

Integrating Culture into EFL Teaching **A Study of Yemeni EFL Teachers' Perceptions and Actual Practices**

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Abstract

Teaching a foreign language does not merely involve teaching its linguistic system but also its cultural system. A native speaker of English may tolerate EFL speaker's grammatical or phonological errors in communication, but cultural errors may not be tolerated and may create serious problems which lead to communication failure. Therefore, English culture should be given an adequate place in EFL teaching and syllabi if we want to produce competent users of English who can use it effectively and appropriately for communication with English people. For this reason, this paper aimed at raising Yemeni EFL teachers' awareness towards integrating English culture into their EFL classes. It explored Aden University EFL teachers' perceptions of the importance of integrating English culture into their EFL teaching and the actual practices they utilize for integrating English culture into their teaching. Data were primarily collected through a questionnaire webbed to 56 teachers (n=56) and then analysed by using SPSS. Findings have revealed that Yemeni EFL teachers held positive attitudes towards integrating English culture into their EFL teaching as their overall attitude was more than 4 (out of 5). There were significant differences in teachers' attitudes which were gender-based as female teachers showed a higher overall positive attitude than their male counterparts. Other variables such as major, years of experience and academic level showed slight statistical differences. On the other hand, findings have shown a low level of integrating culture into actual teaching by both male and female teachers. Slight differences were found among their actual practices that can be attributed to teachers' major and teaching experience. As per the findings, the study has provided some recommendations that may help Yemeni teachers to go beyond teaching linguistic skills and to integrate culture into their teaching of English.

Keywords: *Yemini EFL teachers, Teachers' Perceptions, Actual Practices, Intercultural Communicative Competence (ICC); EFL teaching.*

I. Introduction

Teaching a foreign language does not merely involve teaching its linguistic system but also its cultural system. Intercultural competence has become an important component of language learner's communication competence (ICC) and without which language learning will be incomplete. A native speaker of English may tolerate EFL speaker's grammatical or phonological errors in communication, but cultural errors may not be tolerated and may create serious problems which lead to a communication failure. Therefore, English culture should be given an adequate place in EFL teaching if we want to produce competent users of English who will be able to use it effectively and appropriately for communication with English people. The various models of communicative competence (Hymes, 1972; Canale & Swain 1980; Savignon 1983; Bachman 1990; Byram 1997; Alcon 2000 as cited in Jorda 2005; Ahmed & Pawar 2018) have emphasized the interaction of various components in communication such as linguistic competence, sociolinguistic competence, strategic competence, discourse competence, sociocultural competence and language macro skills...etc.

A new development in some recent models has been the focus given to the cultural background or intercultural competence. There is an emphasis that cultural awareness and cultural aspects are of high significance for the learner of the target language especially as cultural errors are less tolerable in comparison with grammatical errors in today's communication. In the words of Fantini (2006) "grammatical errors are less likely to offend than cultural gaffes" as cited in Garrett-Rucks (2017:5). For this reason, developing intercultural communicative competence has become a primary aim in teaching English as a foreign language.

Intercultural communicative competence, according to Deardorff (2006), is the "ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills and attitudes" (p. 247). This competence doesn't require only language proficiency but intercultural competence as well. Fantini (2000: 28) describes five dimensions in the construct of intercultural communicative competence: awareness, attitudes, skills, knowledge and language proficiency. This five-dimension construct includes linguistic and cultural dimensions. If we ignore the cultural aspects in our teaching of a target language, the overall intercultural communicative competence will be incomplete, and our learners will be interculturally incompetent or "fluent fool" in the words of Bennett (1997: 16). It is for this reason that this paper aims at raising EFL teachers' awareness towards the significance of integrating culture in their teaching of English language.

We hereby emphasize that integrating English culture into our EFL classroom teaching is a must if we want to prepare our students for using English in real communication with English native speakers. Without cultural understanding, communication in English will encounter many difficulties and cultural misunderstanding may create a lot of problems. For example; in the Yemini culture, it is common to ask a new friend you have just met whether he is married or not, how many children s/he

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has, his/her political views...etc. while such questions may be considered offensive or of high privacy in English and western cultures. In the Yemeni and Arab Muslim cultures, when students meet in class, library or public places, male students greet and shake hands with male students and female students greet and shake hands with female students. It may be considered offensive in some conservative areas for a male student to greet a female student even from distance while an English or western female student may feel annoyed if her male Arab classmate greets male students surrounding her and shakes hands with them without paying equal attention to her. Major examples of cultural differences between Arabic culture and English culture can be summed up in the degree of politeness when making requests or apologies...etc., the level of voice while talking, exchanging greetings when meeting, degree of being direct in speech and expressing emotions, religious beliefs, political views, daily life routines, food habits ...etc. Therefore, these English cultural elements should be reflected in EFL syllabi and in EFL teaching if we want our students to be culturally competent in English.

a. Statement of the Problem

Integrating culture into a foreign or second language teaching is an area in language research that attracted the attention of many scholars and researchers during last decades(e.g. Lessard-Clouston, 1996; Bada, 2000; Byram, 2008; Byram & Kramsch, 2008; Tran, 2010;Dai, 2011;Zhao, 2011; Amin, 2011;Liddicoat & Scarino, 2013; Alzayyat, 2014; Choudhury, 2014; Byram, 2015;Farooq, Nguyen, Harvey & Grant, 2016; Soomro & Umer, 2018;Rezaei & Naghibian, 2018;Koutlaki&Eslami, 2018; Edi, 2018; Weda & Atmowardoyo, 2018). As this issue is related to foreign cultures that some students and teachers, in certain communities, may have their own opinions about, the most important thing to be investigated is how teachers and learners in certain communities perceive integrating foreign cultures in their target language classrooms as this will be a first step towards integrating culture in language teaching and producing culturally competent learners. Therefore, the researchers have seen a huge need for a study in the Yemeni context to investigate EFL teachers' perceptions about integrating English culture in their EFL classes and the current situation of teaching English culture with the English language they teach as there was no study dealt with this issue in Yemeni context and there is a gap that should be filled.

b. Significance of the Study

This study is significant because it is the first study in the Yemeni context, according to my knowledge, to investigate the importance of integrating English culture into EFL teaching and among few studies dealing with this topic in Arab Muslim context. As many people in Arab Muslim communities may be very strict in dealing with cultures other than their own native culture and afraid of cultural invasion, it is important to know to what extent English culture is integrated into their EFL classrooms and what should be done to help incorporating English culture in EFL classrooms as students of English should be linguistically and culturally competent. As a starting point, we should first understand EFL teachers' perceptions of English culture and its significance to their students. So this study will provide a detailed account of teachers' perspectives regarding integrating English culture into their EFL teaching and the actual practices they utilize in teaching culture. It will also contribute to the literature written on intercultural communication competence

and integrating culture into language teaching as it fills the gap by providing a picture of ICC teaching in the Yemeni context and Yemeni EFL teachers' perceptions of integrating English culture into EFL teaching. Its findings will be used to support previous studies that claimed the significance of integrating culture in foreign language teaching and provide some recommendations for how to integrate cultural elements into EFL teaching.

c. Objectives of the Study

This study aims at raising Yemeni, particularly Aden University, EFL teachers' awareness towards the significance of integrating English culture into their EFL classrooms. It attempts to achieve the following objectives:

- To investigate Aden University EFL teachers' perceptions about integrating English culture into their EFL classroom teaching.
- To investigate the extent to which Aden University EFL teachers reflect English culture in their actual classroom practices.
- To investigate teachers' attitudes towards integrating English culture into EFL teaching in relation to some variables such as gender, major, years of experience and academic level.
- To investigate teachers' actual practices of integrating English culture into EFL teaching in relation to variables such as gender, major, years of experience and academic level.

To suggest some recommendations for better integrating of English culture into EFL classrooms of Aden University

II. Literature Review

a. What is 'Culture'?

Culture is a set of beliefs, values, customs, traditions and ways of behaviour that characterize a particular community or a particular group of people; i.e. it is a way of thinking and a way of acting that a group of people are committed to. It is not a thing that is easy to be defined as it includes so many aspects of our lives and different people may have different definitions for it. One of the most quoted discussions about culture is that given by Chastain (1988) who distinguished between capital "C" culture and smaller "c" culture where the capital 'C' culture mainly includes literature, fine arts, and some general themes, whereas small 'c' culture mainly includes daily routines, greeting, shopping, marriage.

According to Lado (1957: 111) "cultures are structured systems of patterned behaviour". It means that culture is a system that patterns the behaviours of the individuals. Veronica has defined culture from anthropological perspective as a "product of what man believes and does. It is very rich, very variable, very malleable and very large" as cited and translated in Ryan (1998: 144).

Kramsch (1993: 205) defined culture as "a social construct, the product of self and other perceptions". McCarthy and Carter (1994) have viewed culture from a social discourse perspective as "social knowledge and interactive skills which are required in addition to knowledge of the

language system" (p.151-152). They emphasized that culture is social as it relates to society and includes the rules of social life. It is also a skill for interacting with each other as such a kind of communication can't be achieved through language alone.

b. Culture, Communicative Competence and Classroom Teaching

"Language is not a culture-free code, distinct from the way people think and behave, but, rather it plays a major role in the perpetuation of culture, particularly in its printed form" (Kramsch, 1998, p. 8).

Developing learners' communication competence in the target language requires an integration of language and culture (Alptekin, 2002:58-59). Therefore, foreign language teaching and foreign language syllabi should entail cultural elements if we want to enable FL learners to achieve communication competence that enables them to communicate effectively and appropriately. Byram and Flemming (1998) asserted that a target language culture should be taught along with language and there are also some other researches e.g.(Damen, 1987;Lessard-Clouston, 1996;Kramsch, Cain, & Murphy-Lejeune,1996; Stapleton, 2000;Bada, 2000;Secru, 2002; Byram & Kramsch, 2008; Ho, 2009; Tran, 2010; Zhao, 2011; Byrd, 2014;Almujaiwel, 2018) that highlighted the importance of integrating culture in foreign language classroom and recommended various techniques for doing so. These studies seek for giving more attention and space to culture in language classroom teaching and, in the syllabi as well.

Intercultural competence has recently become one of the main components to be taken into consideration when we teach a foreign language. Hymes (1972) stressed the appropriateness 'sociocultural significance' of a linguistic utterance in a specific context. Canale and Swain (1980) and Canale (1983) created a model of communicative competence that comprises four components: linguistic competence, sociolinguistic competence, discourse competence and strategic competence. Though previous models of communicative competence implicitly referred to the importance of culture and cultural context, Van Ek (1986) and Byram (1997) identified culture as one of the elements that an FL learner needs for communication. Van Ek (1986: 33) as shown in Byram (1997) presents what he calls a framework for comprehensive foreign language learning objectives in which he emphasizes that ELT is not just concerned with training learners in communication skills but also with the personal and social development of the learner. He adds two more competencies to the ones mentioned by Canale and Swain which are 'sociocultural competence' and 'social competence' and considers them as independent components of what he calls 'communicative ability'. According to Byram (1997), Ek's (1986) model of 'communicative ability' comprises six elements:

- **Linguistic Competence:** The ability to produce and interpret meaningful utterances which are formed in accordance with the rules of the language.

- **Sociolinguistic Competence:** The awareness of ways in which the choice of language forms is determined by such conditions as settings, relationships between communication partners, communicative intention, etc.
- **Discourse Competence:** The ability to use appropriate strategies in the construction and interpretation of texts.
- **Strategic Competence:** The strategies we employ for ‘getting our meaning across’ or ‘finding out what somebody means’ when communication is difficult due to limited linguistic knowledge; such as, rephrasing, asking for clarification.
- **Socio-cultural Competence:** The familiarity with the sociocultural context of the target language i.e. the ability to function in other cultures.
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- **Social Competence:** involves both the will and the skill to interact with others, involving motivation, attitude, self-confidence, empathy and the ability to handle social situations.

Then, Byram (1997) has introduced the term intercultural communicative competence as comprising both communicative competence and intercultural competence. His model was developed from Ek’s (1986) communicative ability and Canale and Swain’s (1980) communicative competence. Byram’s model of intercultural communicative competence (see fig. 1) comprises four main components; viz, linguistic competence, sociolinguistic competence, discourse competence and intercultural competence. These competencies are interrelated and interact with each other to form the overall intercultural communicative competence. In this model linguistic competence, sociolinguistic competence and discourse competence are similar to Ek’s model of communicative ability while intercultural competence can be seen as a competence that comprises five sub-elements. These five elements are explained by Byram (1997: 34) as follows:

- **Savoir** refers to learners’ knowledge of the various aspects of one’s own culture and foreign language culture that s/he brings to communication. It includes knowledge “of social groups and their products and practices in one’s own and in one’s interlocutor’s country, and of the general processes of societal and individual interaction” (p. 51)

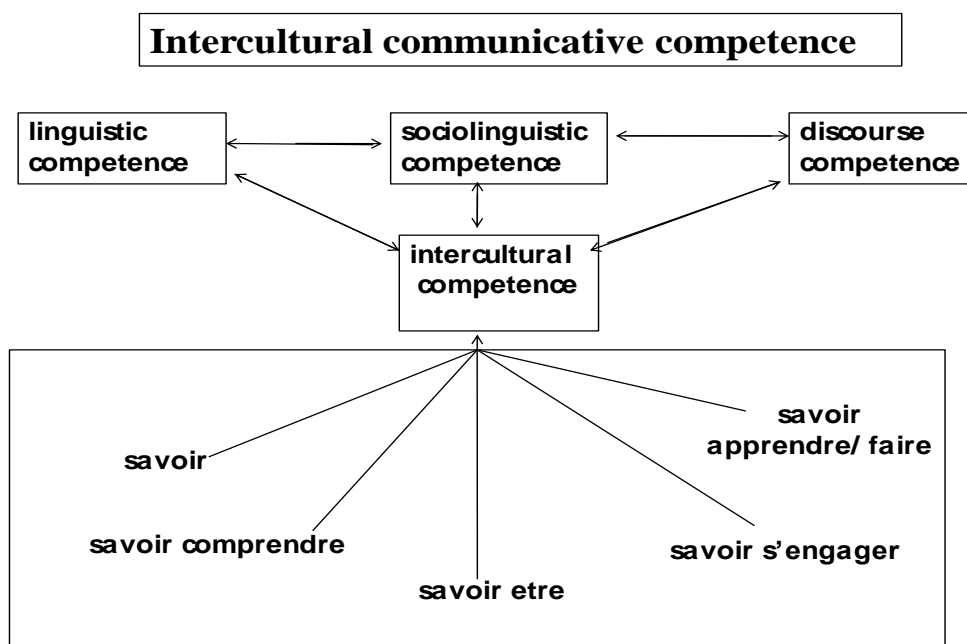


Fig. 1: Byram's model of ICC

- **Savoir être** refers to learner's "attitudes towards people who are perceived as different in respect of the cultural meanings, beliefs and behaviours they exhibit, which are implicit in their interaction with interlocutors from their own social group or others"(p.34).
- **Savoircomprendre** refers to learner's skill to interpret a document from another culture and to compare it to documents from one's own culture.
- **Savoir apprendre/ faire** refers to learner's skill of discovery and interaction. It is an ability to acquire new knowledge of a culture or cultural practices and to operate knowledge, attitudes, skills in real-time communication and interaction. This skill is more related to interaction with the interlocutor.
- **Savoir s'engager** refers to learner's critical cultural awareness. It is an ability to evaluate critically on basis of explicit criteria, perspectives, practices, products in one's own culture / other cultures.

The discussion above shows that language and culture are interconnected and should be both taken into consideration in the various stages of building up EFL learners' communicative competence. This conclusion goes in line with Buttjes' (1990: 55) note that:

Communicative competence — especially in inter-cultural interaction — must be seen as more than a purely linguistic decoding facility. Since language and culture are so intimately interrelated in the experience of both native and foreign speaker, cultural competence must be involved at all stages of such an encounter.

III. Research Methodology

a. Participants

This study has been conducted at the University of Aden during the academic year 2018. The sample of the study are 56 teachers of English departments of the concerned university ($n=56$). The sample has been selected based on their availability and willingness to participate in an online questionnaire. The sample consists of 42 male teachers and 14 female teachers.

b- Data collection instruments

For the purpose of collecting data for this study, a five item Likert questionnaire (*strongly agree = 5, agree = 4, neutral = 3, disagree = 2 and strongly disagree = 1*) has been adapted from Secru (2005) to investigate teachers' perceptions of the significance of integrating English culture into EFL classroom and their actual practices. The questionnaire consists of four sections that deal with participants' personal details, EFL teachers' perceptions of integrating English culture into their EFL classrooms and classroom practices teachers use to incorporate English culture in their teaching. The questionnaire ends with two open questions requesting teachers to mention why they didn't integrate culture, to a high level, in their teaching in case they didn't do so, and which cultural inputs they think their learners need to learn. The questionnaire was piloted to three Arab experts in EFL teaching and modified according to their inputs and then webbed online through Google Drive to the participants. Ten teachers were also interviewed for triangulation and getting more ideas about the findings. Data were analysed by using SPSS.

IV. Findings

After analysing the data collected by the questionnaire, findings showed that 56 EFL teachers of Aden University have participated in this study. The teachers hold different academic degrees; vis, B.A., M.A. and Ph.D. Their fields of specialization are applied linguistics and English literature, and their experience ranged between 2 and 25 years as table no. (1) shows:

Table no. 1 shows general details about the participants

Variables	Gender	Major	Academic Level	Years of experience in teaching English
Total no.	56	56	56	56
Missing	0	0	0	0
	M = 42 F = 14	Literature = 13 Applied Linguistics = 43	B.A. = 6 M.A. = 35 Ph.D. = 15	1-5 yrs = 2 6-10 yrs = 16 More than 10yrs = 38

Findings, as showing the table no. (2), reveal that the participants have positive attitudes towards integrating culture into their English classes. Teachers have also shown different attitudes

towards the various items, reflecting their perceptions, ranged from 3.5 to 4.4 points which are all reflecting a high level of positivity. The highest positive attitudes were given to the items such as “understanding English culture helps students to understand English literary text, motivates students to learn English and the importance of including culture in English classroom” while the least level of positivity, which is considered more than medium as it’s more than being neutral “3” and less than agree “4”, was given to the item “English culture should be introduced to the students from the first year they start learning English language”.

Table no. 2 shows teachers’ attitudes towards integrating culture into their EFL teaching

Item	N	Minimum	Maximum	Mean	Std. Deviation
1- I think it is important for EFL teachers to include aspects of English culture in their classroom.	56	2.00	5.00	4.3571	.64466
2- Teaching English culture motivates students to learn English language	56	3.00	5.00	4.4643	.63143
3- Teaching English culture to my students will help in developing their openness and tolerance towards English people and culture and make them global citizens.	56	3.00	5.00	4.1071	.62315
4- Students’ overall proficiency in English may be improved by integrating English language and English culture in classroom teaching.	56	2.00	5.00	4.1071	.80178
5- Learning about English culture doesn't place students’ own culture at risk.	56	2.00	5.00	3.9464	.69856
6- English culture should be introduced to the students from the first year they start learning English language.	56	1.00	5.00	3.5357	1.15938
7- The British and the American cultures are both important and should be represented to some extent in our university syllabi.	56	2.00	5.00	3.8214	.99283
8- Learning English culture can help my students in developing critical thinking regarding English culture, their own culture.	56	1.00	5.00	3.9821	1.22832
9- Understanding English culture will help my students in understanding English literary texts and developing their appreciations of English literature.	56	3.00	5.00	4.4464	.60059
10- Understanding English culture will enhance my students’ understanding of their cultural identity.	56	1.00	5.00	3.8393	1.05790
	56			Mean =4.0606	

So far as attitudes and gender are concerned, findings, as shown in the table no. 3, reveal that female teachers have higher positive attitudes towards integrating culture into their teaching than male teachers as their overall positive attitude was (4.4429) as compared to their male counterparts whose overall average was (3.9333). It has also been shown that the longer the teaching experience,

the more positive attitudes teachers showed towards integrating culture into language teaching. For teachers' academic levels in relation to their attitudes, findings showed that B.A. holders have lower average attitudes = (3.35) as compared to M.A. and Ph.D. holders. There are also slight statistical differences in attitudes that can be attributed to their major (literature or applied linguistics).

Table no. 3 shows teachers' attitudes towards integrating English culture into EFL teaching in relation to some variables

Correlation between teachers' attitudes and gender		
Gender	Frequency	Mean
Male	42	3.9333
Female	14	4.4429
Correlation between teachers' attitudes and academic level		
Academic level	Frequency	Mean
B.A.	6	3.3500
M.A.	35	4.1943
Ph.D.	15	4.0333
Correlation between teachers' attitudes and their major		
Major	Frequency	Mean
English Literature	13	4.1000
Applied Linguistic	43	4.0488
Correlation between teachers' attitudes and their years of teaching experience		
Years of experience	Frequency	Mean
Less than 5 yrs	2	3.6
5 - 10 Yrs	16	4.0464
More than 10	38	4.1474

When analysing teachers' actual classroom practices of integrating culture in their teaching, findings showed that teachers do not integrate culture in their teaching to the level that meets their perceptions of its significance for their learners. Most of the activities given in the questionnaire (table no.4) are rarely and never used by the teachers in their actual teaching. When comparing teachers' actual practices with some variables as shown in the table no. (5), it has been found that teachers' gender has no effect on their actual practices as there are no significant differences between the overall means of male and female teachers. Teachers' academic level shows an effect on teachers' classroom practices of integrating culture in teaching as Ph.D. holders were found integrating culture in their teaching rather than M.A. and B.A. holders. Teachers of literature were also found integrating culture in their teaching rather than teachers of linguistics, and those who have longer teaching experience integrate culture in their teaching rather than their short experience counterparts.

Table no. 4 shows teachers' actual practices for integrating English culture into their teaching

Item	N	Minimum	Maximum	Mean	Std. Deviation
11- I share with my students, in my class, my personal experiences in English countries.	56	1.00	3.00	1.1071	.36574
12- I talk with my students about what I heard or learned about English countries and English culture.	56	1.00	5.00	2.6429	.86189
13- I invite English persons to my classroom and organize visits for my students to places where they can meet English people	56	1.00	2.00	1.1607	.37059
14- When I teach English, I include some cultural information about English people and English-speaking countries.	56	1.00	5.00	2.6071	.92792
15- In my classroom teaching, I focus on cultural differences between English and students' own culture.	56	1.00	5.00	2.6607	.93957
16- I introduce my students to English culture as presented in the syllabus prescribed.	56	1.00	5.00	2.9107	.90004
17- I try to give my students more details about English culture than that prescribed in the syllabus.	56	1.00	5.00	2.6964	.98939
18- I involve my students in discussions about differences between their culture and English culture.	56	1.00	5.00	2.6429	1.15095
19- I use videos to show my students situations where foreign speakers encounter cultural problems in their communication with native English speakers or to show them some aspects of English culture.	56	1.00	11.00	2.3214	1.61928
20- I usually ask my students to explore English culture and to share such cultural information in classroom.	56	1.00	5.00	2.6607	1.03180
21- I decorate my classroom with posters illustrating particular aspects of the foreign culture	56	1.00	5.00	2.1607	1.04057
	56			2.3246	

Table no. 5 shows teachers' practices of integrating culture into their EFL classes in relation to some variables

Correlation between gender and integrating culture into EFL classes		
Gender	Frequency	Mean
Male	42	2.3485
Female	14	2.3247
Correlation between academic level and integrating culture into EFL classes		
Academic level	Frequency	Mean
B.A.	6	1.666
M.A.	35	2.189

Ph.D.	15	2.908
Correlation between major and integrating culture into EFL classes		
Major	Frequency	Mean
Eng. Literature	13	2.6993
Applied Linguistic	43	2.2114
Correlation between year of teaching experience and integrating culture into EFL classes		
Years of experience	Frequency	Mean
Less than 5 yrs	2	2.1364
5 - 10 Yrs	16	2.1023
More than 10	38	2.4282

So far as cultural elements that should be taught in the Yemeni context are concerned, participants' responses to the open questions of the questionnaire and their inputs to the interviews showed that those cultural aspects related to how one communicates politely i.e. doing polite requests, apologizing, suggesting, inviting, greeting...etc. that are viewed as basics for daily communications should be given a high priority in English language teaching. They have also mentioned some aspects of English culture that should be more integrated in the syllabi and teaching such as daily life routines, living conditions, food and drink habits, education and professional life, history, geography and English literature. Then, some other cultural aspects come next; such as, religions, politics, ethnic and social groups, tourist attractions, international relations...etc.

V. Discussion, Conclusion and Recommendations

The findings presented above have shown a good predictor for the possibility of integrating culture into language teaching within the context of Aden University. EFL teachers of Aden University have shown positive attitudes as the majority of them believe that integrating English culture into EFL classes is very important and helps in developing learners' proficiency in English, their openness and tolerance towards English people as well as enhancing their critical thinking and their understanding of their cultural identity. Only a few teachers who have negative attitudes towards integrating culture into their EFL classes and object integrating culture from an early school as they consider integrating English culture into teaching a source of risk towards students' native culture. Teachers' positive attitudes towards integrating English culture in EFL teaching shown in the outcomes of this study are similar to other studies carried out in the same field in other contexts; such as, Bada (2000), Sercu (2002), Atay (2005), Önalın (2005), Sarıçoban & Çalışkan (2011), Luk (2012) and Kahraman (2016).

There is a significant correlation between teachers' attitudes and gender variable as female teachers showed higher positivity than male teachers and there are also differences in attitudes that negatively distinguished B.A. holders and shorter teaching experience from the rest of the sample as B.A. and less than 5 years teaching experience showed lower attitudes when compared to their M.A., Ph.D. and longer experience counterparts. This can be justified in their knowledge of English culture as those beginners with low qualification might themselves lack understanding of English cultural

experience and this has been reflected in their responses to the open questions of the questionnaire and questions of the interviews.

The study has also shown that there is a gap between teachers' attitudes towards the importance of teaching culture and their actual practices for integrating culture into their classroom teaching. Such a gap can be explained in terms of time limitations, the amount of culture in the syllabi and teachers' familiarity with the culture. From the interviews and questionnaire's open questions, it has been noticed that most of the courses taught in these departments of English in the colleges of education are related to linguistic skills and teaching pedagogies while only a few courses in literature and no courses in cross-cultural studies. English literature courses play a role in reflecting English culture and that is why teachers of literature were found incorporating culture into their classes rather than their counterparts from applied linguistics. Teachers' academic level also has an effect on how teachers reflect culture in their teaching.

The study hereby urges EFL teachers of Aden University particularly and Arab world generally to go beyond teaching linguistic skills and to reflect English culture in their teaching of English as cultural knowledge and linguistic knowledge are both important in language learning. Teachers should do their best to invest their classroom time for introducing English culture with the English language they teach through giving more attention to the cultural elements included in the syllabi and some other cultural aspects from their own experience. They should decorate their classrooms with some drawings and pictures that reflect aspects of English culture as this may also help in making classroom a more English environment. There are many other activities that teachers should employ in their classrooms for integrating culture into their EFL teaching; such as, sharing their cultural experiences in English countries with their students, asking students to share their experience if they have, asking students to investigate some English cultural aspects and to share them in their classroom, attracting students' awareness to the cultural differences between English culture and their own Arab culture, utilizing ICTs in teaching culture as displaying English movies, dialogues, dramas ...etc can be effective in exposing EFL students to English culture, motivating students to watch English dramas, read English literary texts and get benefits from English media as these sources contain an abundance of cultural inputs, talking in classroom about some aspects of English culture such as education, sport, religion, politics whenever time allows, and organizing educational visits to places where students can meet English people and get in touch with natural English language and culture.

This study recommends EFL teachers of the concerned university, and Yemeni universities generally, to get access to English movies, literature and media and to exploit any opportunity for getting in touch with English people as such activities will help them in developing their intercultural competence. It also recommends Aden University to organize educational excursions for its EFL teachers to English speaking countries to participate in conferences, visit historical and literary places and get in touch with English societies as such visits will be very effective in developing their knowledge of English language and its culture. It also recommends Aden University, particularly English departments; to organize training, workshops and conferences on English culture,

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intercultural communicative competence and culture teaching as such training and workshops may help in refreshing and enhancing EFL teachers' and students' knowledge and providing new trends in teaching English and its culture. Finally, the study recommends the curriculum designers of Aden University to re-evaluate the syllabi prescribed for the undergraduate stage in terms of its inclusion of sufficient English cultural inputs and to add cross-cultural courses to the syllabi. These cross-cultural courses should be taught with an emphasis on what students need as a student who is planning to go to U.K. or U.S. in future, s/he needs to understand more about the details of the culture of those two countries while a student who is planning to join international business career, s/he needs more cultural aspects related to how to communicate with people from different countries and cultures. In such a case, basic elements of many cultures other than English should be taught as English is an international language today and reflects multi-cultures rather than a specific English-speaking country culture. The study hereby emphasizes that an English learner should be a multicultural person and EFL teaching should help him to achieve such a goal.

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