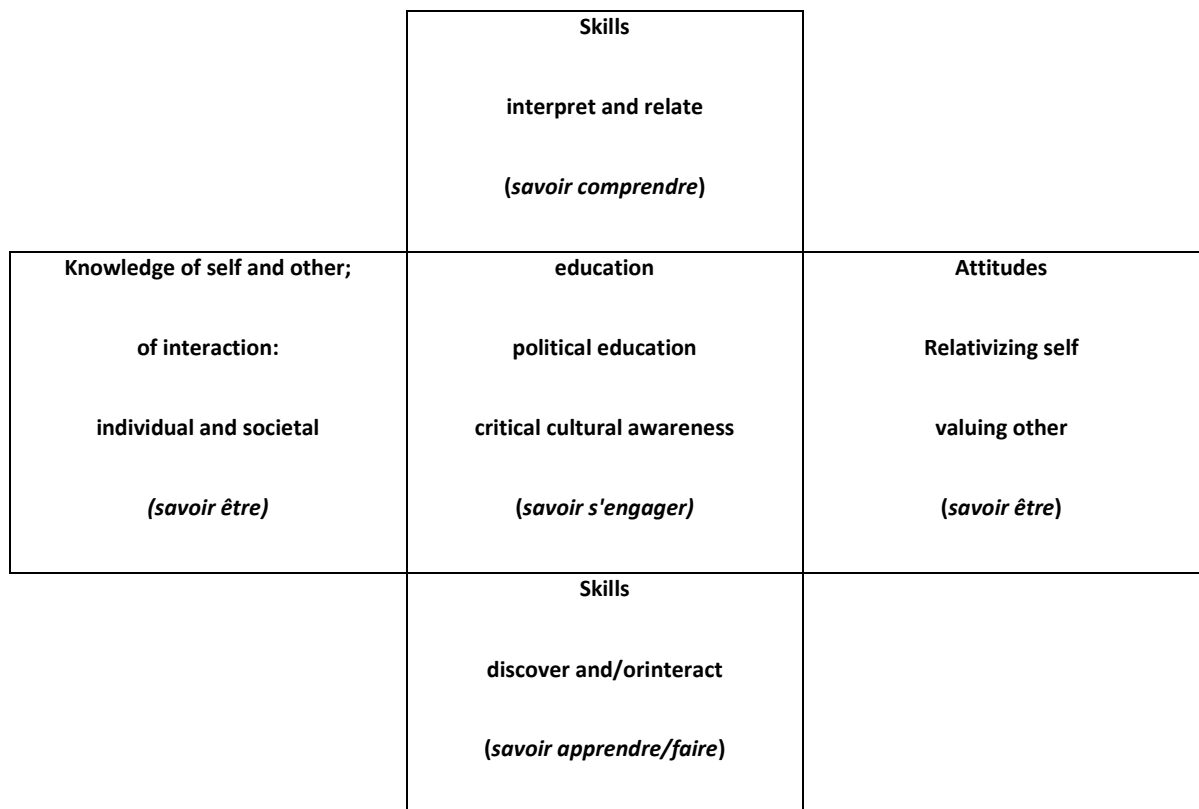
Figure 2: Michael Byram's (1997) Model of Intercultural Commu nicative Competence (ICC)

Cultural awareness is a central element in the development of intercultural communicative competence and during the foreign language learning process as a whole. It is the first step towards developing positive attitudes about the foreign culture and its people, which affects the learners' communicative acts in the foreign language, and thereby achieving the development of their language proficiency.

Conclusion

This chapter is devoted to the definition of the concept culture and the interconnectedness relationship between language and culture. In addition, it provided some teaching strategies that help in integrating culture in EFL teaching. Besides, it dealt with the concept cultural awareness and its contribution in promoting language use, and to more successful and efficient intercultural communication.

Chapter Two:The Role Play Technique

in the EFL Classroom

Introduction

Chapter two examines role-playing as an effective teaching technique in the foreign language classroom. It also explores how role-playing can be used in EFL/ESL classrooms in order to enhance students' cultural awareness. The chapter suggests an effective instruction for integrating role-play techniques in language learning to increase students' language proficiency.

1. Definition of Role-Play

In the field of communicative language teaching (CLT), role-play has to be an effective technique that engage the interest of learners, and makes the language acquisition impressive. It refer to a variety of activities ranging from the two or three improvised lines they use to extend a prepared dialogue to the rather more elaborate simulations (Jones Ken, 1982) (cited in, Piper, 1984). It might be used for defferent puroses, in one hand it used for eductional purposes, it helps in enhancing EFL learnrers communicative competence. in the other hand, it used as cultural/ intercultural training mainly for overseas workers and scholarships.

 Ladousse's (1987) definition which regards role-play as "an educational technique, known to generate a lot of fun, excitement, joy and laughter in the language class as 'play' itself guarantees a safe environment in which learners can be as inventive and playful as possible". In the same sense, Lucantoni (2002) claimed that "role-play can be a very enjoyable for learners and provide excellent opportunities for using language in real life situations", it includes "all sorts of activities where learners imagine themselves in a situation outside the classroom, sometimes playing the role of someone other than themselves, and using language appropriate to this new context." (UR, 2000, p. 131)

Littlewood (1994) points out role-plays as a technique belonging into the group of social interactional activities in which learners must intertwine both social and functional factors of the language. It means that learners are requested to communicate in situations that can occur outside the classroom, they need to act in specific social roles and behave as if the situation is real. According to (Ladousse, 2003), role-playing allows students to represent and experience a character known or familiar in everyday life from the perspective of an individual in the target language culture.

Role plays provide learners with the opportunity to examine, understand, and acquire knowledge which will assist and better facilitate intercultural communication. This type of creative, communicative task will provide an opportunity for experimentation with language and experimenting with knowledge about various cultures. Learning from peers through group activities will benefit students implicitly and explicitly. Within this framework, a higher level of communicative competence and a broader understanding of intercultural exchange. (XU, 2011)

2. Role Play Types

Since role play is one of drama based activities which refers those activities where each learner performs an imaginary role in a specific situation outside the classroom. Plays, simulations, improvisations and dialogue are all teaching techniques which are often subsumed under the single term role-Play" (Piper, 1984, p. 29), In details, those types of role play activities described as follows:

2.1 Plays:

A piece of writing that is intended to be acted in a theatre, stage, radio or television (Cambridge Advanced Learner's Dictionary, 2008). Plays is a story performed on a stage, actors

(learners) pretend they are the people in the story, they perform what the playwright (teacher) gives them to do and say (playscript) (Zammouri, 2010)

2.2 Simulations:

Shie (2002) defines simulation as a complex role-playing activity with realistic rather than imaginary roles and settings as well as authentic materials. The participants on a simulation are asked not to pretend, but to step inside the role mentally and behaviourally. Teachers in simulation activity gives student a role and asked him to perform out his own personal view to the situation.

2.3 Improvisations:

Referring to (Cambridge Advanced Learner's Dictionary, 2008) improvisation is "a performance which an actor, musician, etc. has not practiced or planned " it means that leaners asked to perform a given role spontaneously without previous preparation and lack of teacher interference. That what Sawyer (2011) goes with "improvisation is not only related to directionality, competence, performance, and design, but to spontaneity, intuition, and chance as well".

2.4 Dialogue:

Is a conversation or other form of discourse between two or more individuals, "it consists of transcripts of daily life conversations between native speakers… it helps to raise awareness about the typical features of spoken language" (Nick, 2007)

Littlewood (1994) suggest another classification based on the nature of information that is given to learners:

● **Role-playing controlled through cued dialogues:**

➢ Precise turn-by-turn cueing on individual role cards.

➢ It is suitable for learners who cannot as yet engage in a completely free activity.

➢ It limits the amount of creativity.

LEARNER A	LEARNER B
YOU MEET B IN THE STREET A: GREET B. B: A: ASK B WHERE HE IS GOING. B: A: SUGGEST SOMEWHERE TO GO TOGETHER B: A: ACCEPT B'S SUGGESTION B:	You meet A in the street. A: B: Greet A. A: B: Say you are going for a walk. A: B: Reject A's suggestion. Make a different one. A: B: B: Express pleasure.

Figure 3: Role-Play card (01)   (Littlewood, 1994, p. 51)

● **Role-playing controlled through cues and information:**

➢ individual role cards containing specific aims, and prompts of things to say

➢ It is more flexible framework, and it suits situations where people need to gather information or obtain a service .

Student A: You arrive at a small hotel one evening. In the foyer, you meet the manager and: - Ask if there is a room vacant. - Ask the price, including breakfast. - Say how many nights you would like to stay. - Ask where you can park your car for the night. - Say what time you would like to have breakfast
Student B: You are the manager of a small hotel that has friendly, homely atmosphere. You have a single and a double room vacant for tonight. The prices are: ₤8.50 for the single room, ₤15 for the double room. Breakfast is ₤1.50 extra for a person. In the street behind the hotel, there is a free car park. Guests can have tea in bed in the morning, for 50p.

Figure 4: : Role-Play card (02)   (Littlewood, 1994, pp. 52,53)

● **Role-playing controlled through situation and goals:**

➢ Gives learners greater responsibility for creating the interaction

➢ Directed at the higher level of situation and the goals that learners have to achieve through communication.

➢ The learners are initially aware only of the overall situation and their own goals in it

> **Student A:** You wish to buy a car. You are in a showroom, looking at a second-hand car that might be suitable. You decide to find out more about it, for example how old it is, who the previous owner was, how expensive it is to run and whether there is a guarantee. You can pay up to about £900 in cash
>
> **Student B:** You are a car salesman. You see a customer looking at a car in the showroom. The car is two years old and belonged previously to the leader of a local pop group. It does about twenty miles to the gallon. Your firm offers a three-month guarantee and can arrange hire purchase. The price you are asking for the car is £1,400.

Figure 5: Role-Play card (03)   (Littlewood, 1994, p. 55)

● **Role-playing in the form of debate or discussion:**

➢ The situation is a debate or discussion about a real or simulated issue

➢ The learners should have adequate shared knowledge about the issue, different opinions to defend.

➢ At first learners must digest the information relevant to the issue, then they must discuss in a small-group.

➢ They must present their ideas in a more public context, higher level of formality is expected.

> You are a group of people who are anxious to help the old in your small town, and you have managed tomake a start by collecting £1,000 from local inhabitants and holding jumble sales. Study your role and then discuss how the money can best be used.

Figure *6:* Role-Play card (04)   (Littlewood, 1994, p. 57)

3. Advantages of Using Role-Play Techniques

In an article written by Ammu Maria Ashok, she listed some key benefits of using role-play techniques in EFL teaching. (Ashok, 2004, p. 6)

- It develops learners communicative competence

- It raises the interactional skills when learners participate with others and work as a team.

- It encourages learner to express their ideas and feelings in a safe environment

- It contributes in creating welcomed environment to encourage learners to express their feeling

- Allows learner to explore, to experiment and to investigate real life situations and how language is used in various circumstances.

- It promote the sense-motor (emotions and behaviours) skill.in addition to the other skills

- Participating on group or pair work helps learners to build self confidence

- Helps learners to learn about different cultures.

- It develops creativity and imagination.

- It is a problem-solving training for real life complex situations.

- Teaches lessons that are needed in society like competition and cooperation.

- Develops learners' awareness of themselves and others.

- It helps each learner to see and perceive the other cultures from various angles of views

Errington (1997) proposed a figure which summarizes the advantegies of role-play as the follow: (cited in, Zammouri, 2010, p. 74)
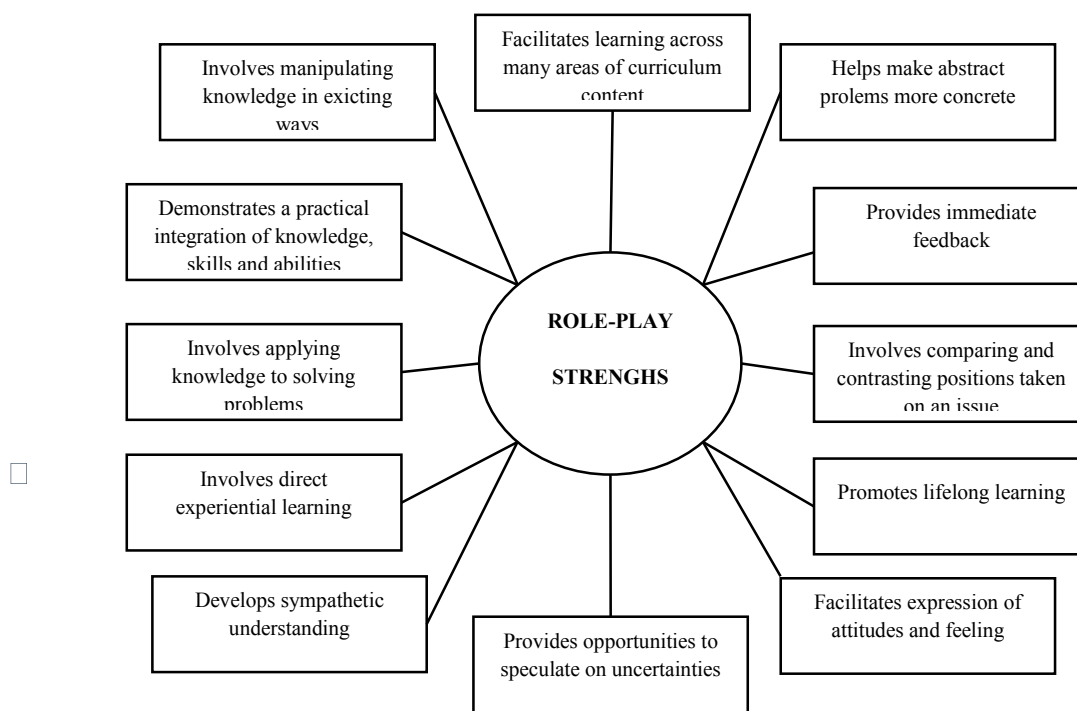
Figure 7: Strengths of Role-Play

4. Successful Role-Play Procedure

in order to achieve positive results in incorporating culture within role play, there are a several procedure should be followed when using role play technique, (Kodotchigova, 2002)suggests a Step-by-Step Guide to make role play more successful.

Step 1 - A Situation for a Role Play: Chose a context or a scene where and when the role-play events occurred.

Step 2 - Role Play Design: A role play may includes problems and conflicts among it. In order to stimulate learner's cognition and motivate to speak.

Step 3 - Linguistic Preparation: play script should be suitable with learners capacities. Also, it should be reflects the language used in real life situation

Step 4 - Factual Preparation: Give students concrete information and a clear role description. Describe each role to allow the students to identify with the characters

Step 5 - Assigning the Roles: Ask learners to perform the role-play voluntarily in front of the class- using it as a model. To obtain remarks and observations as feedback, which may used latter on for further practice.

Step 6 - Follow-up: Evaluating the role-play. Teacher gives feedback by evaluating and commenting on learners' performance, and It is aimed "to discuss what has happened in the role play and what they have learned"

5. Teacher' Role

The role of the teacher during role-play varies according to which stage is proceeding. Teacher acts as coach and facilitator, providing reference information and immediate feedback. (XU, 2011)

5-1. Language instructor (informant or provider):

Choose a relevant situation teacher prepares all needed materials from authentic sources, and provides learners with a new language forms structures and vocabulary, while learners repeat the new utterances, vocabulary …etc, the teacher correct the mistakes immediately

5-2. Classroom manager:

At this stage (briefing stage) teacher will administrate roles after forming the groups or peers, than teacher gives opportunities for performers to establish their own conception about the roles in particular and the situation as a whole. In addition, he arranges the setting of the role-play

5-3. Observer and facilitator

While learners are performing roles, teacher draws attention to all aspects of interaction (verbal/ non-verbal) and notes down the mistakes and communicative problems. Moreover, he gives support and encourage learners, if learners get stuck with the language in this situation teacher has a chance to 'feed-in' the appropriate language

5-4. Participant:

After learners finish the performance, teacher leads a general discussion of all participants, teacher gives feedback, corrects the mistakes that had been noticed during acting the role.

Conclusion

In conclusion, this chapter addressed the issue regarding the use of role-play as a way of co-teaching a foreign language and L2 culture. It started with the definition of role-play technique from deferent angles, than it presented useful procedures in incorporating culture with role-play, that is role-play can be very effective for experiencing cultural principles and cultural awareness if teachers effectively incorporate teaching culture into role-play implementation.

Chapter Three: Field Work

Introduction

The previous two chapters are concerned with the literature review of our study that entitled "Investigating the Effects of Role-Play Techniques on Raising EFL Students' Culture Awareness" this chapter is a practical one. In order of testing our hypothesis "if the teacher integrates authentic cultural component in an effective role-play techniques, students will enhance their culture awareness." We administered questionnaires for teachers and students as a method of gaining results. Our qualitative research is used in form of open-ended and closed questionnaires. The present study is guided to answer our problem, and illustrates our research.

The present chapter contains the principle points of gathering information from our sample. What is the population and why we selected it. Then, we will handle our sample, and why have chosen them. This part of dissertation also combined with description of both student and teachers questionnaires, which administered to Biskra students and teachers. Finally, we will end with the analysis of each question.

1. Population

Our population is selected from Biskra University, English branch. Our population is third year students. In the First year, most of the learners had received English language culture as a module, they got some glimpses concerning the early civilisation as global cultural heritage. In the second year, they studied target culture (British and American) focusing on the socio-cultural component (manners, etiquettes, traditions…etc). We assume that students have an acceptable amount of knowledge, and develop a general picture towards the target culture.

2. Sample of Study

2.1 Students

It is very hard to deal with all the population as sample for our study; thus, we have chosen our sample from about 300 students of English at Mohamed Kheider University of Biskra. Our selection was randomly made from all groups; we selected sixty students randomly to be our sample.

2.2 Teachers

All the teachers of English at Biskra University were our population; we selected seven teachers of oral expression randomly. The sample of teachers is still teaching oral expression or they taught it before. Teachers of oral expression are great of help to determine a fact about our hypotheses, they are already experienced in teaching

3. Data Gathering Tools

This study has been relied on questionnaires as descriptive tools to achieve more reliable results. The teachers' questionnaire administered to the whole population of oral expression. The students' questionnaire will be given to (60) students randomly selected from the whole population.

4. Description of the Questionnaires

4.1 Surdents' Questionnaire

Students' questionnaires are designed to gain results for the effect of role-play techniques on raising EFL students' culture awareness at Mohamed Kheider university of Biskra. The present questionnaires are combined of four sections; the first one

concerns the general background information about students. It contains one elements which is: gender. Whereas, the second part is concerned with some questions that enable us to determine to which extent culture have integrated in language teaching in Biskra university context. Section three made to test culture level of students and this latter enable us to gain knowledge concerning our sample. Finally, the last section is devoted to investigate if EFL teachers are implementing the role-plays during oral expression courses to address target cultural element.

4.2 Teachers' questionnaire

Teachers' questionnaire delivered for the aim of gaining their attitudes towards integrating role-plays in teaching oral expression sessions. Our questionnaires consist of three main sections. First section is concerned with general background of teachers; work experience of instructors in teaching English at Biskra University and teachers'degree. Second section contains three main objectives; the first concerns how EFL teachers perceive culture and culture teaching in EFL classrooms. The second objective is how often they include culture-based activities in oral expression classes. The last point is what the main barriers that they face are. The final section is about how often oral expression teachers use role play techniques and if so, do they impalement it in right way and to which extent do oral expression teachers perceive role play as an appropriate technique to integrate cultural hints in order to develop students cultural awareness.

5. Analysis of the Students' questionnaires

Section one: Personal information

Gender:

a. Male   b. Female

Options	Male	Female	TOTAL
Number	21	25	46
Percentage %	45.65%	54.35%	100%

Table 1: gender

It is noticed in the first figure that the number of female students outnumbers the male ones. As we can see in table one, 54.35% of the sample is female, the rest 45.65% is male. It may be a sign that girls are expected to be more interested in collaborating. However, the number of participant is quite homogeneous which reflect the viewpoint of two gender.

Section Two: Culture Learning

This section deals with student opinion toward culture, and culture learning.

Question 1: How would you define culture?

a. The whole set of artistic achievements and activities: music, literature, paints ...etc.

b. The way of life common to a given group and which is generally illustrated by a set of norms, beliefs, manners, etiquettes and customs that distinguish one group from another.

c. Culture is both

Options	a	b	c	Total
Number	11	7	28	46
Percentage %	23.91%	15.21%	60.86%	100%

Table 2: definition of culture

According to the table number 2, we can remark that more than a half of students (60.86%) chose the right definition. That means or sample have the ability to distinguish between culture definitions. Yet, a quarter of students (23.91%) sees culture as all human products

Question 2: How would you define cultural awareness?

a. Knowing the characteristics of other people's cultures

b. knowing the characteristics of own and other people's cultures

c. Knowing and understanding cultural differences & similarities between my culture and the target culture

Options	a	b	c	Total
Number	10	21	15	46
Percentage %	21.73%	45.65%	32.60%	100%

Table 3: definition of culture awareness

The question aimed at knowing students definitions of the concept "cultural awareness"

The results show that just (32,60%) response with the correct definition. That leads to the idea which is; most of students do not know the meaning of cultural awareness.

Question 3: Do you think that the learning about target language culture is important in foreign language learning?

a. Yes   b. No   c. I do not know

Options	A	b	c	Total
Number	37	4	5	46
Percentage %	80.43%	8.69%	10.86%	100%

Table 4: student's perspective towards culture learning.

The question aimed at knowing students view the importance of culture in the process of language learning

It noticed that the majority of the students (80.43%) are conscious about the crucial role of culture in language learning. Only four student (8.69%) response with "no". And the rest (10.86%) response with " I do not Know".

Question 4: How do you find learning about other people's culture?

a. interesting

b. Not interesting

Options	a	b	Total
Number	38	8	46
Percentage %	82.60%	17.40%	100%

Table 5: students 'attitude toward learning others culture

It is noticed that the majority of the sample are interested in learning about foreign culture, 38 participants which represent (82.60%) of the sample. it can be explained as most of the students have a positive attitude toward other people's culture. The rest (17.40%) are not interested.

Question 5: Do you think that you can run a conversation with a native speaker?

    a. Yes   b. No

Options	a	b	Total
Number	25	21	46
Percentage %	54.35%	45.65%	100%

Table 6: students' speaking ability with natives

The most striking point here is that, (54.35%) of the population have the ability to run a conversation with natives. While (45.65%) response with "no". the majority of the justifications they gave represents in the table below:

Justifications	Number	Percentage %
a. Lack of linguistic knowledge (grammar, vocabulary…etc)	7	29.16%
b. Lack of cultural knowledge	4	16.67%
c. Inability to use language appropriately	9	37.5%
d. Other factors (psychological and social factors)	4	16.67%
Total of justification	24	100%

Table 7: students' justification about the inability to communicate with natives

It is noticed that, just (29.16%) of justifications is related to linguistic factor. Whereas the other factors are embedded into culture factors that hinder students to run a conversation and may lead them to breakdown in communication. The main one is that "an inability to use language appropriately" which represents (37.5%) of justifications.

Question 6: To what extent are you aware of the social and cultural differences between your own culture and the target culture?

a. not at all   b. very little   c. to some extent   d. very much

Options	a	b	c	d	Total
Number	4	14	21	7	46
Percentage %	8.7%	30.43%	45.65%	15.21%	100%

Table 8: student's awareness about cultural differences

In accordance with table 8. nearly half of the students (45.65%) of the sample chose "c" they assumed themselves aware to some extent about the social and cultural differences between your own culture and the target culture. followed by option "b" with (30.43%), then option "d" (15.21%) just seven participants who are culturally competent, which reflect a small number in our sample. Than just four students select the choice "a"

Section Three: cultural test:

This test design to examine students' schemata and to determine to which extent they are aware of the target culture. The first six questions are a combination of geographical, political and celebration days questions. They are aimed to test students' cultural knowledge, the next nine question aimed to examine students' awareness about the differences and similarities of local culture and the target culture, addressing social behavioural interaction among natives.

Students' answers gathered and arranged in the table below.

N°	Cultural knowledge test	Choose the right answer							Total of answers	
									RIGHT	WRONG
01	What is the capital of England	a. Edinburgh	00	b. London	42	c. I do not know	4		42	4
02	Great Britain is	a. England, Scotland, and Wale	26	b. England, Scotland and Northern Ireland	16	c. I do not know.	4		26	20
03	The present queen of UK is:	a. Elizabeth I.	9	b. Elizabeth II.	32	c. I do not know.	5		32	14
04	Christmas Day is on	a. December 24th	11	b. December 25th	16	c. January 1st	19		16	30
05	Christmas Eve is on	a. December 24th	14	b. December 25th	25	c. January 1st	7		14	32
06	Halloween is on	a. October 31st	20	b. November 31st	23	c. December 31st	3		20	26
	Social behaviours test	Referring to British manners. Are this behaviours considered; polite, impolite. or(It depends) Just tick (✔) the right one								
07	Greeting people with a kiss	a. Polite	25	b. Impolite	11	c. It depends	10		11	35
08	Shake hands at the first meeting	a. Polite	30	b. Impolite	10	c. It depends	6		10	36
09	Wearing hats indoors	a. Polite	0	b. Impolite	42	c. It depends	4		42	4
10	Asking personal questions	a. Polite	5	b. Impolite	29	c. It depends	12		29	17
11	Ask a lady her age	a. Polite	5	b. Impolite	32	c. It depends	9		32	14
12	Stare at anyone in public.	a. Polite	7	b. Impolite	34	c. It depends	5		34	12
13	Covering mouth when yawning or coughing	a. Polite	33	b. Impolite	2	c. It depends	11		33	13
14	Coming late to an appointment or meeting	a. Polite	3	b. Impolite	28	c. It depends	15		28	18
15	Speaking with mouth full of food	a. Polite	3	b. Impolite	38	c. It depends	5		38	8
	TOTAL								410	280
	Percentage								59.42%	40.48%

Table 9: Cultural Test

CORRECT ANSWERS

51

Comment:

The first two questions were on geography. Majority of the students know that London is the capital of England (Q1). However, 26 respondents ignore that Great Britain is the political name for England, Scotland and Wales (Q2). (Q3) was about the name of the current Queen of UK, it was very easy for most of students, 32 answered by Queen Elizabeth II. The questions 4,5, and 6 are about the most famous religious celebration days, students corrects answers were about (16- 34.78%) to (20-43.47%) this leads us to say that majority of students are not interested in religious ceremonies.

The following questions were about how British people behave in different cultural situation.(Q7) and (Q8) were about how British greet each other in a way that different from students own. We have noticed that three-quarters of students' answers were wrong. Rest of questions (Q9) till (Q15) students respondents more correct answers.

It is appeared that (59.42%) of students' answers were correct, that means most of students are cultured and have an acceptable level of cultural knowledge. Yet, their cultural awareness level is still low.

After analysing students' answers we found that, the students answered the second part of the test from their own perspective to the situation. Which support our idea is that students answers for (Q7) and (Q8)

Section Four: Role-play

Question 8: Do your teacher use role-play techniques in your class?

    a. Yes   b. No

Options	a	b	Total
Number	36	10	46
Percentage %	78.26%	21.73%	100%

Table 10: The use of role-play

According to the table 9. The majority of students (78.26%) claimed that, their teachers use role play technique in classroom. Whereas, (21.73%) of student they say "no"

question 9: If yes. How often does he/she use Role Play?

    a. Very often   b. Sometimes   c. Always

Options	a	b	c	Total
Number	8	26	2	36
Percentage %	22.22%	72.22%	5.56%	100%

Table 11: The frequency of using role-play

This question aims to investigate frequency of teachers'implimantaion of role-play activities in classroom. We observe that the majority of teachers sometimes use role-play in the classroom. They represent (72,22%) of the whole sample. "Very often" is chosen by (22,22%) of the students, and just (5,56%) of teachers always use role play.

Question 10: Do you enjoy playing roles?

    a. Yes   b. No

Options	a	b	Total
Number	37	9	46
Percentage %	80.43%	19.57%	100%

Table 12: Students' attitude towards role-play

We developed this question to show students attitude towards participation in role paly activities. The data shows that most of students (80.43%) were enjoyed when they were acting and performing roles. In contrast (19.57%) of students chose "no"

Question 11: Do you prefer playing a:

a. Prepared role (given by teacher)

b. Prepared role (student who prepare the role)

c. Spontaneous role

Options	a	b	c	Total
Number	2	22	22	46
Percentage %	4.34%	47.83%	47.83%	100%

Table 13: students' role-play preference

The aim of this question is to know the way students prefer to act. We suggested three options, we observe that an equal in values, (47.83%) of students who prefer to prepare the role by themselves, and who prefer spontaneous roles. Only two students they like acting roles given by teacher

The results shows that majority of students prefer to write the script by themselves more than role script given by the teacher. Student may prefer acting roles reflect their personality and suite with their language competences. However, most of students' role-plays (student who prepare the role) do not reflect the real life where language is spoken.

Question 12: Which culture do you prefer to address?

a) Local culture

b) Foreign culture (UK.USA)

c) Other cultures

Options	a	b	c	Total
Number	12	28	6	46
Percentage %	26.9%	60.86%	13.05%	100%

Table 14: students' opinions about their favourite culture

Table 13 shows that majority of the students (60.86) prefer to address target language culture, that reflect students passion to know more about foreign culture. (26.9%) of the sample chose local culture. Just (6) students chose international culture.

Question 13: During performing plays, do your teacher focus on?

a. Correcting grammar and pronunciation mistakes

b. Language use (how language is used in the scenario in order to reflect the context)

c. The topic it self

d. Acting performance

Options	a	b	c	d	Total
Number	22	16	4	2	46
Percentage %	47.82%	34.78%	8.69%	4.34%	100%

Table 15: teachers focus when students acting roles

Question 13 designed to determine teachers interference and their focus when students are performing the roles. We suggested four options. The first aimed to know do oral expression teachers focus more on pronunciation, do the students utter words like natives or no. Second and third options aimed to know, do teachers focus more on language use and the speech acts, does the language students produce reflect a real life situation where the dialogue occurred. Fourth option .do teachers ask students to act an behave as a native speaker in different situations

As it is clearly observed in the table above, about half of the students claimed that teachers focus more on correcting grammar and pronunciation mistakes and give less importance to other critical norms. Language use (34.78%), topic (8.69%) and (4.34%) for acting performance

Question 14: How comfortable are you when performing or acting culture-based roles.

a. very comfortable   b. comfortable   c. uncomfortable   d. very uncomfortable

Options	a	b	c	d	total
Number	8	32	6	0	46
Percentage %	17.40%	69.56%	13.04%	00%	100%

Table 16: Students feeling while performing culture-based roles

We demonstrate the question 14 at knowing to which extent the students are comfortable or no. the results in the table above shows that most of students (69.56%) feel comfort while acting roles and (17,40%) of the sample are very comfortable. Whereas six students claimed, they feel uncomfortable.

Question 15: In your opinion. What are the major factors that hinds the process of integrating cultural component (verbal or non-verbal) which considered in Algerian context as Taboos or inacceptable behaviour

Note: One may choose more than one option

a. Lack of awareness about the cultural differences

b. Difficult to perform the role

c. The class is mixed

d. Psychological factors (shyness and anxiety …etc)

e. Learners sociocultural background

f. Other

Options	a		b		c		d		e		f		Total of answer
gender	M	F	M	F	M	F	M	F	M	F	M	F	
Number	14	9	7	7	4	6	3	5	7	5	0	0	67
	23		14		10		8		12		0		
Percentage %	34.33%		20.90%		14.92%		(11.94%)		17.91%		00%		100%

Table 17: major factors that hinds the process of integrating cultural component

Question 15 tries to pick out the major factors that could be an obstacle face the students when they are performing. Results shows that (34, 33%) of students responses are the lack of cultural awareness. in the second place, (20.90%) of students say that it is difficult to perform the role and behave as natives do. In the third place, we find that (17.91%) students 'sociocultural background has an important role in hindering students to perform the role and the activity process. (11.94%) of students said psychological factors like shyness and anxiety. (14.92%) with of students find mixed class as an obstacle in participation in the activity

It is noticed that majority of female students chose the options "c" and "d" as the major factors that hinds theme to participate in role-plays. This result leads us to say: if we provide mono-gender classes for special situations that may help female students to feel free to act among its classmates. In addition, it may reduces students' negative attitudes like anxiety, shyness…etc.

6. Discussion of results

1. The results gained affirm that learners are aware of the importance of culture in foreign language learning

2. In the questionnaire students show their interests to explore others culture with open-minds. But, in real they trait others culture conservatively from their personal angle of view

3. The lack of cultural awareness remains an obstacle face students to use the language appropriately when they interacting with natives

4. The cultural test shows us that learners have an acceptable amount of cultural knowledge, but they are still unaware by the cultural differences and similarities

5. the students' answers demonstrated that they are aware about the effectiveness of role play because all of them experienced it.

6. We find that the contribution of teachers is limited to linguistic correction, and this leads to the failure of this technique.

7. Lack of cultural awareness and learners socio-cultural background have a negative effects on applying role-play technique in order to reflect real life situation

8. Psychological factors have an important role in the success of implementing role-plays, especially when addressing cultural issues.

7. Analysis of the Teachers' Questionnaire

<u>Section one: Personal information</u>

<u>Question 1:</u> Degree(s) held:

    a) BA (Licence)

    b) MA (Master / magister)

    c) PhD (Doctorat)

Options	a	b	c	Total
Number	2	3	0	5
Percentage %	40%	60%	0%	100%

Table 18: Teachers' degree

As it is shown in the table above, a high proportion of teachers are magister or master degree (MA) which concluded in three teachers of the sample. No one of the teachers assumed that he is a BA degree. 2 teachers are PhD.

Question 2: Work Experience: (Number of years)

a- 1 year

b- 1-5 years

c- 5-10 years

d- More than 10

Options	a	b	c	d	Total
Number	0	1	2	2	5
Percentage %	00%	20%	40%	40%	100%

Table 19: Teachers 'experience

Table 18 reveals that no one ticked one year, i.e. all the samples of teachers' experience are more than one year. One teacher represents 20% his or her experience is between 1 to 5 years. Two teachers' experiences 40% are between five to ten years. The rest two teachers' experiences are more than ten years. This may be a great help to our research.

Question3: Have you ever been in an English speaking country?

-Yes   -No

-If yes, where?

Options	a	b	Total
Number	2	3	5
Percentage %	40%	60%	100%

Table 17: teachers experience with natives

The table that shows 60% said they have never visited English-speaking countries. While (40%) of the teachers had already been abroad. The two teachers had visited England.

Section Two: Culture Teaching

Question 4: How would you define culture?

a. The whole set of artistic achievements and activities: music, theatre, poetry...etc.

b. The way of life common to a given group and which is generally illustrated by a set of norms, beliefs, manners, etiquettes and customs that distinguish one group from another.

c. Culture is both

Options	a	b	c	Total
Number	0	0	5	5
Percentage %	00%	00%	100%	100%

Table 20: culture definition

table 19 shows that the entire sample are aware by the definition of culture. 5 teachers (100%) answered by ticking the choice "c"

Question 5: How would you define cultural awareness?

The aim behind putting this question is to see whether teachers have an idea about the definition of cultural awareness .Only three teachers respond to the question.

Teacher A	Is being able to distinguish between one's culture and the target culture, to be aware of others 'cultural norms, beliefs, myths …etc.
Teacher B	Cultural awareness is to know and respect others cultures, as well as your own
Teacher C	The adoptability to give and take from the other cultures

Table 21: teachers' definitions of cultural awareness

Quick glance at teachers' definitions. Teachers (A) and (B) (40%) answers are correct. While teacher (C) definition is much more alike to the definition of culture tolerance.

Question 6: Do you think that teaching English as a foreign language entails the teaching of its culture?

a. Yes   b. No

Options	a	b	Total
Number	5	0	5
Percentage %	100%	00%	100%

Table 22: Teachers view towards culture teaching

Table 21shows that all the teachers answered this question and all of them (100%) believe in the interconnectedness relationship between language teaching and culture.

Question 7: Do you think that the integration of cultural features in language teaching is important?

a. very important   b. important   c. less important   d. not important

Options	a	b	c	d	Total
Number	1	4	0	0	5
Percentage %	20%	80%	00%	00%	100%

Table 23: The importance of integrating culture in language teaching

According to the table number 22, we can remark that most teachers (80%) consider culture integration in language teaching is important. one teacher sees culture integration as very important process

Question 8: Do you think that language proficiency can be developed out of its sociocultural context?

a. Yes   b. No

Options	a	b	Total
Number	0	5	5
Percentage %	00%	100%	100%

Table 24: the ability of developing cultural awareness in a foreign context

100% of the teachers argue the idea that language proficiency could not be developed out of it sociocultural context

Question 9: How often do you give culture based activities, or lessons?

a. always (Almost in every lesson or once in a week)

b. Very often (Once in 2weeks)

c. Sometimes (Once in a month)

d. Rarely (Once in 3 months)

e. Never.

Options	a	b	c	d	e	Total
Number	0	2	3	0	0	5
Percentage %	00%	40%	60%	00%	00%	100%

Table 25: the amount of using culture based activity

We observe that the majority of teachers sometimes incorporate culture-based activities in the classroom, they represent 60% of the whole sample. "Very Often" is chosen by 40% of the teachers

We demonstrated the same question to students. The results show a similarity between students and teacher answers.

Question 10: How often do you include the following activities in your Oral expression classes?

The aim of this question is to gain a general overview about the topics and activities that teacher use and focus on.

Types of culture –related activities	Never	Rarely	Sometimes	Always
1-Discussions on cultural differences and similarities (social habits, values, idioms,)		2	3	
2-Differences in rituals of greetings and leave taking between English and Arabic		2	2	1
3-Discussing the appropriate choices for conservation in English (formality/ informality)			3	2
4- Appropriate ways of complaining, requesting, criticizing, thanking, in English.		1	4	
5- Variations of non-verbal behaviour in the target language culture (gestures, eye contact….)		3	2	
6.Differences of personal space among cultures		4	1	
7- Arts (music and songs, paint, movies …etc)		2	3	
8- Current events (either social or political issues)	2	2	1	
9-Short stories, poems or extracts from English literature, drama and history	1	2	2	

Table 26: Types of culture –related activities

According to the data represents in the table 25. We notice that teacher focus more on the appropriate way of using language (4) for the appropriate way of complimenting, requesting…and (3) for the use of formal/ informal language. In addition, Discussing cultural differences and similarities (social habits, values, idioms,) and arts have an acceptable proportion of interest by teachers. Moreover, teachers rarely tackled issues like personal space among cultures that reflects students answers in the test where the majority of students gives wrong answers for the question of how the British people greet each other. The last topics in the rank of interest, we notice that teachers avoid addressing political issues and literature products

Question 11: If your students have communication barriers/problems in their attempt to communicate in English, these are usually:

a. of a linguistic nature

b. of a cultural nature

c. Both

d. Other. Please elaborate.

Teacher suggested lack of cultural awareness

Options	a	b	c	d	Total
Number	1	0	3	1	5
Percentage %	20%	00%	60%	20%	100%

Table 27: students' communication barriers

60% of the sample suggested both lack of culture and linguistics competences are the main barriers face students in communication. Another teacher proposed lack of cultural awareness as a communication barrier. Whereas 20% of the sample represents with one teacher sees students fail in communication, is usually linguistic in nature.

Question 12: To what extent are your students aware of the social and cultural differences between their own culture and the target culture?

a. not at all   b. very little   c. to some extent   d. very much

Options	a	b	c	d	Total
Number	1	3	1	0	5
Percentage %	20%	60%	20%	00%	100%

Table 28: Teachers evaluation of students' cultural awareness

This question is developed to get teachers evaluation of students' cultural awareness, to which extent their students are culturally aware by the cultural differences and similarities between their own culture and the target culture

Most of the teachers (60%) chose "b" that means most of students level of cultural awareness is very little.(20%) of sample represents one teacher view, she/he chose "c".One of the teachers claims that students are unaware of the social and cultural differences between their own culture and the target culture.

Question 14: Do you face any difficulties when dealing with cultural elements?

a. Yes   b. No

Options	A	B	Total
Number	1	4	5
Percentage %	20%	80%	100%

Table 29: obstacles in teaching culture

Four instructors 80% ticked "no", they did not face any difficulties when dealing cultural element, it because of the topic which suite students sociocultural background or the explanations given by the teacher. Only one teacher who picked "yes"

Question 15: How would you describe your students' attitude when they face different English etiquette included in the activities (plays, discussions, debates, projects…etc)

a. They accept and respect.

b. They understand but do not accept.

c. It is difficult for them to understand.

d. They reject.

Options	a	b	c	d	Total
Number	2	2	0	4	5
Percentage %	40%	60%	00%	00%	100%

Table 30: students' feedback while learning target cultures

As it is shown in the table above, high proportion of teachers, (60%) described their students' attitudes as it mentioned in the choice "b" They understand but do not accept. We expect that is due to students' socio-cultural background, stereotypes and prejudice. (40%) of the sample chose "a" they accept and respect the foreign aspects. No one of teachers has ticked "It is difficult for them to understand" or "they reject."

Question 15: Do your learners avoid addressing subjects that may contain taboo words or behaviours?

a. Yes   b. No

Options	a	b	Total
Number	5	0	100%
Percentage %	100%	00%	100%

Table 31: learners' feedback while facing taboos

Question fifteen is intended to determine the students' feedback while facing taboo word or behaviours.100% of the sample which represents all the teachers affirmed that students reject and avoid participating in activities may contain taboo word or behaviour.

Question 16: to which extent do you agree that Taboo words or behaviours cause perception gap among learners

a. Totally agree

b. Agree

c. Uncertain

d. Disagree

e. Totally disagree

Options	a	b	c	d	e	Total
Number	4	1	0	0	0	5
Percentage %	80%	20%	00%	00%	00%	100%

Table 32: Teachers agreement that taboos cause perception gap among students

It is noticed that majority of the sample (80%) are totally agree that taboos causes perception gap among learners. 01 teacher is agree with this idea.

Section three: Role-play

Question 17: Do you use role-play techniques in your class?

a. Yes   b. No

Options	a	b	Total
Number	4	1	5
Percentage %	80%	20%	100%

Table 33: The implementation of role-play in classrooms

We developed this question to check the place of role-play technique within the other teaching techniques and activities. High proportion of the sample (80%) as it is shown in table32 are using role-play in oral expression class. (20%) which represent one teacher who ticked "no"

Question 18: If yes. How often do you use Role Play?

a. Very often   b. Sometimes   c. Always

Options	A	B	C	Total of answers Teachers who say ”yes”
Number	1	3	0	4
Percentage %	25%	75%	00%	100%

Table 34: the frequency of using role-play

Question number 18 focuses on the frequency of teachers in using role-play. (75%) of the sample sometimes use role-play in the class. One teacher claimed that he is using role-play very often. No one chose always.

We administrated the same question to students, the results shows a match between answers.

Question 19: Do your students enjoy playing roles?

a. Yes   b. No

Options	a	b	Total
Number	4	0	4
Percentage %	100%	00%	100%

Table 35: Student's attitudes towards role-plays

We developed this question to show students feeling when they are involved in role-play. All of teachers claimed that, students are enjoyed performing roles.

Question 20: Which is better for students to play a:

a. Prepared role (given by teacher)

b. Prepared role (student who prepare the role)

c. Spontaneous role

Options	a	b	c	Total
Number	2	2	0	4
Percentage %	50%	50%	00%	100%

Table 36: Students preferring roles

We find that there is a split in the view of the teachers. One-half (50%) sees a prepared roles provided by teacher is better for learners. The second half view

If students prepare the role by themselves it will be better for theme. None of the teachers chose spontaneous roles.

Question 21: Do you provide your students with written roles (role-play cards) to be performed?

a. Yes   b. No

Options	a	b	Total
Number	1	3	4
Percentage %	25%	75%	100%

Table 37: providing students with written scripts

Question number 21 intended to show teachers contribution in role-play activities. The majority of our sample (75%) ticked "no" they did not provide learners with role-play card. However, one teacher (25%) ticked "yes".

Question 22: What are the major topics you include in your classes?

The answers of the teachers was varied between local, global and target language culture. Also; they focus more on the social aspects.

Teacher A: social media, political issues, local and global culture

Teacher B: festivals, social events of target culture

Teacher C: social, economic, cultural

Question 23: During students performing plays, you focus more on

a. Correcting grammatical and pronunciation mistakes

b. Language use (how language is used in the scenario in order to reflect the context)

c. The topic it self

d. Acting performance

* You may choose more than one option.

Options	a	b	c	d	Total of answers
Number	3	1	1	1	6
Percentage%	50%	16.66%	16.66%	16.66%	100%

Table 38: Teachers' focus while students are acting

The table above represents teachers focus while students are performing roles. It is observed that teachers gives more attention in correcting grammar and pronunciation mistakes with (50%) of answers. The other half of interest divided equally between language use, the topic and Acting performance (16.66%) for each option.

Question 24: How do you act with this technique to ensure its positive effects on students?

a. Instructor   b. Facilitator   c. Friend   d. All of the above

Options	A	B	C	D	Total
Number	0	3	1	0	4
Percentage %	00%	75%	25%	00%	100%

Table 39: Teachers' role

As it is shown in the table 38 above. Majority of the teachers take the role of facilitator to ensure the success of the activity. The rest represents in one teacher chose the role of friend maybe for reducing students' anxiety and shyness.

Question 25: Do you consider teaching culture within role-plays as?

a. A pedagogical strategy

b. Entertainment strategy

c. Intercultural / cross-cultural training

d. All of the above

Options	A	B	C	D	Total
Number	2	0	1	1	4
Percentage %	50%	00%	25%	25%	100%

Table 40: Teachers' consideration towards teaching culture within role-play

Two teachers consider teaching culture within role-play as a pedagogical strategy. One of the teachers deal with this technique as intercultural training. Another teacher sees integrating culture through role-play technique as multidimensional strategy.

Question 26: Do you think that role-play is an appropriate technique to integrate some cultural aspects in order to develop the student cultural awareness?

a. Yes   b. No

Options	A	B	Total
Number	4	0	4
Percentage %	100%	00%	100%

Table 41: Role-play as a technique to develop the student cultural awareness

This question is devoted to find out teachers views about role-play as a technique to develop the student cultural awareness. (100%) of all the teachers affirmed that role-play would to be the appropriate way to integrate culture in oral classes in order to enhance students' cultural awareness

Question 27: How comfortable are your students when performing or acting culture-based roles.

a. very comfortable

b. comfortable

c. uncomfortable

d. very uncomfortable

Options	a	b	c	d	Total
Number	0	4	0	0	4
Percentage %	00%	100%	00%	00%	100%

Table 42: Students feelings when performing culture-based roles

Table number 41 shows that 100% of the sample claimed that students feel comfortable while performing role-plays. We think it because of that; students prepare the role-plays in major situations

8. Discussion of results

1. Majority of teachers believe in the inseparable relationship between language and culture, and the importance of culture on foreign language teaching

2. Teachers claimed that students cultural awareness should be developed, in general culture should be integrated in language teaching whether explicitly implicitly

3. Most of teachers sometimes give culture-based activities. Focusing on the appropriate way of using verbal and non-verbal verbal language. Whereas this answers do not reflect the level of students' cultural awareness.

4. In most cases students fail to communicate; this is not only dependent on language problems, but also on cultural ones

5. Students are dealing with cultural issues and situations depending on their stereotypes and prejudice ideas.

6. Teachers said "they did not face any problem when dealing with cultural issue" that leads us to say: in a major situations teachers chose topics that suite their perspectives, and they did not shift students to debatable topics.

7. All the views of the teachers about the role-play meet in one point of view. That role play is most successful technique used by teachers to develop learners cultural awareness

8. Most of teachers consider role play as a pedagogical strategy used to attain the course objective

9. It is clearly appeared that teachers do not implement role-play technique in correct way, they are stagnated at the role of observer and grammar corrector. While the success of this technique stands on teacher interference and contributions, starting from preparation (briefing) stage until follow up stage

Conclusion

Conclusively, depending on the last chapter "field work" which relies on students' and teachers' questionnaire, the results revealed that Biskra University learners' cultural awareness level is not sufficient to enable them to achieve successful communication in the target language, Despite The fact that they have enough linguistic knowledge about English. Moreover, we noticed that both of teachers and students are aware about the impact of using authentic role-play on raising students' cultural awareness.

Recommendations

1. Teaching of foreign language culture should not be addressed as isolated module

2. Foreign culture teaching should not be limited to the amount of knowledge any student absorb. Moreover, how this knowledge make student aware by the cultural similarities and differences to gain a positive change in student s' attitudes.

3. By assuming that communicative language teaching insists on the necessity of integrating cultural insights, oral expression teachers should use tools and materials to introduce the FL culture and engage learners in real authentic use of language

4. Teachers should make their students feel familiar towards the FL culture by talking about native speakers' attitudes, behaviours and ways of thinking

5. -Teachers should not focus on learners' grammatical mistakes when communicating; that makes students afraid of expressing themselves; however, they must focus on the use of language to reflect the situation.

6. Teacher should often present students with debatable topics/situations, specially cultural differences, each situation should be treated in isolation in a safe environment.in form of discussion, dialogue or debate

7. The success of role-play technique relies on teacher contributions, teacher role starts from writing scripts and scenario stage until follow up stage

General Conclusion

The present research endeavoured at investigating the level of cultural awareness among third year students of English at university of Biskra for the academic year 2016/2017.as well as explores the ways that role-play technique can enhance it. It aims to confirm or reject the hypothesis which states that role-play techniques enrich the learners' cultural aware and this makes them good speakers.

The study commenced by presenting the concept of culture. Next, we moved to describe the relationship between language and culture, than we explained the importance of culture in language teaching/learning. Moreover, we proposed some strategies to integrate culture in classroom. . After that, we made a comparison between cultural awareness and cultural knowledge to clarify the concepts. We elucidate its contributions in enhancing students' intercultural communicative competence. The second chapter was allocated for role-play technique and its potential benefits in enhancing student's' cultural awareness. Finally, the third chapter was devoted for the fieldwork.

Although teachers did not follow the procedures to reach the right implementation of role-play technique to incorporate target language culture. The research affirm our hypothesis that role-play could be a useful mean to integrate authentic cultural elements in oral expression course, and to depict students with real life situations where language is spoken. Thus it still the only way that motivate students and provide them with opportunities to express themselves freely.

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APPENDICES

APPENDIX ONE: Teachers' Questionnaire

APPENDIX TWO: Students' Questionnaire

Appendix one: Teacher's questionnaire

> This questionnaire is part of an investigation the effects of using role-play techniques on raising EFL student cultural awareness
>
> This questionnaire is meant to provide data on how teachers perceive target culture teaching. The effectiveness of using role-play to integrate cultural insights, and how they would describe their learners reactions towards culture based activities?
>
> I will be grateful if you could take the time to share your experience by answering the questions below.
>
> Your answers are very important and will be help for the completion of this work.

Please, tick $(\checkmark)$ the right answer or give a full statement when necessary

Section one: Personal information

1. Degree(s) held:

    BA (Licence)

    MA (Master / magister)

    PhD (Doctorat)

2. Work Experience: (Number of years)..

3. Have you ever been in an English speaking country?

    -Yes   -No

    -If yes, where?

    ....

Section two: Culture teaching

4. How would you define culture?

    a. The whole set of artistic achievements and activities: music, theatre, poetry...etc.

    b. The way of life common to a given group and which is generally illustrated by a set of norms, beliefs, manners, etiquettes and customs that distinguish one group from another.

    c. Culture is both

    d. Other

5. How would you define cultural awareness?

………………………………………………………………………………………………

………………………………………………………………………………………

6. Do you think that teaching English as a foreign language entails the teaching of its culture?

    a. Yes   b. No

7-Do you think that the integration of cultural features in language teaching classrooms is important?

      a. very important   b. important   c. less important   d. not important

8. Do you think that language proficiency can be developed out of its sociocultural context?

    a. Yes   b. No

9. How often do you give culture based activities, or lessons?

       a. always (Almost in every lesson or once in a week)

       b. Very often (Once in 2 weeks)

       c. Sometimes (Once in a month)

       d. Rarely (Once in 3 months)

       e. Never.

9. How often do you include the following activities in your Oral expression classes?

Types of culture –related activities	Never	Rarely	Sometimes	Always
1-Discussions on cultural differences and similarities (social habits, values, idioms,)				
2-Differences in rituals of greetings and leave taking between English and Arabic				
3-Discussing the appropriate choices for conservation in English (formality/ informality)				
4- Appropriate ways of complaining, requesting, criticizing, thanking, in English.				
5- Variations of non-verbal behaviour in the target language culture (gestures, eye contact….)				
6.Differences of personal space among cultures				
7- Arts (music and songs, paint, movies …etc)				
8- Current events (either social or political issues)				
9-Short stories, poems or extracts from English literature, drama and history				

12. If your students have communication barriers/problems in their attempt to communicate in English, these are usually:

       a. of a linguistic nature

       b. of a cultural nature

       c. Both

       d. Other. Please elaborate.

....

13. To what extent are your students aware of the social and cultural differences between their own culture and the target culture?

       a. not at all   b. very little   c. to some extent   d. very much

Do you face any difficulties when dealing with cultural elements?

    a. Yes   b. No

if yes . it because of …………………………………………………………………………..

14. How would you describe your students' attitude when they face different English etiquette included in the activities (plays, discussions, debates, projects…etc)

    a. They accept and respect.

    b. They understand but do not accept.

    c. It is difficult for them to understand.

    d. They reject.

If the answer (d). Why do they reject the activity?

....

 ....

15. Do your learners avoid addressing subjects that may contain taboo words or behaviours?

    a. Yes   b. No

To which extent do you agree that Taboo words or behaviours cause perception gap for learners

    a. Totally agree
    b. Agree
    c. Uncertain
    d. Disagree
    e. Totally disagree

Section three: Role-play

15. Do you use role-play techniques in your class?

    a. Yes   b. No

16. If yes. How often do you use Role Play?

    a. Very often   b. Sometimes   c. Always

17. Do your students enjoy playing roles?

    a. Yes   b. No

18. Which is better for students to play a:

    a. Prepared role (given by teacher)

    b. Prepared role (student who prepare the role)

    c. Spontaneous role

19. Do you provide your students with written roles (role play cards) to be performed?

    a. Yes   b. No

20. What are the major topics you include in your classes?

…………………………………………………………………………………………………..

21. During students performing plays, you focus more on

    a. Correcting grammatical and pronunciation mistakes

    b. Language use (how language is used in the scenario in order to reflect the context)

    c. The topic it self

    d. Acting performance

    e. Other: ……………………………………………………………………………

22. How do you act with this technique to ensure its positive effects on students?

    a. Instructor

    b. Facilitator

    c. Friend

    d. All of the above

    e. Other

………………………………………………………………………………………………….

23. Do you consider teaching culture within role-plays as?

    a. A pedagogical strategy

    b. Entertainment strategy

    c. Intercultural / cross-cultural training

    d. All of the above

…………………………………………………………………………………………………

24. Do you think that role-play is an appropriate technique to integrate some cultural aspects in order to develop the student cultural awareness?

    a. Yes   b. No

25. How comfortable are your students when performing or acting culture-based roles.

    a. very comfortable

    b. comfortable

    c. uncomfortable

    d. very uncomfortable

- Any further suggestions are welcomed

  …………………………………………………………………………………………………
    …………………………………………………………………………………………………

Thank you for your cooperation

Appendix Two: Student's questionnaire

> This questionnaire is part of an investigation on the effects of using role-play techniques on raising EFL student cultural awareness
>
> This questionnaire is meant to provide data on how students perceive culture, culture teaching,
>
> Student background and the effectiveness of using role-play to integrate cultural insights in oral expression classes.
>
> I will be grateful if you could take the time to share your answers
>
> Your answers are very important and will be help for the completion of this work.

❖ Please, tick (√) the right answer or give a full statement when necessary.

Section one: Personal information

Gender: Male   ☐   Female   ☐

Section two: culture learning

1. How would you define culture?

   a. The whole set of artistic achievements and activities: music, literature, paints ...etc.

   b. The way of life common to a given group and which is generally illustrated by a set of norms, beliefs, manners, etiquettes and customs that distinguish one group from another.

   c. Culture is both

2. How would you define cultural awareness?

   a. Knowing the characteristics of other people's cultures

   b. knowing the characteristics of own and other people's cultures

   c. Knowing and understanding cultural differences & similarities between my culture

      and the target culture

03. Do you think that the learning about target language culture is important in foreign language learning?

   a. Yes   b. No   c. I do not know

04. How do you find learning about other people's culture?
   a. interesting
   b. Not interesting

05. Do you think you can run a conversation with a native speaker?
      Yes   no
If no, it is because of:
   a. Lack of linguistic knowledge (grammar, vocabulary…etc)
   b. Lack of cultural knowledge
   c. Inability to use language appropriately
   d. Other factors (psychological and social factors)
Please specify: …………………………………………………………………………..

06.To what extent are you aware of the social and cultural differences between your own culture and the target culture?

a. not at all   b. very little   c. to some extent   d. very much

Section three: Cultural Test

07. Great Britain is:
    a. England, Scotland, and Wales.
    b. England, Scotland and Northern Ireland
    c. I do not know.
08. What is the capital of England?
    a. Edinburgh
    b. London
    c. I do not know.
09. The present queen of UK is:
    a. Elizabeth I.
    b. Elizabeth II.
    c. I do not know.

10. Christmas day is on:
    a. December 24th   b. December 25th   c. January 1st
11. Christmas Eve is on
    a. December 24th   b. December 25th   c. January 1st
12. Halloween is on
    a. October 31st   b. November 31st   c. December 31st

13. The table blow present some social behaviours. Referring to British manners. Are this behaviours considered; polite, impolite or depends on the context or social distance
Just tick (✓) the right one

Social behaviours	polite	impolite	It depends on The context
1. Greeting people with a kiss	☐	☐	☐
2. Shake hands at the first meeting	☐	☐	☐
3. Coming late to an appointment or meeting	☐	☐	☐
4. Asking personal questions	☐	☐	☐
5. Ask a lady her age	☐	☐	☐
6. Stare at anyone in public.	☐	☐	☐
7. Covering mouth when yawning or coughing	☐	☐	☐
8. Wearing hats indoors	☐	☐	☐
9. Speaking with mouth full of food	☐	☐	☐

Section four: Role-play

14. Do your teacher use role-play techniques in your class?

    a. Yes   b. No

15. If yes. How often does he/she use Role Play?

    a. Very often

    b. Sometimes

    c. Always

16. Do you enjoy playing roles?

    a. Yes   b. No

17. do you prefer playing a:

    a. Prepared role (given by teacher)

    b. Prepared role (student who prepare the role)

    c. Spontaneous role

18. Which culture do you prefer to address?

    d) Local culture

    e) Foreign culture (UK.USA)

    f) International culture

19. During performing plays, do your teacher focus on?

    a. Correcting grammar and pronunciation mistakes

    b. Language use (how language is used in the scenario in order to reflect the context)

    c. The topic it self

    d. Acting performance

    e. Other: ……………………………………………………………………………………

20. How comfortable are you when performing or acting culture-based roles.

    a. very comfortable

    b. comfortable

    c. uncomfortable

    d. very uncomfortable

21. In your opinion. What are the major factors that hinds the process of integrating cultural component (verbal or non-verbal) which considered in Algerian context as Taboos or inacceptable behaviour

    g. Lack of awareness about the cultural differences

h.   Difficult to perform the role

i.   The class is mixed

j.   Psychological factors (shyness and anxiety …etc)

k.   Learners sociocultural background

l.   Other

- Any further suggestions are welcomed

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Thank you for your cooperation