Investigating Algerian Secondary EFL Teachers' Awareness of the Target Language Culture Teaching under the Framework of CBA

التحقيق في وعي مدرسي اللغة الانجليزية في التعليم الثانوي الجزائري بتعليم ثقافة اللغة المستهدفة في إطار المقاربة بالكفاءات

Djamel MAZOUZ, Constantine-1- University, Algeria.
mazouz_djamel@yahoo.com
Sarah Merrouche , Oum El Bouaghi Univerity, Algeria.
saramerrouche@gmail.com

Abstract

Over the last two centuries, the place of culture in language teaching has been present in different approaches and methods to language teaching. However, few studies were conducted to examine the teaching of culture under the framework of the Competency-Based Approach (CBA). Certainly, since 2004, this approach has been implemented in the Algerian Educational System as a new interdisciplinary approach and medium of instruction and hence the textbooks of both levels, middle and secondary, were designed accordingly. Therefore, this study purports itself to investigate the role of CBA in upholding and fostering the teaching of culture in the Algerian context. In the light of this, a questionnaire was submitted to seventy secondary school EFL teachers at the district (Wilaya) of Oum El Bouaghi, Algeria. The obtained results disclose that there is a great awareness among EFL teachers of the significant role of culture in language teaching/learning. Nevertheless, the majority of them displayed a lack of what constitutes this role in terms of CBA classroom practices. Moreover, the amount of the target language culture is inadequately supplemented in the secondary school textbooks, notably through activities.

Key words:

The Competency-Based Approach, Interdisciplinary, Target language culture, Culture teaching, Language.

* Corresponding Author: Djamel MAZOUZ, Email: mazouz.djamel84@gmail.com

ملخص

على مدى القرنين الماضيين، كانت للثقافة مكانة حاضرة في مختلف المناهج و الطرق لتدريس اللغة. و مع ذلك، كانت هناك ابحاث قليلة لدراسة كيفية تدريس الثقافة في إطار المنهج القائم على الكفاءات او المقاربة بالكفاءات. منذ عام 2004 ، تم تطبيق هذا النهج في النظام التعليمي الجزائري كمنهج جديد متعدد التخصصات ووسيلة للتعليم ، وبالتالي تم تصميم الكتب المدرسية الخاصة بالطورين المتوسط و الثانوي وفقا لذلك. و بالتالي، تهدف هذه الدراسة الى التحقيق في دور منهجية المقاربة بالكفاءات في دعم وتعزيز تدريس الثقافة في السياق التعليمي في الجزائر. في ضوء هذا، تم تقديم استبيان إلى سبعين من مدرسي اللغة الإنجليزية على مستوى ثانويات مقاطعة (ولاية) أم البواقي ، الجزائر. تكشف النتائج التي تم الحصول عليها عن وجود وعي كبير بين معلمي اللغة الإنجليزية بالدور الهام للثقافة في تدريس / تعلم اللغة. و على الرغم من ذلك، ابدى غالبية المعلمين نقص ملحوظ في ما يمثل هذا الدور (دور الثقافة في تدريس اللغة) من حيث الجانب التطبيقي تحت إطار منهجية المقاربة بالكفاءات. علاوة على ذلك، كمية الجانب الثقافي غير متوفر بصورة معتدلة في الكتب المدرسية للطور الثانوي، لا سيما فيما يتعلق بالأنشطة و التمارين الثقافية.

الكلمات المفتاحية:

منهجية المقاربة بالكفاءات، متعدد التخصصات، ثقافة اللغة المستهدفة ، تعليم الثقافة، اللغة.

1. Introduction

Our global world is filled with challenges and competitions. Everyone is required not only to have a high educational level but also demanded to have special capabilities commonly called skills. The English language is the most needed skill nowadays. Studying a foreign language, we usually encounter the everyday life of its speakers which reveals the culture embedded in that particular language. Despite the place of culture and its role in different FLT methods and approaches, the priority given to it may vary from one approach to another. Now, since CBA is currently the main innovative approach carried out by the Algerian Ministry of Education, and given the growing desire of Algerian EFL teachers to bring the cultural aspect more into the language classroom, the researcher decided to design a questionnaire accordingly. The latter was deployed to examine the teachers' competence regarding teaching the cultural element under the platform of CBA and what is required to accomplish this endeavour.

1.1. Competency-based Approach (CBA) in History:

The Competency-based approach (CBA) movement started with US efforts to reform teacher education and training in the 1970s (Brown, 1994; Hodges &Harris, 2012). By the end of the 1970s, Richards & Rodgers (200, p.141) argued that Competency-Based Language Teaching (CBLT), which follows the philosophy of CBA, was mostly used in "work-related and survival-oriented language teaching programs for adults." Brown (1994) traced the development of CBA from the first to the second generations, focusing on the development of mastery learning models in the United States throughout the 1920s and 1930s. He suggested that the third generation of competency-based approaches was primarily concerned with formative vocational education and training rooted in the behaviourist models of human psychology namely the work of Burrhus Frederic Skinner. Brown (1994) continues to argue that the teacher education movement in the US has come to light as the fourth generation, moving beyond vocational training to education when the word "competency" started to be implemented widely under this model of instruction and learning. Literature also shows that since the 1990s, CBA has been regarded as "the state-of-the-art approach to adult ESL" (Auerbach, 1986, p.411) so any refugee in the USA who needed to receive federal assistance had to undergo a competency-based program (Auerbach, 1986, p.412) in which they learned a set of language skills that are crucial "for individuals to function efficiently in the society in which they live" (Grognet & Crandall, 1982, p.3).

1.2. Definition of Competency-Based Approach:

Richards and Rodgers (2001) stated that CBE (Competency-Based Education) refers to a movement in education that promotes reporting objectives taking into consideration "precise, measurable descriptions of the knowledge, skills, and behaviours students should possess at the end of a course of study" (p. 141). CBA, unlike other approaches, is an educational movement that circles outputs or outcomes of learning. It addresses what the learners are expected to do rather than what they are expected to learn about. It was defined by the U.S. Office of Education as a performance-based process leading to demonstrated mastery of basic life skills necessary for the individual to function proficiently in society (U.S. Office of Education, 1978).

1.3. CBA: An Approach to Language Teaching/Learning
1.3.1. Theory of Language and Learning

The "functional and interactional view on the nature of language" is what CBA adheres to (Richards & Rodgers, 2001, p. 143). Language is viewed as a vehicle that communicates functional meaning in the functional approach. This viewpoint, according to Finocchiaro and Brumfit (1983), affirms language learning as a communicative endeavor. It focuses on what people need to do or accomplish through words. Language is viewed as a tool for fulfilling both interpersonal relationships and social exchanges in the interactional approach. This point of view is critical for developing and maintaining social relationships. Learning and teaching are seen as both cognitive and socio-constructive processes in CBA.

1.3.2. Learning / Teaching Activities

CBA'S tasks and activities are specifically designed to meet learners' real-life needs and to build up a certain competence. These activities are real-world tasks that "may be related to any domain of life" (Richards & Rodgers, 2001, p.144).

Prabu's (1987) provided a remarkable classification of activities in which he labelled: 'reasoning- gap activities' and 'opinion-gap activities'. The former refers to information that you ask your students to derive from that which you give them. Much as in an information gap activity, they are required to grasp and transmit information, however; the information that they are asked to convey is not exactly the same that they comprehend. Using logic and reason is their best chance to solve the problem at hand. The latter, on the other hand, are those that ask students to convey their own personal preferences, feelings, or ideas about a particular situation. CBA also promotes group work activities. According to (Caruso & Woolley, 2008; Mannix & Neale, 2005), group work can help students evolve a set of skills that are growingly pivotal in the professional world.

1.3.3. Teachers' and Learners' Role

Teachers' role, under the framework of CBA, is not specifically determined; however, it has to do with language and language learning theories. Building on their personal experiences and professional skills, teachers have to provide positive and constructive feedback in order to help the students to improve their skills. She/he needs to be mindful of the learners' needs so that everybody feels welcome in class (Richards & Rodgers, 2001, p.146). Teachers should also give clear instructions to enable learners to accomplish the various learning activities that the necessary competencies are dealt with properly.

In any approach, teachers should always facilitate the process of language acquisition via hypothesis making and hypothesis testing. According to the constructivist theory, which CBA is built upon, teachers are not supposed to be just knowledge transmitters, but also researchers; in the sense that they should learn how their pupils learn via close observation, listening and asking questions.

On the other hand, the learner, with in CBA, is the centre of the learning process; thus, s/he plays an active rather than passive role in the classroom. S/he is required to foremost communicate not with the teacher but with each other (Richards & Rodgers, 2001; Rao, 2002). Furthermore, the fact that learners are expected to perform the skills required, to decide whether the selected competencies are useful and relevant, is another proof that learners are actively engaged in the learning process.

CBA's primary objective is to develop a sense of autonomy in learners. It is true that promoting learners' autonomy is not a one-off activity, yet group work can do so to a great extent. According to Harmer (2001), group work fosters learners' autonomy in that it makes them responsible for their decisions; there is no teacher to tell them what to do. This autonomy leads them to take charge of their own learning process including self-evaluation.

2.1. Definitions of the Culture Concept

Undoubtedly, the term 'culture' is a notoriously vague concept to define. Fiske (1994, p.68), claims that is because "the term 'culture' is multi-discursive; it can be mobilized in several different discourses." Culture can be, generally, divided into two types: Big "C" culture and little "c" culture (Peterson, 2004; Lee, 2009). To Peterson (2004), many big themes that are classified under Big "C" culture such as literature, architecture, music, geography, political issues, society's norms, legal foundation, core values, history, and cognitive processes. Wintergerst and Mcveigh (2010) sustained that learners who possess both big "C" and little "c" cultures can efficiently engage in intercultural settings. While the domain of big "C" culture (e.g. history, education, geography, business, arts, etc.) is for the highly educated elite, little "c" cultural knowledge is crucial for intercultural communication due to its impact on the ways of thinking, behaving, and using a language.

Perhaps the simplest definition of culture was given by Brown (2007) in which he says that it is "a way of life" (p.188). He views culture as "the glue" that connects people (p.188).

2.2. The Language – Culture Relationship

At the end of the 19th century, major studies on the links between language and culture were conducted by Sapir (1949); Hoijer (1953); Hymes (1972); Geertz (1975); Halliday (1978); and Wierzbicka (1986). Most of their findings conclude, unsurprisingly, that one does not exist fully without the other.

Recognizing the connection between language and culture is not new, as lambert (2000, p.166) points out: "The strong reliance on language as a component of cultural identity is, of course, not new at all." It's even used in historical and cultural studies, as well as anthropology, history, pragmatics, and literary studies." Malinowski was one of the first important anthropologists to identify that language could only be understood in the context of culture, according to Katan (1999). "Language is fundamentally embedded in the reality of culture... it cannot be described without frequent reference to these larger contexts of verbal utterances," argued Malinowski (1938). (Malinowski, 1938, as cited in Katan, 1999, p.72).

Further, culture is embedded in all forms of language use: in forms of greeting, compliments, norms of politeness and so on (Saville, 2003). Stressing the interdependence of language and culture, Brown (2000,177) declares: "A language is a part of a culture, and a culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture."

2.3. Need and Goals for Culture Teaching

Lafayette (1997, p.57) argues that before the 1950s, culture in language classrooms was merely the teaching of literary content, which was addressed to advanced level students only. On the other hand, Risager asserts that culture has always been present in the content of language teaching, though it was till the 1960s that culture pedagogy began to develop as an independent discipline, "Language teaching has admittedly always had a cultural dimension in terms of content, either universal/encyclopedic or national" (Risager, 2007, p.04). Kramsch (2006, 11) also agrees with him: "Culture has always been an integral component of language teaching."

From 1990 onward, the necessity of integrating culture in FLT curricula continues to gather momentum not only in Europe and USA but all over the world; so as to primarily raise the awareness of the learners about the differences between cultures, and then help them to be culturally competent and convey communication in the society of the target language.

Scholars have different perspectives regarding the major goals of teaching culture. For instance, Lafayette (1978) suggests a set of goals of teaching culture which allow learners to recognise and / or interpret: major geographical feature of the target country (or countries); historical events pertaining to the target culture, including architecture, literature, and arts; everyday cultural patterns (eating, shopping, greeting); to evaluate the validity of generalizations about foreign cultures; to value different people and societies.

According to Tomalin & Stempleski (1993), the teaching of culture helps the learners to develop an awareness of the fact that all people exhibit culturally-conditioned behaviours. That is, age, sex, social class and where people live shapes their speech pattern and behaviour. Moreover, culture teaching triggers the learners' intellectual curiosity about the TC, and to encourage empathy towards its people. Additionally, learners should be able to conscious about the conventional behaviours in common situation in the target language.

3. Methodology of Research

Concerning the present study, a descriptive method was opted: A questionnaire was used with secondary school Algerian teachers of English; it is made up of 33 questions organized into six main sections.

Section one titled "background Information" (Q1-Q6). Section two titled "Approaches to teaching the English Language and its Culture" (Q7-Q14). Section three titled "Teaching Culture under the Framework of CBA" (Q15-Q23). Section four is titled "The Place of Culture in the Secondary School Textbooks of English" (Q24-Q31). Section five is named "Teachers' Familiarity with the Target Culture" (Q32). The last section is titled "Further suggestions" (Q33).

- Section I: "Background Information" (Q1-Q6): In this part of the questionnaire, teachers are required to provide some general information about the degree(s) held (Q1), employment status (Q2), teaching experience (Q3) and which level (middle or secondary) they teach (Q4). Finally, to see whether they have already been abroad or not (Q5-Q6).

Section II: "Approaches to teaching the English Language and its Culture" (Q7-Q14): This section aims at exploring the teachers' views about teaching English and its culture.

- Section III: "Teaching Culture under the Framework of CBA" (Q15-Q23) this part of the questionnaire is the essence of our study. It generally seeks to inspect the teachers' viewpoint regarding teaching culture within CBA.
- Section IV: "The Place of Culture in the Secondary School Textbooks of English" (Q24-Q31): As its name clearly states, this section seeks out to examine the place of culture in the Algerian secondary school textbooks of English. Section V: "Teachers' Familiarity with the Target Culture" (Q32): this section concerns itself solely with investigating the teachers' familiarity and knowledge about culture via only one question with a variety of options.

Section VI: "Further suggestions" (Q33): this section is a space for teachers to freely comment, suggest and express their opinions on the subject matter.

4. Sampling and Participants

Unlike more complicated sampling methods, we opted for simple random sampling that is meant to be an unbiased representation of a group. The targeted sample, therefore, consist of 70 out of 193 working teachers from all over the district of Oum El Bouaghi.

5. Research Hypotheses

H1: The questionnaire will show that the teachers demonstrate an awareness of the teaching of the target culture under the framework of Competency-based approach.
H0: The questionnaire will show that the teachers do not demonstrate an awareness of the teaching of the target culture under the framework of Competency-based approach.

6. Discussion

The results of the questionnaire can be synthesized and categorized as follow:

1. Teachers' Perceptions of Teaching the Target Culture and its Language

- CBA is proved to be widely implemented in EFL classes (78.6%) though the teachers still resort to other approaches and methods mainly GTM, the Communicative and the Natural approach (Q6).

Table 01: Approaches and Methods used by Teachers

Option	N	%
a	22	31.4
b	18	25.7
c	55	78.6
d	1	1.4

Source: Prepared by the author

- The majority of the teachers think that teaching/learning the TC is as significant and critical as teaching/learning its language (92.6%; Q7), and they should be introduced side by side in the language classroom (91.4%; Q12); however, the TC should not be instructed at the initial stages as the FL under CBA (Q15; 77.1%).

Table 02: The Importance of Teaching TLC in EFL

Option	N	%
Yes	65	92.9
No	5	7.1
Total	**70**	**100**

Source: Prepared by the author

2. Teaching Culture under the Framework of CBA

Almost all of the teachers think that within CBA, their pupils are better exposed to 'customs and festivals, and 'idioms and proverbs', whilst history, geography, literature and fine arts are considered subaltern (Q17; 91.4%).

**Figure 01:** Cultural Topics and Themes Taught by the Teachers
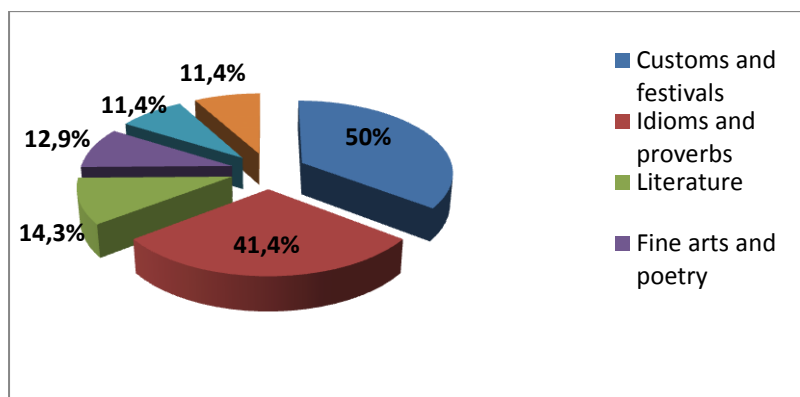
Source: Prepared by the author

- Q19 shows that almost half the respondents (45.7%) declared that they rarely employ cultural activities in their CBA class. Less than that, those who opted for option'd' (38.6%) have never dealt with any aspect of culture whatsoever. On the other hand, few teachers (14.3%) stated that they sometimes display/ design cultural tasks to their pupils. Only one teacher mentioned that s/he frequently deal with culture. We can divide the results above into two main groups: 'ab' and 'cd' with

15.7% and 84.3%, respectively. Accordingly, we deduce that the participants tend to overlook the cultural aspect in their teaching, or they find difficulty to devise cultural-based activities/lessons under CBA.

Figure 02: Presenting Culture-based Activities/Lessons within CBA
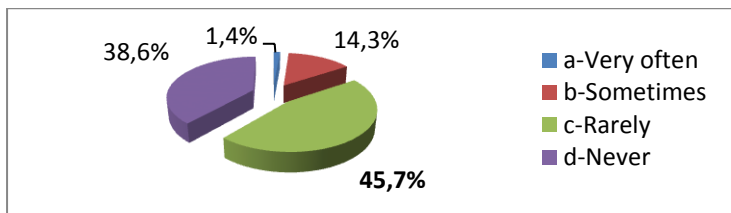
Source: Prepared by the author

- Q20 delineates that most of the respondents opted for multiple techniques for teaching the TC. 'Culture quizzes' (c) and 'media/visuals' (e) took the highest portion and a large number of teachers (68.6% and 64.28% respectively). Few teachers added 'Kinesics and body language' (f) and 'Independent activity sheet' (g) with percentages of 21.4% and 24.3% respectively. It seems like the least chosen techniques were 'Culture assimilators' (8.6%), 'Culture capsules and clusters' (5.71%) and 'Critical incidents' (7.14%). Teachers might not be familiar with these techniques; that is why they do not use them in class. Only one teachers suggested using texts that present either our or the others' culture.

Figure 03: Techniques Used in Teaching the TC
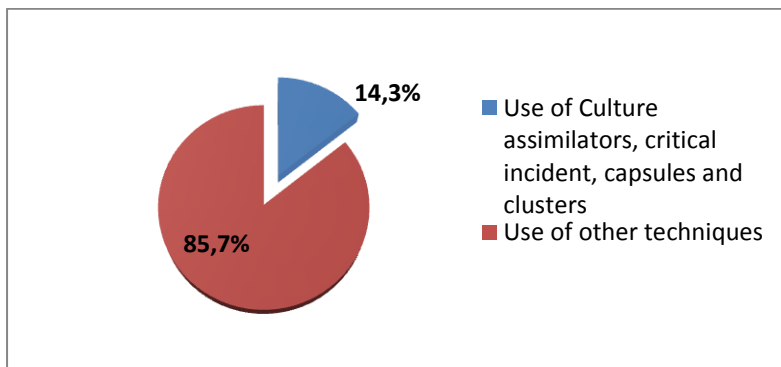
Source: Prepared by the author

- Results in Q21 indicate that great part of the participants (80%) stated that they apply CBA activities when teaching the TC. 20% of them answered negatively.

Table 03: Teachers' Use of CBA Activities in Teaching FC

Option	N	%
Yes	56	80
No	14	20
Total	70	100

Source: Prepared by the author

-Half the teachers in Q21 picked out 'Group work' as a major activity in teaching the TC under CBA. Up to 34.3% opted for 'Project work' activity while 'Role plays' and 'Problem-solving' activities were selected by 28.6.7% and 27.1%, respectively. Few stated that they use 'Storytelling' in presenting cultural lessons, and fewer have equally chosen 'Information-gap' and 'Opinion-gap' activities with 12.9%. 'Reasoning-gap' activity was nearly overlooked (4.3%).

Figure 04: Teachers' Use of Various CBA Activities in Teaching the TC
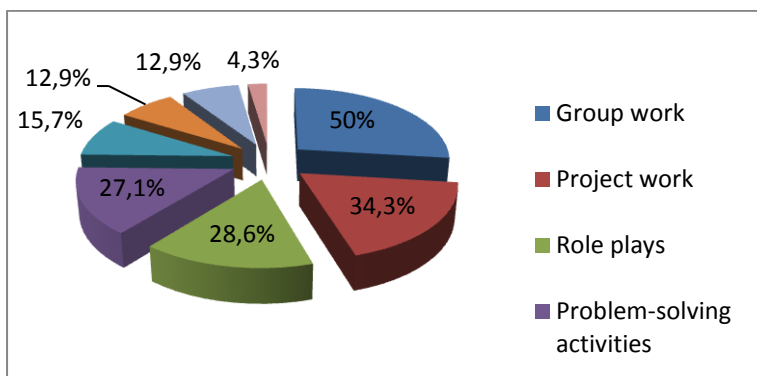
Source: Prepared by the author

3. The Place of Culture in the Secondary School Textbooks of English

-    At the three levels, as Q25 shows, more than half the respondents believed that the amount of culture is quite moderate (60%, 58.6% and 64.3% respectively). Less than third of them thought that this amount is considerable at 1^eAS and 2^eAS textbooks with close percentages of (26.7% and 20%).

Table 04: Teachers' Perception of the Amount of Culture in the Textbook

Option	A great deal		Considerably		Moderately		Not at all	
	N	%	N	%	N	%	N	%
1e AS	10	14.3	24	34.3	42	60	0	0
2eAS	5	7.1	20	28.6	41	58.6	0	0
3eAS	5	7.1	9	12.9	45	64.3	0	0

Source: Prepared by the author

-Q26 indicates that half the participants, at the level of 1st and 2nd years, showed a discontent with the cultural content displayed in the textbooks (51.4% and 50%, respectively). Up to 64.3% of third year teachers stated that they are not pleased with the cultural content in 3rd year's textbooks. It is clear that most teachers are unsatisfied with the amount of culture embedded in all textbooks.

Table 05: Teachers' Satisfaction with the Course book Cultural Content

Option	Very satisfied		Satisfied		Dissatisfied		Very dissatisfied	
	N	%	N	%	N	%	N	%
1^e AS	0	0	8	11.4	36	51.4	5	7.1
2^{e}AS	0	0	6	8.57	35	50	4	5.7
3^{e}AS	1	1.4	8	11.4	45	64.3	5	7.1

Source: Prepared by the author

Answers to Q29 state that half the participants, at the level of 1st and 2nd years, showed a discontent with the cultural content displayed in the textbooks (51.4% and 50%, respectively). Up to 64.3% of third year teachers stated that they are not pleased with the cultural content in 3rd year's textbooks. It is clear that most teachers are unsatisfied with the amount of culture embedded in all textbooks.

Table 06: Teachers' Viewpoint Regarding the Themes Included in the Textbooks

Option	a		b		c	
	N	%	N	%	N	%
1e AS	11	15.7	32	45.7	38	54.3
2eAS	40	57.1	13	18.6	8	11.4
3eAS	11	15.7	33	47.1	35	50

Source: Prepared by the author

Data from Q30 point out clearly that the participants of the three secondary levels singled out 'slightly' (c) to be the case. In other words, 1^{e}AS, 2^{e}AS and 3^{e}AS textbooks do not sufficiently cater for culture-based activities (with percentages of 62.9%, 67.2% and 64.3, respectively). Nearly a quarter of 1st, 2nd and 3rd year teachers stated that the textbooks totally overlook cultural activities. Less than 15% of them, at the three levels, mentioned that activities based on culture are embodied moderately in the textbooks, while the very few (1^{e}AS; 2.9%), (2^{e}AS, 3^{e}AS; 1.4%) declared that it is significant. So, there is a consensus among teachers that culture-geared activities are somewhat supplied in the secondary school textbooks.

Table 07: Teachers' Viewpoint Regarding the Themes Included in
the Textbooks

Option	Significantly		Moderately		Slightly		Not at all	
	N	%	N	%	N	%	N	%
1eAS	2	2.9	10	14.3	44	62.9	17	24.3
2eAS	1	1.4	7	10	47	67.1	15	21.4
3eAS	1	1.4	7	10	45	64.3	16	22.9

Source: Prepared by the author

Conclusion

The present article aimed at giving a brief overview of the Competency-Based Approach as well as a glimpse on culture and culture teaching and how the former promotes the teaching of the latter. As found in this study, CBA is widely applied in the Algerian EFL classes though some teachers still resort to other methods and approaches as a means of instruction. Furthermore, a great majority of the teachers recognize that the TC is indisputably an integral part of foreign language learning. Therefore, accordingly, pupils should be better exposed to little 'c' culture rather than big 'C' culture. In addition, results show that a high percentage of the participants rarely design culture-related activities in their CBA classes, only few of them do so. Moreover, when teaching culture within CBA classes, we found that the majority of teachers resort to a variety of techniques such as: culture quizzes, independent activity sheet, media/visuals and neglecting the three major techniques proposed by Seelye (1993): culture assimilators, culture capsules and culture clusters. Seemingly, 'group work', 'project work' and 'role plays' appeared to be the most chosen CBA activities in presenting the cultural component at the expense of some other important ones. It is also found that the amount of culture in the secondary school textbooks is quite moderate as indicated by half of the respondents, and yet they manifested a clear discontent and dissatisfaction. Besides, culture-based activities, according to more than half of them, are not sufficiently catered for in these textbooks. By this study, CBA takes into account the cultural component and approaches the issue of its integration in language classroom differently, emphasizing the role as well as the place of culture in its teaching program. However, teachers on the other hand, did not show a full awareness of what teaching the target language culture actually require within CBA. Hence, The teacher's role, therefore, is indubitably critical and most certainly challenging.

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Appendices
The Teachers' Questionnaire

1. Degree(s) held: a-BA (Licence) b- Master   c- Magister   d- Other.
   2. Employment status:………..

3. Teaching experience:………….
   4. Have you ever been abroad?   a-yes   b-no

5. If Yes, which countries did you visit:
   a- English-speaking countries.
   b- Non-English-speaking countries

6. What is/are the common approach (es) / method(s) you use in teaching English: a- Grammar Translation Method   b- The Communicative Approach   c- The Competency-Based Approach   d- Others.
7. To what extent are you familiar with the Target Culture?
    Very familiar / sufficiently familiar / not familiar.
8. Is teaching the target language culture in EFL classroom as important as teaching the language?
   a-Yes   b-No
9. If 'Yes, for which reasons

10. If 'No', please, justify
11. How would you interpret the word 'culture'?
12. Is it possible to teach/learn the target language and its culture in an integrated way?
13. Do your pupils show any interest in learning about English-speaking cultures?   a-Yes   b-No
14. Does learning about a foreign culture change the students' attitude towards their own culture?
15. Do you think that culture should be taught/learned at the early stages as teaching/learning a foreign language?   a-Yes b-No
16. Please, justify your answer.
17. What are the cultural topics you think your pupils should be exposed to within CBA?

18. In your CBA class, what sources do you use in teaching culture?
19. In CBA, how often do you present culture-based activities or lessons?
20. Which, among the following techniques you make use in teaching the target culture?
21. Do you also use communicative/competency-based activities in teaching the target culture?   a-Yes   b-No
22. If 'Yes', which one(s) do you usually undertake
23. Do you encourage your pupils to compare aspects of their own culture with those of a foreign culture?   a-Yes   b-No
24. Would the cultural aspect take part in the following textbooks? a-Yes   b-No
25. If 'Yes', how much culture do you think is incorporated there? A great deal / considerably / moderately / not at all
26. Are you satisfied with the amount of the cultural content provided in the textbook?
Very satisfied / satisfied / dissatisfied / very dissatisfied.
27. Is the cultural component presented
Implicitly / explicitly / both.
28. What culture do the textbooks promote?
29. What cultural themes/topics do the textbooks deal with?
30. To what extent do these textbooks provide culture-based activities?
Significantly / moderately / slightly / not at all.
31. Would you give examples, please?
32. If have any further comments or suggestions concerning teaching the target culture in relation to CBA? Please feel free express your thoughts.

The Pupils' Questionnaire

1. Sex:…..
2. Level and Stream: ……
3. Do you like learning foreign languages?   a-Yes   b-No
4. If "Yes", do you prefer: a-English   b-French

5. Do you consider your level in English to be:
   Poor / average / good / very good
6. What does the word 'culture' mean to you?
7. Which topic do you want to learn in class?
8. Do you think that learning about culture is important in foreign language learning?
9. If "No", why
10. Does your teacher talk / teach you about English-speaking cultures?   a-Yes   b-No

11. Are you curious to learn about the culture(s) of English-speaking people outside the classroom?

12. If "Yes", what sources do you rely on:

13. Do you have any further comments or suggestions?