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Designing a Culture Based Course for Foreign Language Learners

The Case of English Master Students at Sétif 2 University

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Abstract

The cultivation of effective intercultural communicators in English language instruction requires consideration of the interplay between language and culture. An integral component of this process is developing an effective culture instruction course that provides a clear roadmap for teachers and students. This study aimed to design a culture course for first-year Master's students in the English language and literature department at Mohamed Lamine Debaghine Sétif 2 University, Algeria, by addressing the inadequacies of the currently official course. The research questions guiding this study were: 1) What would a "Cross-Cultural Communication" course for semester one encompass in terms of prerequisites, course description, learning goals and objectives, course schedule, description of activities and assessment criteria and course policies? And 2) What would a "Teaching Culture in the EFL Classroom" course for semester two encompass in terms of the same elements? An exploratory sequential three-phase design, comprising exploration, pre-design, and design phases, was held to collect data via document analysis, interviews, and a focus group discussion involving three teachers in charge of the culture module and eight volunteer first-year Master's students. According to the findings, the present culture course lacks essential specifics, is perceived as impractical by teachers, and necessitates supplementary practical learning opportunities to complement the theoretical knowledge imparted to students. Consequently, a course titled "Cross-Cultural Communication" and "Teaching Culture in the EFL Classroom" was proposed for semesters one and two, respectively. This proposed course included various sections, namely, course description, learning goals and objectives, course schedule, suggested teaching/learning materials, description of activities and grading criteria, alignment between objectives, teaching/learning activities, assessment methods, and course policies. The proposed culture course is anticipated to be advantageous to both teachers and students, with the potential to enhance culture instruction. Finally, recommendations were posited concerning culture instruction in the EFL context, emphasizing the importance of utilizing the module's course throughout the teaching/learning process.

Keywords: course design, official culture course, culture instruction, teaching culture in the EFL context, cross-cultural communication

Dedication

The completion of this dissertation owes a debt of gratitude to the individuals who have played a vital role in my academic journey. This dissertation is dedicated to:

- The cherished memory of my grandparents, Abderrahmane and Rabeh.

- My parents, who have consistently demonstrated their belief in me and provided unwavering support throughout my life. Their guidance and invaluable encouragement have been a cornerstone of my academic journey, and I am eternally grateful for being their daughter.

- My husband, who has provided constant support throughout this process. His love and enormous encouragement have been a source of strength and motivation for me.

- My daughter, Maria, who has brought so much joy and happiness into my life. She is my inspiration and my driving force to strive for excellence.

- My brothers, who have consistently provided support and encouragement throughout my academic journey.

- My friends and extended family, whose unwavering belief in my capabilities has been a source of strength and motivation throughout this process.

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List of Acronyms and Abbreviations

OCC Official Culture Course

CC Cross-Cultural

CCC Cross-Cultural Communication

EFL English as a Foreign Language

FGD Focus Group Discussion

FL Foreign Language

ICC Intercultural Communicative Competence

L Lecture

Q Question

S Student

T Teacher

TS Tutorial Session

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General Introduction

1. Background of the Study

The connection between language and culture has long been recognized as a crucial aspect of language education, particularly within the context of English as a foreign language (EFL, henceforth) (Liddicoat & Scarino, 2013). With the increasing globalization of communication and the widespread use of English as a common language among people from diverse cultural backgrounds, it is essential that language instruction helps students develop a global perspective (Chen, 2011). The relationship between language and culture education depends on both pedagogical goals and the conceptualizations of language and culture themselves.

Culture education in EFL has evolved under the influence of modernist and postmodernist philosophies (Kramsch, 2013). The 19th-century dominance of the Grammar Translation Method aligned with modernist ideals but faced criticism from scholars like Wilkins (1972) and Van Ek (1975) for its limited focus on communication and practical language use. As globalization expanded in the late 1980s, scholars increasingly recognized the method's inadequacy in addressing multiculturalism. Consequently, postmodernism emerged, emphasizing culture understanding as an ongoing process involving the mutual construction of language and culture as social constructs (Kramsch, 2013). This interdependence between language and culture has become a fundamental aspect of language education (Byram, 1997).

Understanding the social use of language is crucial to prevent the phenomenon of the "fluent fool" (Bennett, 1997) - a proficient language user lacking social comprehension. Kramsch (2013) advocates for treating language and culture instruction as a social endeavor. This entails comparing and contrasting one's own culture with the target culture(s), engaging learners on cognitive, behavioral, and emotional dimensions. Such an

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approach fosters a coherent connection between language forms and social structures (Kramsch, 1993).

In Algerian universities, fostering intercultural communicative competence (ICC) within language education is crucial. However, the prevailing Communicative Language Teaching approach often presents culture as static facts, lacking reflective engagement. Haddaoui's (2020) research explored Algerian EFL teachers' perspectives on integrating intercultural approaches. Findings indicated a limited emphasis on culture, especially the target culture, in classrooms. Teachers typically focus on history, civilization, cultural events, and politics, neglecting the values, social norms, and beliefs of the target culture. Haddaoui (2020) highlighted that cultural aspects, whether from the target or source culture, receive minimal attention outside specific modules dedicated to civilization and history.

Nevertheless, scholars like Liddicoat (2002) argue that cultural facts have a place in the language classroom and emphasize the need to introduce culture as a dynamic and evolving phenomenon. Teachers play a crucial role as cultural mediators, a responsibility they should actively embrace (Nieto, 2015). To facilitate the informed transfer of cultural knowledge, one effective approach is to provide both teachers and students with a structured plan of study. This plan, often in the form of a dedicated course, outlines what and how to cover culture-based content, ensuring a comprehensive and deliberate approach to culture education.

Providing well-designed courses is one of the primary factors that influence the classroom practices of EFL teachers. As noted by Slattery and Carlson (2005), a carefully planned course serves as a clear roadmap, guiding educators throughout the educational journey. It outlines students' expected tasks for successful course completion, enhancing their motivation by providing clarity about what is required of them. A well-defined course structure can positively influence student engagement and study motivation.

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This study primarily focuses on the official culture course designed for first-year Master's students in the English language and literature department at Mohamed Lamine Debaghine Sétif 2 University in Algeria. The course comprises two distinct semesters. The first semester, termed Cross-Cultural Communication (CCC), aims to enhance students' awareness of cultural distinctions between their home and target cultures. In the second semester, titled Teaching Culture in the EFL Classroom, the main objective is to provide students with the necessary knowledge to integrate culture into language instruction within the EFL context. Therefore, it is essential to assess how effectively this course conveys relevant module-related information to both instructors and students.

2. Statement of the Problem

The cultivation of cross-cultural communication competence necessitates that the official cultural course (OCC) for first-year Master's students in the English Language Department at Mohamed Lamine Debaghine Sétif 2 University effectively fulfills its intended purpose. Among the most critical roles of the OCC is to serve as a guide for students navigating the process of acquiring cultural knowledge and developing facets of intercultural competence. Additionally, the course should furnish instructors with direction on crafting lesson plans that support students in achieving course goals and objectives.

Through structured interviews with three culture module teachers, who represent the full population (see Appendix E), and the analysis of the official culture course (see Appendices A, B, C and, D), the latter was found to lack critical components such as the course description, course objectives, course schedule, course location, topics covered per week/module, grading policy, instructors' information, course policies, detailed content descriptions and assessment procedures. Additionally, certain elements were missing from the already existing sections, including detailed content descriptions and assessment procedures. Moreover, the findings indicate that teachers undervalue the present course as

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they do not refer to it while planning lessons nor do they direct students to it for module-related information, for it fails to respond to their expectations and meet the students' needs by not providing essential course specifics. Moreover, the findings indicate that the culture teachers do not refer to the present course while planning lessons nor do they direct students to it for module-related information. This is because it fails to respond to their expectations and meet the students' needs, which reduces its practical value.

3. Purpose of the Study

The research seeks to develop a culture course of first-year Master's degree in the department of English language and literature at Mohamed Lamine Debaghine Sétif 2 university, Algeria. The course covers two semesters, with the first semester focusing on Cross-Cultural Communication and the second semester on Teaching Culture in the EFL Classroom.

4. Research Questions

To achieve the aforementioned aim, the current study seeks to provide answers to the following queries.

- What would a "Cross-Cultural Communication" course for semester one encompass in terms of prerequisites, course description, learning goals and objectives, course schedule, description of activities and assessment criteria and course policies?

- What would a "Teaching Culture in the EFL Classroom" course for semester two encompass in terms of prerequisites, course description, learning goals and objectives, course schedule, description of activities and assessment criteria and course policies?

5. Research Methodology Overview

The present study aims to design a course for the culture module as a response to the deficiencies of the currently official one. To accomplish this, the research process has

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undergone three phases. The study begins with an exploratory phase, aimed at identifying the problem through document analysis of the currently (OCC) and by eliciting the opinions of teachers concerning this course. In order to achieve this, a comprehensive review of relevant literature was conducted to determine the essential components of a comprehensive course, which were then used to assess the components of the existing OCC through a document analysis checklist. Additionally, a structured interview was conducted with three teachers in charge of the culture module to gather data. The objective of this phase is to determine if the problem truly exists and to ascertain whether or not the issue is indeed significant enough to warrant further investigation.

The second research phase, known as the pre-design phase, serves as a precursor to the later phase. Primarily, qualitative tools were used to gather data in this phase. Three teachers in charge of the culture module participated in in-depth interviews to establish, in detail, what they perceive to be problematic with the existing course and what improvements they find necessary to make the OCC practical for teachers and students. In addition, a focus group discussion (FGD, henceforth) was conducted with eight volunteer first-year Master's students to extract their perspectives on the nature of the module and their learning preferences. The sequential nature of the research design stems from the fact that the data obtained from phase two, in particular, inform the choices made in the last phase of the study, namely the course design phase.

The design phase involves the actual design of the course outline for each semester but also the discussion of the various design decisions that should be made during the process. The designed course for both semesters is created by integrating the viewpoints and suggestions of teachers, students' preferences, and the relevant literature in the field. The graph below explains the research design phases followed in this study.

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Figure 1

Research Design Phases
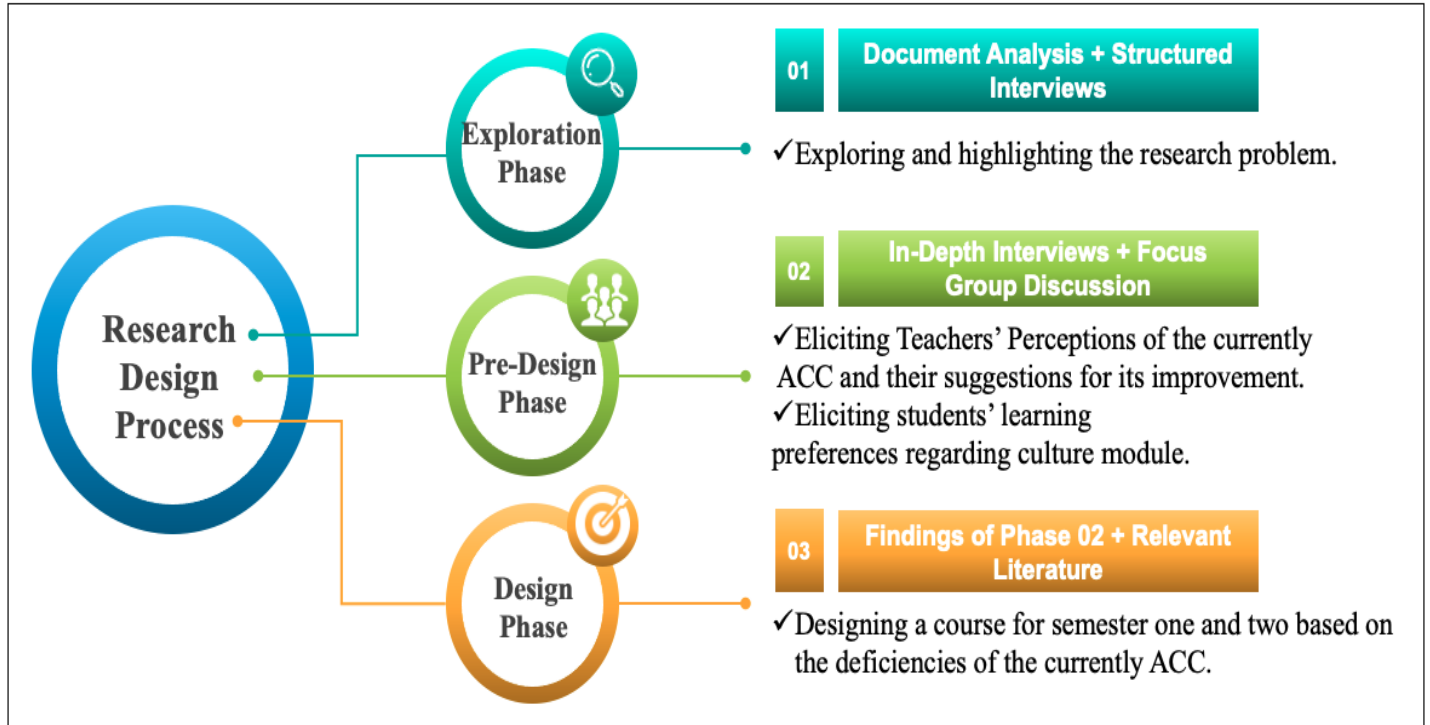
6. Significance of the Study

To assist EFL students in becoming competent intercultural communicators, it is vital to educate them on cultural concepts. Teachers in the EFL context often aid students in beginning their paths toward intercultural competence by introducing them to new cultural notions and fostering an understanding of the similarities and contrasts between their own and the target culture. Thus, the importance of teachers and their classroom practices cannot be underestimated, since they have a direct bearing on whether or not their students succeed in achieving the set goals and objectives. Culture instruction in the EFL context should include many opportunities for students to practice their learnt knowledge via hands-on activities and experiential learning means. The current study recognizes the importance of a well-defined course in achieving these goals.

This study is believed to be significant because it provides teachers with a detailed course that can be used to design effective lessons, as well as readily available resources

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and instructional tools that can be used to deepen students' understanding of cultural notions and provide them with opportunities to apply what they have learned in real-world contexts. In addition, the course outlines the assessment and evaluation criteria, which are initially aligned with the course's goals and objectives and which serve to gauge students' learning and identify learning gaps.

The significance of designing this course lies in its logical construction, which allows students to go from one topic to the next depending on their knowledge and mastery of the previous one. Such a sequence is crucial for the effective information intake of students. In addition, students may refer to the course throughout the academic year for module-related materials and information, making it a valuable resource. It is user-friendly and is anticipated to transmit teachers' expectations to their students, hence increasing the likelihood of their performance and academic achievement.

7. Conceptual and Operational Definitions of Key Terminology

Operationally defining key terminology entails determining the scope of meaning given to the main notions in the research. It simplifies the reader's grasp of key research topics and aids in orienting research in the proper path.

7.1. Course: A "course" refers to the set of guidelines teachers use in the classroom, including goals, content, assessment plans, and resources (Sabah, 2018, p.128). The course comprises key sections, spans two semesters, and is officially a single unified entity. However, "courses" refers specifically to each semester's portion when discussing semester-specific details. Additionally, "course" and "syllabus" are sometimes used interchangeably in the dissertation to denote the overarching two-semester framework. In summary, "course" refers to the complete two-semester structure while "courses" refers to the individual semester components.

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7.2. Course Design: It refers to the procedures involved in creating a course outline which were adapted from Fink (2013) for use in the present research (see Section 1.2.3, p.29).

7.3. Canevas: The French term "canevas" commonly denotes a "framework" or "outline" utilized to structure a project or plan (Simons, 2018). In the present study, "canevas" refers to a document that contains information regarding the modules and course outlines pertinent to a specific study program. In contrast, the English term "Canvas" refers to a learning management system that provides an online platform for education and courses. Given the absence of a perfect English equivalent, the French term "canevas" has been utilized in this study to accurately convey the intended meaning in the context of this study.

7.4. Course Policies: Represent "the guidelines that govern the academic environment in which students learn" (Slattery & Carlson, 2005, p. 3). In the current study, they mainly include late work policy, attendance policy, the use of electronics policy, and academic integrity policy. Course policies are important to communicate to students at the beginning of the course, as they help to establish a clear and consistent learning environment. However, they may vary depending on the instructor, the institution, and the subject matter of the course.

8. Delimitations

The present study has a specific research scope and is limited to a particular population and operational definitions of key concepts. The current investigation focuses on the first-year Master's students of English at Mohamed Lamine Debaghine Sétif 2 University in Algeria during the 2020-2021 academic year. The research is delimited by the operational definitions of the key concepts employed in the study. As a result, the research outcomes are closely associated with the targeted population. By acknowledging the

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delimitations of the study, future research or the extension of the present study to other contexts or settings can be better informed, potentially increasing the study's validity.

9.   Organization of the Dissertation

The dissertation is made up of seven chapters. It stars by a general introduction which serves as a starting point with the purpose to provide a broad overview of the study by elucidating its central tenets, including the nature of the problem being investigated, the research aims and significance, and the operational definitions of its key terms.

The literature review and the study's theoretical foundation are presented in the first three chapters. Chapter one entitled "Course Design: A Theoretical Framework" tackles notions of culture and language and the interlink between them. It also highlights notions of CCC as being the axis of the first course including elements of CCC and its verbal and non-verbal aspects. It also introduces notions about ICC in relation to student learning outcomes.

Chapter two, entitled "Culture in Foreign Language Teaching", starts by distinguishing between syllabus, course, and curriculum. It also contains thorough information on the course design process.

While the preceding chapter discusses ideas for course development in general, the third chapter, "A Culture-Based Course for EFL Learners", discusses ideas for developing a culture-specific course. Thus, this chapter serves as a bridge between the previous two chapters and uses examples to illustrate the many elements of a culture course and their sub-elements.

Chapter four describes the research design, kinds of research, setting, sample, data collection instruments, and data analysis procedures, before ending with ethical considerations, limitations, and delimitations.

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Chapter five is the practical manifestation of the information mentioned in the previous chapter. It mainly showcases the results obtained from the instruments used during the various research phases. It begins by analyzing the instruments used during the exploration phase, notably the analysis checklist, and the semi-structured interview. Then it moves to analyze the data obtained from the pre-design phase collected via in-depth interviews and an FGD. The discussion of findings concludes with responses to some of the research questions raised in this study.

The sixth and seventh chapters of this dissertation are devoted to course design for the first and second semesters, respectively. Chapter six is titled "Cross-Cultural Communication Course Design," while chapter seven is titled "Teaching Culture in the EFL Classroom Course Design." These two chapters represent the culmination of this dissertation and elaborate on the findings of the preceding chapter. They describe the course development process for the first and second semesters, offering justifications for the decisions made.

An overall conclusion is provided at the end of the dissertation, which contains a synopsis of the findings. In addition, the study presents pedagogical implications and future research suggestions.

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Chapter One: Course Design: A Theoretical Framework

Introduction

This literature review presents an informative collection of information on key concepts related to course and course design, and the teaching of culture in the EFL context. Divided into three chapters, each section provides pertinent information relevant to the study's research questions and purposes. Chapter one focuses on course design and covers important topics such as the significance of courses, their components, and various types. The section also discusses the factors that affect the design of effective courses. Chapter two examines teaching culture in the EFL context and provides an overview of different approaches used to teach culture in language courses. This section also explores the challenges teachers may face when creating culture-based lessons. Chapter three discusses the design of a culture-based course for EFL learners. The section identifies the different components that make up a successful culture-based course, including goals and objectives, assessment methods, and instructional materials. It also highlights the factors that should be taken into account when designing a course for learners with diverse cultural backgrounds. In summary, this literature review provides valuable insights into course design and effective teaching of culture in the EFL context. The information and guidance provided in this review will be useful to the practical phases of this research.

1.1.   Course Nature

When designing a course, it is important to understand the distinction between different terms that are often used in this context. Course and syllabus are terms that are often used but can be confusing because they have overlapping definitions and may be used interchangeably.

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1.1.1. Definition of Course

Hutchinson and Waters (1987) define a course as a sequence of teaching and learning experiences that lead learners towards a specific state of knowledge. Dubin and Olshtain (1986) elaborate on this definition, describing a course as a linguistic blueprint that includes the materials to be taught and learned, as well as guidance for implementing the course. A course can also refer to a series of classes or lectures that explore a particular topic or subject matter. Alternatively, a course can be a path of action or conduct that one chooses to take. It can also be a structured and comprehensive program that covers all aspects of English language learning, including listening, speaking, reading, writing, and grammar (Richards & Schmidt, 2013).

1.1.2. Definition of Syllabus

Considerable literature is available on the concept of the syllabus. This term has been the subject of varied definitions by prominent scholars, including Jordan (1997), Hutchinson and Waters (1987), Kearsley and Lynch (1996), Nunan, Candlin, and Widdowson (1988), Rabbini (2000), and Yalden (1987). According to Wilkins (1976), the syllabus is "specifications of the content of language teaching which have been submitted to some degree of structuring or ordering to make teaching and learning a more effective process" (p.85). In essence, the syllabus represents a set of guidelines that can be likened to a blueprint or a plan, which instructors utilize to shape the reality of classroom interaction (Sabbah, 2018). It is presented in a structured format with main and sub-sections, such as goals and objectives, specific content, assessment and evaluation plan, and resources and materials, among other sections.

1.1.3. Course Components

Davis (1993) argues that a good course appears to be informative and detailed. Detailed courses provide students with knowledge of relevant courses and university

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resources, and help alleviate their anxiety. While drafting or updating a course, the course contents should be sufficiently understood so that anyone who is not acquainted with the course would be able to comprehend the details (i.e., learners who have not enrolled in the course). The course should contain adequate material for students to be able to comprehend the class material and the expected tasks from them.

In the latter half of the twentieth century, the earliest forms of an organized curriculum began to emerge. Notably, Ralph Tyler (1957), an esteemed American educationist, was among the first to articulate the underlying principles of a proposed school curriculum. Tyler's conceptual framework comprised four fundamental questions: (1) "what purpose(s) should we work towards?" (Aims), (2) "what experiences can be used for these?" (Content), (3) "how can each be organized?" (Methodology), and (4) "how can the system know whether (or how much?) of the purpose (s) has been achieved?" (Tyler, 1957, p.1). These inquiries laid the foundation for the curriculum development process and provided direction for educators to create a coherent and meaningful curriculum.

Despite the large variety of courses in terms of design and style, most contain a set of shared elements. Nation and Macalister (2010) argue that the course entails three main elements: content and sequencing, structure and presentation, assessment and monitoring. Course content and sequence apply to the subject matter taught in the course. The format and presentation reflect units of lessons for implementation and often involve successful teaching techniques and activities. Monitoring and assessment revolve around checking the progress of learning, testing, and providing feedback for learners. As such, this perspective stresses the learners' needs and avoids society's needs.

To optimize the learning experience of students and facilitate effective communication, it is recommended to provide detailed information about the course. Davis (1993) suggests including specific course details such as the year and term, course number,

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room assignment, meeting time, instructor's name, office location and hours, and contact information. Formal prerequisites for the course as listed in the college catalog should also be communicated to students. By providing such information, instructors can assist students in preparing for the course and making the most of the learning opportunity.

Additionally, a study shows that students are sensitive to the tone of the course; likewise, the students are sensitive to the mood of the course. Students suggested they would feel less relaxed learning a course from an "intolerable" course (Wasley, 2008, p.11).

The second argument is the style of the course. In their analysis, Slattery and Carlson (2005) distinguished the two forms of course and explored the discrepancies in student reactions. They find that courses written in a formal friendly warm tone would affect the students' attitudes. Through the study, it has been concluded that the best courses are user-friendly and warm. Such courses do not assume learners to be familiar with the information they would be unlikely to. Hence, warm courses are often recalled by learners.

Oblinger (2003) proposed that we could develop learning environments with characteristics that are appealing to each generation. As she stressed that a fundamental factor in facilitating learning is to understand learners. It is fair to assume that the knowledge presented in the engaging course might have applied to today's students because of its correlations with contemporary developments in higher education.

Over and above, a well-designed course is a written document that delineates the objectives, goals, and expectations of a course. It offers significant information to students about the course, including the schedule, readings, assignments, and grading policies. A well-designed course is expected to be well-structured, concise, and easily understandable. It should equip students with the necessary tools and knowledge needed to thrive in the course.

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Based on the information presented in the element with regard to course components, these comments seem to be common:

- Course Description: This should provide an overview of the course, including its goals and objectives, as well as the topics that will be covered.

- Course schedule: This should outline the dates and times of classes, as well as any required readings or assignments.

- Course goals and objectives: This section should outline the overall goals and objectives of the course, including what students will be able to do or know by the end of the course.

- Learning and teaching activities: This section should describe the various learning and teaching activities that will be used in the course, such as lectures, discussions, group work, and assessments.

- Course materials: This section should list all required and recommended course materials, such as textbooks, readings, and online resources.

- Course policies: This section should outline the policies for the course, such as attendance, participation, and grading.

It is important to note that the specific components included in a course may vary depending on the course and the instructor's teaching style and goals. It is always a good idea for students to carefully review the course for any module they are taking, as it will provide them with important information about what is expected of them and how they will be evaluated.

1.1.4. Course Benefits

A course is a crucial for teaching and learning in various ways.

1.1.4.1. **Course Benefits for Teachers.** Teachers can benefit from a module's course or outline in a variety of ways including:

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- Planning and organization: A course is a valuable tool for planning and organization that can help ensure a successful semester of teaching (O'Brien et al., 2009).

- Assessment planning: A course serves as a blueprint for designing and implementing course assessments (Lang, 2021).

- Communication tool: A course is a communication tool that helps establish expectations, guidelines, and policies (O'Brien et al., 2009).

- Establishes course policies: The course can be used to clearly state course policies such as attendance requirements, late work policies, and academic honesty policies, which can help teachers manage their classrooms and reduce misunderstandings.

- Serves as a contract: The course can serve as a contract between the teacher and students, outlining the expectations, goals, and outcomes of the course. This can help prevent misunderstandings and conflicts and create a shared understanding of the course.

- Helps with course evaluation: The course can provide a framework for evaluating the effectiveness of the course and making improvements for future iterations of the course.

- Encourages reflection and improvement: By creating a course, teachers are forced to think about their course goals, objectives, and assessment methods, which can help them reflect on their teaching practices and improve their course design.

1.1.4.2. **Course Benefits for Learners.** This element delineates some of the benefits that learners can obtain from a module's course

- Course roadmap: A course provides a roadmap for the course, outlining what will be covered, when, and how (Nilson, 2015).

- Study planning: A course helps students plan their study time, anticipate the demands of the course, and understand the course structure and organization (O'Brien et al., 2009).

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- Clear expectations and requirements: A course provides clear expectations and requirements for students, promoting accountability and responsibility (Lopez, 2004).

- Fosters student motivation: A course can help learners see the relevance and importance of the course material, which can motivate them to engage more fully in the course and take ownership of their learning.

- Facilitates self-assessment: A course can be used by learners to self-assess their progress throughout the course, by comparing their performance with the course objectives and expectations outlined in the course.

- Promotes student engagement: A course can provide learners with a sense of structure and organization, which can help them stay focused and engaged in the course material.

- Supports student success: A course can provide learners with a clear understanding of what they need to do to succeed in the course, including the types of assignments and exams they will need to complete and the grading criteria that will be used.

- Helps learners plan for the future: By providing a clear outline of the course content and requirements, the course can help learners plan for future courses or career paths that may be related to the material covered in the course.

In conclusion, a module's course plays a vital role in teaching and learning as it provides a clear roadmap for the course, sets expectations, and establishes guidelines and policies. For teachers, the course helps with planning and organization, assessment planning, communication, and establishing course policies. For learners, the course promotes engagement, motivation, study planning, and self-assessment, and supports future planning. Overall, the course is an essential document for both teachers and learners, promoting accountability, responsibility, and success in the course.

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1.2. Course Design

Course design in the EFL context refers to the process of planning and organizing a course to achieve specific learning outcomes for students learning EFL. According to Willis and Willis (2007), course design involves six main steps: defining the learning outcomes, assessing the needs of the learner, determining the content and teaching methods, designing the assessments, creating the course structure and schedule, and evaluating and revising the course. These steps are designed to ensure that the course is aligned with the learning needs and goals of the students and that it effectively supports the acquisition of knowledge, skills, attitudes, and values in the target language.

Webb (1976) stated that a course design is a process of selecting and organizing teachable units for teaching. According to him, the selection criteria are the direction from the known to the unknown, teachability, a good range of tasks, and building a sense of purpose for the student. Hence, course design entails grouping and organizing units and tailoring them in terms of difficulty, teachability, and assessment in order to approach the teaching/learning process. There are still several considerations to be discussed. Harmer (2001) defines certain guidelines that should be taken into account when designing a course, and notes that "every course needs to be developed on the basis of certain criteria" (p.295), which consist of:

a) Learnability: the material should be organized in an intuitive and streamlined way so that the information can be learned quickly and more effectively.

b) Frequencies: the most frequent items in the target language are included respectively.

c) Coverage: Include the words and terminology that have a broader application to the language.

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d)   Uselessness: set up very helpful language skills and forms that are socially

beneficial for the learners.

Tailoring a course is a complex process. According to Halim (1976), the language

course designer shall take into account the related variables: linguistic variables and non-

linguistic variables. Linguistic variables entail the connection between the language which

students speak and the language which teachers teach. The non-linguistic includes factors

varying from government policies to societal norms to technical advances. To summarize,

the designer would have to take into account the several aspects that affect the technical and

pedagogical criteria in order to produce an appropriate practical course.

1.2.1. Approaches to Course Design

This section delineates the approaches to course design that were presented by

Hutchinson and Waters (1987) in their seminal work, "English for Specific Purposes: A

Learning-Centered Approach." It is noteworthy that the study exclusively focuses on these

four approaches due to their comprehensive research and analysis in the domain of English

language teaching. Hence, these approaches have gained widespread recognition and have

become an established framework for course design in this context. Although there may be

other approaches available, the selection of these four is based on their established status

and the varied alternatives they offer course designers in terms of course structuring and

delivery.

1.2.1.1.   Language-Centered Approach. The method employed for language

teaching aims to evaluate the learner's linguistic aptitude in the target context and is

regarded as a structured approach as it entails identifying the learner's requirements in the

target situation, devising suitable instructional materials, and administering assessment

procedures. Despite its ease of use and practicality, the language-centered method has been

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scrutinized by Hutchinson and Waters (1987) due to its inefficacy, which they attribute to certain constraints.

- Although it starts with the learners in defining the target situation needs, a language-centered approach cannot be considered learner-centered. The role of learners in this approach is to reveal to the course designer which ranges of linguistic features that a particular course should include from the large body of items existing in the language. There is no room for Learners' wants in the designed course. Hence, rather than being learner-centered this approach is learner-restricted.

- This process assumes that, since it provides content that is systematic in nature, learning will, therefore, be systematic. However, there must be a clarification that the internal processes of learning have not yet been investigated to allow for assumptions about how learning occurs at the level of learners' minds.

- "The language-centered analysis of target situation data is only at the surface level. It reveals little information about the competence that underlines the performance" (p.68). Although learners' performance is being tested, this does not guarantee that the results obtained accurately indicate the underlying competence. Indication of performance, here, is restricted mainly to the test items and testing factors.

After analyzing the previous criticisms, it points out that the key aspect which most of these criticisms revolve around is neglecting the subjective views of learners like their wants.

1.2.1.2. **Skills-Centered Approach.** This approach is defined by two primary principles, one of which is theoretical while the other is pragmatic. Firstly, the basic theoretical hypothesis emphasizes the need to focus on the competence underlying linguistic performance. It is based on the idea that learners cannot understand or establish discourse

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unless they use specific skills and strategies to aid them to achieve it. The pragmatic principle is based on Widdowson's (1981) concept of goal-oriented versus process-oriented courses. The language course should not only focus on meeting the target needs of learners, but it should also take into account how learners learn. Therefore, the skills-centered course considers the learning process as multiple stages to achieve the desired outcome rather than focusing solely on learning as an end in itself. Holms (1982, as cited in Hutchinson and Waters 1987, p.70) stated that language courses should strive to help learners attain what they are capable of without necessarily achieving the goals set for the target situation, despite potential learning constraints that may arise during the learning process.

The skills-centered approach places more emphasis on the learner than the language-centered approach, according to Hutchinson and Waters (1987). A needs analysis in this approach helps identify the underlying competence that enables learners to perform in the target situation, as well as the skills, strategies, and knowledge that learners bring to the classroom.

While the skills-centered approach places more emphasis on the learner, it has received criticism for still treating the learner primarily as a language user rather than a language learner (Hutchinson & Waters, 1987). As a result of this criticism, a new approach emerged.

1.2.1.3. **Learning-Centered Approach.** This approach perceives learning as "a process in which the learners use what knowledge or skills they have in order to make sense of the flow of new information" (Hutchinson & Waters, 1987, p.72). This approach introduces a further element that is: not focusing on the underlying competence but rather on the factors that lead to the creation of the competence. Hutchinson and Waters (1987) choose to call this approach learning-centered rather than learner-centered because learning

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consists of other factors and not only the learner. Factors may include teachers, environment, materials, and society; to name but a few. As per Hutchinson and Waters (1987), the connection between learning and society is such that learners are expected to achieve the target set by society. In this approach, learning is considered a process of negotiation between individuals and society, emphasizing the importance of the interaction between learners and their social environment.

This approach encourages feedback channels between the teachers and learners as they collaborate together to design a course in terms of decision-making, course content, and teaching methods (Nunan, 1988). This dynamicity is what distinguishes between the learning-centered approach and the other ones. Hutchinson and Waters (1987) further elucidate the differences between the three approaches as follows.

• According to the language-centered approach, the language course is determined based on the nature of performance in the target situation.

• The skills-centered approach deems this insufficient and suggests that exploring the competencies that enable individuals to perform is necessary.

• The learning-centered approach goes even further, arguing that solely investigating the competence that facilitates performance is inadequate. It is crucial to understand how individuals acquire such competence.

1.2.1.4.   Learner-Centered Approach. Learner-centeredness is an approach to course design in EFL education that prioritizes the learner's position at the center of the learning experience (Brown, 2008). The notion of learner-centeredness in EFL education means that course design should be founded on learners' needs, preferences, goals, interests, backgrounds, and learning styles (Marwan, 2017). Brown (2008) affirms that learner-centeredness is a philosophy that places emphasis on the role of learners as active

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participants and co-constructors of their learning experiences. Research indicates that adopting a learner-centered approach leads to more effective learning outcomes, higher learner satisfaction, and increased motivation (Cheng & Dornyei, 2007; Liu & Littlewood, 1997). To implement a learner-centered approach, teachers can use several teaching techniques, such as collaborative learning, task-based learning, project-based learning, and student-led discussions. Examples of learner-centered course design practices include conducting needs analysis and diagnostic tests to identify learners' strengths and weaknesses, involving learners in setting learning objectives and choosing learning materials, and providing multiple options and opportunities for learning activities.

However, despite its numerous benefits in EFL education, learner-centeredness in course design has some potential shortcomings.

• It may not match the expectations and preferences of all learners. Some learners may prefer structured and teacher-directed courses that provide clear guidance and feedback (Davies, 2006).

• Learners may also resist learner-centered activities that require them to take more responsibility and initiative for their own learning (Marwan, 2017).

• It may not suit the levels and needs of all learners. Some learners may lack the essential skills and strategies to cope with learner-centered tasks that involve autonomy, collaboration, creativity, and critical thinking (Moate & Cox, 2015).

• Learners may also encounter difficulties with authentic texts and tasks that are too challenging or unfamiliar for them (Davies, 2006).

• Learner-centeredness may not fit the cultural and institutional context. Some cultures may prioritize hierarchical and authoritative relationships between teachers and

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learners, which may conflict with the democratic and egalitarian principles of learner-centeredness (Brown & Lee, 2015).

•   Some institutions may impose constraints on course design, such as curriculum standards, assessment policies, time limits, and class sizes, which limit teachers' flexibility and creativity in implementing learner-centeredness (Brown & Lee, 2015).

While these approaches to course design provide valuable insights, it is important to note that these approaches may not be suitable for all contexts or learners. It is crucial for course designers to consider the specific needs and goals of their learners, as well as the context in which the course will be taught. Moreover, it is important to recognize that course design is not a one-time event but an ongoing process that requires constant evaluation and revision. Additionally, the critiques presented in this section suggest that there are limitations to each approach, and it may be necessary to draw on elements of multiple approaches to develop a more comprehensive and effective course design. As such, course designers should approach their work with a critical mindset, being open to feedback and willing to adapt and revise their designs as needed to ensure that their learners are receiving the best possible educational experience. Hence, what is the most appropriate approach for a language course? Robinson (1991) responds to this question by claiming that "there is no single model for a course; all approaches should be regarded as being available at any time and each approach needs to be adapted to the requirements of the situation" (p.40).

1.2.2. Classification of Course Types

Choosing a course is an integral aspect of a teacher's preparation curriculum. Several distinct forms of teaching approaches exist, and each serves a certain function in a wide variety of environments. The broad variety of course styles is attributable to the evolution of

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teaching techniques, the emergence of English as a lingua franca, and the accelerated research in course design approaches.

The two dichotomies of course classification are the ones put forward by Nunan (process-oriented course/product-oriented course), and the one put forward by Long and Crookes (1993) which entails synthetic/ analytic courses. Below each main grouping mentioned the different course types.

Product-oriented courses prioritize the achievement of a predetermined set of graded topics, which learners are expected to master by the end of the course. On the other hand, Process-Oriented Courses are more concerned with the learning process itself, emphasizing the pedagogical mechanisms that teachers and students should use during the process. Process-oriented courses place significant emphasis on the interaction between teachers and learners, feedback, and support provided to learners, and the development of critical thinking, problem-solving, and communication skills that are essential for lifelong learning. For example, process-oriented courses are task-based courses including (1. procedural course, 2. process course, skills-based course) The content-based course, the relational course, and the communicative course.

On the other side, synthetic courses presume that students would be able to learn a language in parts separately from one another, and often observe, combine, or synthesize language chunks when it is time to use them during social encounters for communicative purposes (Long & Crookes, 1993). Hence, the teaching and learning process is contingent upon apprehending language chunks and structures independently.

Analytic courses rely on students' analytical skills to deduce language rules and on their innate understanding of linguistic universals (Long & Crookes, 1993). These courses are designed to help students develop their ability to analyze the grammatical structure of a language. According to Wilkins (1976), language courses are structured according to the

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goals that students aim to achieve through learning the language and the kind of language proficiency required to achieve those goals. The organization of language courses takes into consideration the specific purposes for which the language is being learned, such as academic or professional purposes, and the specific language skills and competencies required to perform in those contexts

Figure 1.1

Classification of Course Types
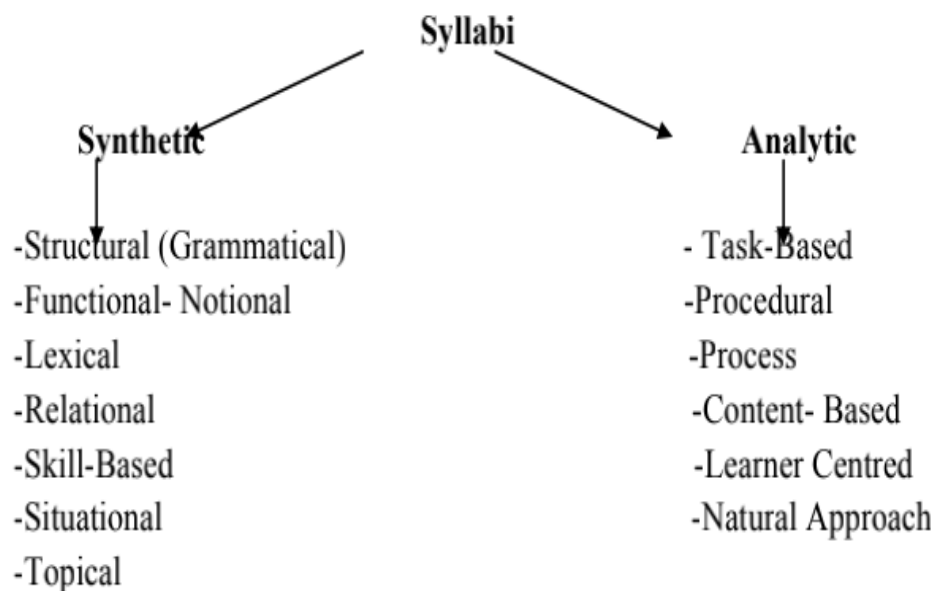
Note. This figure has been created by the researcher

The figure displays the two-course categories which are synthetic/analytic courses, and within each category are different course types. Synthetic courses emphasize learning language in separate parts, while analytic courses focus on students' ability to analyze the grammatical structure. The classification of courses provides teachers with a range of teaching approaches to choose from, based on the specific learning goals and needs of their students. In what follows, different course types are presented.

1.2.2.1.   Structural Course. It is an instructional system that organizes the content of language teaching as a set of the forms, such as verbs, nouns, and tenses. The

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grammatical course proposed by Wilkins presents language structures successively based on their grammatical complexity, which is presumably internalized by students before going on to the next unit. The layout of a language course is focused on the premise that the laws should be studied linearly and should be taught in sequential order (Nunan, 2001).

1.2.2.2.   Notional/Functional Course. Since the 70s and the 80s, there was a major criticism of structural courses (Yalden, 1983). Hence, scholars suggested a switch toward a notional/functional course. It is the one in which the substance of a linguistic structure is the set of roles and notions that can be articulated in the text. When employed in speech, terms like informing, agreeing, apologizing, requesting, and promising can be used. Wilkins (1976) proposed the concept of notional-functional courses, which emphasizes the importance of communication as a meaningful activity and creative language usage rather than the production of complex sentences. In this approach, grammar is not only taught for its own sake but also as a means to achieve communicative functions in the text. The notional-functional course introduces notions or concepts that learners need to talk about, functional purposes for language use, situations in which language would be used, and roles learners might play. These elements redefine the language content of structural courses and provide a framework for language learning that is based on meaningful communication.

1.2.2.3.   Situational Course. Situational and Notional courses are two distinct forms of the semantic course. The linguistic premise of this course is that vocabulary must be understood compared to other situations (Yalden, 1983). The situational model would include situations such as 'At the Post Office', 'Heading to the Airport', or 'Having a Work Interview.' The topical or thematic course is equivalent, but usually employs the practice of grouping modules or lessons around a subject, while the situational course reflects progress toward a greater focus on the semantic aspect of course design. However, it should be noted

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that the circumstances of different situations may entail different scenarios for language usage ((Yalden, 1983, p.38).

1.2.2.4.   Content-Based Course. It is focused on teaching content rather than teaching the language itself distinctly from the content to be understood. The primary aim of the instruction is to teach the content using the same vocabulary as the lesson. The students undergo simultaneous guidance in both languages and on which content is being studied. The subject matter is the focus of the text, and language learning happens incidentally during content learning. Discriminating course does not explicitly differentiate between the form and function of language in teaching but renders language accessible by its contents (Brown, 2000). As an approach to language teaching, content-based is focused on the use of material related to specific content to inspire students to think and learn through the use of the target language.

1.2.2.5.   Communicative Course. The course defines the categories of speech that students are supposed to be able to communicate (Brown, 1995, p.95). The emphasis of the course is communication (i.e., meaning, conveying messages, appropriacy of language use, interaction, and structure). The communicative course is clarified by Larsen-Freeman (1986). She says that the key emphasis of the communicative approach to course design is acquiring the broader notion of communicative competence. She said the instructor encourages communication of varying meanings. The job is to negotiate meaning even if the form is wrong. To learn to communicate efficiently, you must communicate. However, Harmer notes that the course of its material cannot be communicative, how, ever the practices in the course and methods render it communicative. And this course includes the Situational Course, the Functional-Notional Course, and the Task-Based Course.

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1.2.2.6.   Task-Based Course. According to scholars, a task is described as an operation in which meaning is essential, there is a connection to the actual world, task fulfillment is prioritized and task-oriented, and the assessment of the task completion is in terms of the task outcome (Skehan, 1996). The task-based content consists of tasks where the learners are given activities outside of the school that is not educational in nature. Nunan (1994) believes that a course could define two categories of tasks: real-world tasks such as using the computer and pedagogical tasks such as filling the gap exercise. Activities are organized according to their complexity levels. The most critical skill for the learner in the communication task is to be able to communicate meaning in the target language, not to be able to use the language correctly. The three forms of activities under task-based course are procedural course, skill-based course, and process course. While six distinct forms of courses are handled individually in the document, in reality, these are seldom used in isolation. All actual classroom language teaching assignments incorporate the main styles mentioned below. One form of course dominates whereas other forms of material are sometimes mixed with it.

1.2.3. *Course Design Process*

The course design process involves a series of steps that instructors can follow to create an effective course. According to Fink (2013), this process is called "integrated course design" includes identifying situational factors, setting learning goals, formulating feedback and assessment procedures, setting teaching and learning activities, integrating the primary components (alignment between various course components), and establishing course structure. The following figure illustrates the "integrated course design process".

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Figure 1.2

Integrated Course Design Key Components
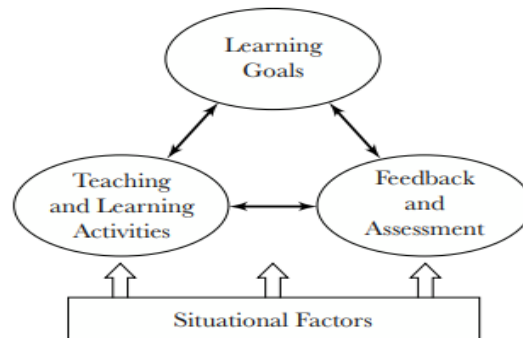
Note. This figure has been adopted from Fink (2013, p.62)

Figure 1.2 illustrates the interrelatedness between the different components of the course design process, including learning goals and objectives, teaching and learning activities, feedback, and assessment. The identification of situational factors serves as the basis for this process. Fink (2013) considers the following questions as a guide to the design process.

- What are the important situational factors in a particular course and learning situation?

- What should our full set of learning goals be?

- What kinds of feedback and assessment should we provide?

- What kinds of teaching and learning activities will suffice, in terms of achieving the full set of learning goals we set?

- Are all the components connected and integrated, that is, are they consistent with and supportive of each other? (p.63)

Fink's (2013) model is elaborated below, with its components organized according to the guiding questions that inform the course design process. It should be noted that while the model includes additional steps, this study focuses on the questions that lead to a cohesive course design, and therefore omits those other steps i.e., only key steps are explained.

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1.2.3.1.   Identifying Situational Factors. When designing or redesigning a course, it is crucial to consider several situational factors that could significantly impact the design process. These factors include.

- Specific context of the teaching and learning situation: The context in which the course will be taught and learned should be considered, including the time, location, and resources available. For example, if a course will be taught online, the designer should consider how to create engaging and interactive activities that can be delivered effectively in a digital format.

- Expectations of external groups: It is important to consider the expectations of external groups such as employers, accreditation agencies, and professional associations. For instance, if the course is part of a certification program, the designer should ensure that the course meets the necessary standards and requirements.

- Nature of the subject: The nature of the subject matter should be taken into account, including its complexity, level of abstraction, and the most effective methods of teaching and learning the subject. For example, if the course involves technical concepts, the designer should consider how to make the content more accessible to students who may not have prior knowledge in the field.

- Characteristics of the learners and teacher: The designer should consider the characteristics of the learners, such as their age, educational background, and learning preferences. The designer should also consider the characteristics of the teacher, such as their teaching style, experience, and subject matter expertise. For instance, if the course is designed for adult learners, the designer should ensure that the content is relevant and engaging for them, and the teacher should use teaching methods that are appropriate for that demographic.

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By systematically reviewing these situational factors, designers can identify the major factors that need to be considered and ensure that the resulting course meets the needs of the students, curriculum, and teacher. Failing to carefully review these situational factors increases the risk of creating a course that does not work for the intended audience or misses the mark in meeting the course's objectives.

1.2.3.2. Setting Learning Goals. The second step in integrated course design involves formulating significant learning goals. This step is critical for instructors because it helps them identify what they want students to learn and achieve in their courses. Fink (2013) recommends taking a learning-centered approach to identify these goals, rather than simply creating a list of topics. To do this, instructors can use the taxonomy of significant learning, which identifies six kinds of significant learning: foundational knowledge, application, integration, human dimension, caring, and learning how to learn. To formulate learning goals, a series of questions should be asked about each type of learning that is relevant to the course. Each learning goal should begin with a verb that is specific and concrete, indicating what students should be able to do in the future. Examples of relevant verbs can include; define, identify, label, apply, calculate, demonstrate, appreciate...etc. By using this taxonomy, instructors can identify what they want students to learn and achieve in each of these categories.

For example, a microbiology professor might want students to have foundational knowledge of the primary categories of organisms and the concept of orders of magnitude, as well as the ability to apply this knowledge to real-world situations, such as identifying the causes of a disease outbreak. Additionally, the professor may want students to be able to integrate their knowledge of microbiology with other subjects, such as chemistry or epidemiology. In this, the instructor is taking a learning-centered approach to identifying the

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goals for student learning. By focusing on significant learning outcomes in each of the six

categories, instructors can design courses that are more effective and engaging for students.

1.2.3.3. **Formulating Feedback and Assessment Procedures.** The third

component of a course that a teacher must design is feedback and assessment. Traditionally,

this has meant giving midterms and final exams, which both teachers and students often

find to be a daunting task. This is because, according to Fink (2013) many teachers have a

limited view of the nature of feedback and assessment, and they need to expand their view

to include more educative assessment. Educative assessment has four primary components,

namely forward-looking assessment, criteria and standards, self-assessment, and FIDeLity

feedback. The purpose of educative assessment is to help students learn better, and teachers

need to learn how to develop procedures for each of these four components to give

themselves and their students a much clearer understanding of the degree to which the

students are learning something correctly. If teachers can do this, they will enable students

to monitor and evaluate their own learning, which is crucial if they are ever to become self-

directing learners. Feedback needs to be done in dialogue, and after the students have

practiced learning to do something, their individual ability to perform high-quality work

will need to be assessed. Learners also need to engage in self-assessment, which will take

practice because the criteria and standards relevant to this particular activity will be new to

the students, who will need time and practice. In conclusion, teachers need to expand their

view of feedback and assessment to include educative assessment, which consists of four

types of feedback, to help students learn better and become self-directing learners.

1.2.3.4. **Setting Teaching and Learning Activities.** Traditional teaching

methods such as lectures, whole-class discussion, and assigned readings are not sufficient to

create powerful learning experiences. To design effective teaching and learning activities,

teachers need to incorporate all three components of active learning: doing, observing, and

reflecting (Fink, 2013). In addition, teachers can provide students with direct experiences related to the subject of the course, and if direct experiences are not feasible, indirect and vicarious forms of doing and observing are also valuable. Furthermore, Fink (2013) suggests that teachers need to guide their search for experiences that support multiple kinds of learning simultaneously. Teachers also need to ensure that students have significant opportunities to reflect on the learning process itself and find ways to move students' initial exposure to the content to outside-of-class learning activities (Fink, 2013). Finally, teachers need to continue searching for ways to introduce students to original authors and primary data to give them direct contact with the information and ideas that they will need to handle after the course is over.

      1.2.3.5.   **Integrating the Primary Components.** It is an essential step in designing an effective course. The integration involves making sure that the learning goals, teaching and learning activities, and feedback and assessment procedures support each other. If these components are not integrated, it may lead to inconsistencies and a lack of clarity in the course design. This process enables teachers to avoid the common mistake of mentioning learning goals without incorporating them into their teaching and assessment practices. By aligning these components, teachers can create a course that supports student learning and helps achieve the desired learning outcomes.

      1.2.3.6.   **Establishing Course Structure.** A cohesive course structure is crucial and can be achieved by analyzing the subject matter of the course and selecting key concepts, topics, issues, or themes that comprise it. The selected topics, typically four to seven, should be arranged in a specific sequence that allows for the integration of new ideas with preceding ones. This enables teachers to identify suitable assignments that progressively increase in complexity and challenge students. The teacher should then determine the order in which topics will be taught and their duration, ensuring that each

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topic builds upon the previous one and that students can integrate and apply their knowledge to more complex problems and assignments. These topics encompass the primary dimensions of the course, although there may be important subtopics under each one.

In conclusion, the course design process is a systematic approach that instructors can follow to create effective and engaging courses. Fink's integrated course design process involves identifying situational factors, defining learning goals and objectives, formulating feedback and assessment procedures, generating teaching and learning activities, integrating the primary components, and determining course structure. The identification of situational factors is critical, as it provides the basis for the design process. Defining learning goals and objectives is essential, as it helps instructors identify what they want students to learn and achieve in their courses. Formulating feedback and assessment procedures is necessary to measure student learning and ensure that the course is meeting its objectives. By following this process, instructors can design courses that are well-organized, engaging, and effective in helping students achieve their learning goals.

Conclusion

In this chapter, a comprehensive theoretical framework for course design is established. The exploration encompasses fundamental aspects of courses, including their definition, constituents, and the advantages they offer, both to educators and learners alike. Furthermore, the diverse approaches to course design are delved into, encompassing language-centered, skills-centered, and learning-centered perspectives, as well as an examination of various course typologies, such as structural, notional/functional, situational, content-based, communicative, and task-based categories. Additionally, the course design process is illuminated, drawing upon the model devised by Fink. By gaining insight into the essence of a course, the array of available approaches and course categories, the investigator

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is empowered to make informed decisions regarding the structure of the course under

scrutiny in the present research.

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Chapter Two: Culture in Foreign Language Teaching

Introduction

This chapter represents information related to culture integration in the EFL context. It starts by defining culture, its characteristics, dimensions, and big C and small c notions. Then it discusses the cultural communicative competence and Factors of ICC. Afterward, ICC in foreign language (FL, henceforth) Teaching. Then it highlights the linkage between language and culture. Afterward, it tackles Teaching Culture in EFL Classrooms with reference to the development of teaching culture through various teaching methods. Common Approaches in Teaching Culture and the role of the teacher in teaching culture ending up with teaching culture at university.

2.1. Concepts of Culture

The following discusses some of the basic concepts of culture including the definition of culture, the big "C" and small "c" elements of culture, and the notions related to CCC.

2.1.1. Definition of Culture

The importance of the theme culture is continuously growing in the field of social sciences and human sciences (Mironenko & Sorokin, 2018). Numerous definitions have been elaborated to approach the term precisely. However, it is an accepted convention that the boundaries of such definitions are still vague and fuzzy. As Valsiner (2009) has explained, culture is difficult to pinpoint in any science that attempts to use it as its core interest.

Liddicoat and Crozet (2000) have reported the evolution of the term culture in the field of language teaching and learning. Traditionally, the teaching of culture has been associated with the teaching of literature. This approach to culture is concerned with the

production of materials. Culture hence is defined as the valued artifacts of a certain society such as novels, poems, and plays.

The concept of culture has been thoroughly examined to include a broader sense rather than just being exclusively artifacts. Goodenough (1957) has provided a holistic definition of culture in terms of behavioral aspects "…a society's culture consists of whatever it is one has to know or believe in order to operate in a manner acceptable to its members and to do so in any role that they accept for any one of themselves (p.167). The definition articulates that culture consists of a cluster of beliefs and knowledge that is socially inherited, and the use of this knowledge in a socially acceptable manner.

In a similar vein, Brown (2007) has postulated that culture is considered a collective identity. This identity controls how people interact in a specific group, and it aids in predicting the unspoken expectations of the group. Brown (2007) has further added that culture can be referred to as the collection of the ideas, skills, customs, and tools of a given society. However, it might be prejudiced to confine culture to the ideas, skills, customs, and tools only.

From an anthropological point of view, culture has been given various definitions. However, most of these definitions articulate the idea that culture is learned. Anthropologically speaking, culture is associated with groups of people and it includes a wide range of phenomena including norms, values, meanings, and patterned ways of behavior (Birukou et al., 2009).

Moving to a cognitive viewpoint. Hofstede (2001) defines culture as "the collective programming of the mind that distinguishes the members of one group or category from another" (p.9). People are wired differently depending on their cultural background. The "programming of the mind" encompasses the set of norms for appropriate behaviors that are common and rather expected among a specific group of people. Precisely, Shaules (2007)

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expends that this shared mind programming stands as a base, which people start from to think about their human nature, behave normally, make appropriate decisions, and act with logical reasoning *(*pp.2-11).

From the previously mentioned definitions, it can be concluded that culture is group-specific. Nevertheless, Kramsch's (2015) definition adds the perspective that people can belong to more than one group, and that how our "minds are programmed", can change over time (p.409). She says that people acquire a set of interpretation patterns for others' behaviors through primary socialization. These patterns alter over time as people migrate from their current location to associate with people who have been socialized differently.

Accordingly, culture seems to overwhelm human life. However, it is group-specific. People, who belong to the same culture, live with many shared aspects. These shared aspects are forming culture and, having them shared among a group of people, leads directly to a shared culture. The small aspects joined together, lead to the foundation of the big product which is culture. Samovar and Porter (2003) provide a detailed description of the aspects that people categorized under the same culture share. For them, the term culture encloses:

The deposit of knowledge, experience, beliefs, values, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of the universe, and material objects and possessions acquired by a group of people in the course of generations through individual and group striving. (p.8)

Therefore, culture embraces all the observable and non-observable aspects that represent the identity of groups and communities. The observable qualities signify all the concrete accomplishments attained by members of a group, such as art and literature. The non-observable aspects imply the attitudes, beliefs, values, and even the patterns of conventional behaviors.

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On the contrary, some Scholars approach culture from a less holistic view by focusing on particular points. Sowden (2007) and Brown (2007) highlight the factor of history in defining culture. They explain that a group of people is considered to have the same culture when it shares a historical background and exists in a specific period. Consequently, culture is time-specific. It varies from one period in history to another, for example, ancient cultures belong only to those who lived in that past era (p.304-305). Peterson (2003) approaches culture from the viewpoint of beliefs and ideas held by a cultural group and their impact on the group's outer behavior. He clarifies the existing link between a person's thinking and his culture in the sense that a person's behavior is guided by his thoughts, these thoughts were shaped and influenced by the culture he was raised in. Therefore, the internal thoughts a person possesses model his external behavior and mirror his cultural orientation.

From the above-mentioned definitions, it can be concluded that culture comprises a set of elements. The unity and the integrity of such elements are what constitutes culture. Differing from the material aspects to the spiritual ones leads to the product's artifacts. They are inextricably interwoven and cannot be firmly understood without considering their links with each other which constitutes the whole phenomenon.

2.1.2. Elements of Culture

Culture is a multifaceted and intricate concept that encompasses a wide range of human experiences, including beliefs, values, customs, language, and art. An in-depth understanding of cultural elements provides valuable insights into how different groups of people interact with the world and how their cultural practices shape their experiences and perspectives. In this regard, it is crucial to explore and analyze the various aspects of culture to gain a comprehensive understanding of human societies. Culture is a multifaceted and

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intricate concept that encompasses a wide range of human experiences, including beliefs, values, customs, language, and art.

  2.1.2.1.   **Big "C" Culture.** Big C elements of culture refer to the grand themes of a society's culture, including its history, arts, and institutions. These elements are often visible and are commonly taught in FL classes, as they provide a framework for understanding a society's values and beliefs. For example, the study of literature and art can provide insights into a society's cultural heritage, while the study of political figures and institutions can provide insights into its political history and social organization. As Peterson (2003) notes, big C elements of culture often reflect the public face of society, as they are frequently documented and celebrated. This is particularly true in the case of architecture, which is both a physical manifestation of a society's culture and a reflection of its aesthetic values (Levitt, 1994). Big C elements of culture are therefore important in promoting cultural literacy, as they provide a common language for discussing the cultural practices and achievements of different societies (Byram, 1997). By studying big C elements of culture, students can gain a deeper understanding of the historical and social context of the target language, and develop the skills needed to engage with speakers of that language on a deeper level (Kramsch, 1998). Learning EFL involves more than just mastering grammar rules and vocabulary. It also requires an understanding of the cultural context in which the language is spoken.

  In this regard, big "C" Culture elements can play a significant role in helping students gain insights into the target language and its cultural nuances. For example, understanding the history, literature, and art of English-speaking countries can provide students with a deeper understanding of the language and how it is used in context. As Kramsch (1993) notes, language, and culture are closely intertwined, and students who are exposed to big "C" Culture elements can develop a more nuanced and sophisticated

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understanding of the language. In addition, learning about the cultural customs and traditions of English-speaking societies can help students navigate social interactions and communicate more effectively in real-life situations. For these reasons, incorporating big "C" Culture elements into English language instruction can be a valuable tool for FL learners.

      2.1.2.2.   Small "c" Culture. Small "c" culture refers to the everyday practices and beliefs of a society, including its customs, social norms, and language use. These elements of culture are often less visible than in big "C" culture but are equally important in shaping individuals' experiences and interactions with others in their society. As Harklau et al. (2012) note, small "c" culture includes the implicit rules and norms that govern social interactions, such as the appropriate ways to greet and address others, or the types of topics that are considered appropriate for discussion in different contexts. Understanding these small "c" cultural elements is essential for effective communication and social integration in a foreign culture (Kondo, 1990). Language learners who are not aware of small "c" cultural differences may experience difficulty in communicating effectively and may inadvertently offend or misunderstand others. For example, in some cultures, it is customary to maintain extended periods of silence during conversations as a sign of respect, while in others, silence may be interpreted as awkwardness or disinterest (Fujio, 2004).

      By understanding small "c" culture, EFL learners can navigate social situations more effectively, avoid misunderstandings, and communicate more appropriately in context. For instance, understanding the use of nonverbal cues, such as gestures and facial expressions, can help learners interpret the meaning behind a speaker's words and intentions. Likewise, knowing how to greet and address people properly or how to express gratitude can demonstrate respect for the culture and build rapport with native speakers. Additionally, awareness of the small "c" culture can facilitate the development of intercultural

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competence, which is increasingly important in today's globalized world (Deardorff, 2006). Therefore, incorporating small "c" culture elements into EFL instruction can help learners develop a more comprehensive and nuanced understanding of the target language and culture.

2.1.2.3. **Conceptualizing Elements of Culture.** There are several models and analogies used to conceptualize the various elements of culture. However, this element focuses on two of the most popular models: the iceberg model and the onion analogy. These models were chosen because they are widely used and provide a comprehensive framework for understanding the various layers of culture. Additionally, they emphasize the importance of going beyond surface-level observations to uncover the deeper layers of meaning and significance that shape a society's culture.

2.1.2.3.1. *Iceberg Model of Culture.* One of the most popular models that illustrate the classification of Big C and small c culture elements is Edward Hall's Iceberg Model of Culture. In 1976, Hall introduced this model to explain that culture is like an iceberg, where the visible aspects of culture, such as language, food, and art, represent only a small portion of what makes up a culture. The vast majority of cultural elements are hidden beneath the surface, including values, beliefs, and social norms, which are less visible but still influential in shaping individuals' experiences and interactions with others in their society. By understanding this model, learners can better appreciate the importance of both Big C and Small c culture elements in the process of intercultural communication and language learning.

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Figure 2.1

Edward Hall's (1976) Iceberg Model of Culture
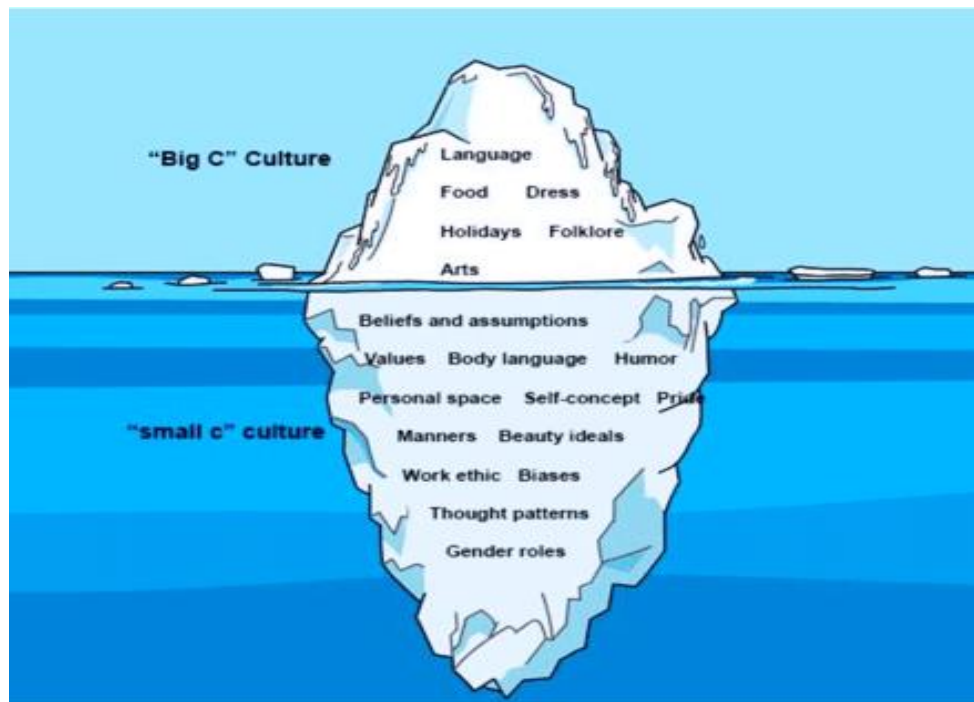
Note. This figure has been adopted from Zoni Upton (2018, p.24).

The figure is a visual representation of the concept of big C and small c elements of culture. The iceberg analogy is used to illustrate that big C elements, which are visible and widely known, are only the tip of the cultural iceberg. Below the surface are the less visible and often implicit small c elements that are equally important in shaping individuals' experiences and interactions with others in their society. The figure shows that just like an iceberg, the majority of cultural elements are hidden beneath the surface and require deeper exploration to fully understand a society's culture. This highlights the importance of cultural literacy and the need to go beyond surface-level understanding to develop a nuanced and sophisticated understanding of a foreign culture.

2.1.2.3.2. ***Onion Analogy: Conceptualizing the Layers of Culture.*** The "onion" analogy is a way to conceptualize the different layers of cultural elements, showcasing the distinctions between big and small c elements. The analogy was first introduced by

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Hofstede and Hofstede in their book, "Cultures and Organizations: Software of the Mind" (2005), and has since been widely adopted in the field of intercultural communication. According to Hofstede and Hofstede (2005), culture is analogous to an onion with multiple layers, where the outermost layer is the most visible, and the innermost layer is the most hidden. The "onion" analogy emphasizes that culture is complex and multi-layered, and to understand a culture, one must go beyond surface-level observations to uncover the deeper layers of meaning and significance that shape the way people think and act.

The analogy entails that the outermost layer of the "onion" embodies the observable aspects of culture, including fashion, food, music, and other tangible elements that can be experienced by those outside the culture. These elements are commonly associated with a particular culture and are often the first things that come to mind when thinking about a country or group of people. As one progresses inward, they encounter deeper layers of culture that are more difficult to observe and comprehend. These layers consist of social norms, values, beliefs, and assumptions that are ingrained in a culture and influence how people think, act, and interact with each other. At the core of the "onion" lies the fundamental and essential cultural elements that shape a culture's identity, such as spirituality, history, and mythology, providing a shared sense of purpose and identity. The figure below illustrates the hierarchy of cultural layers using the onion metaphor.

Figure 2.3

Layers of Culture: Exploring Manifestations at Different Depths

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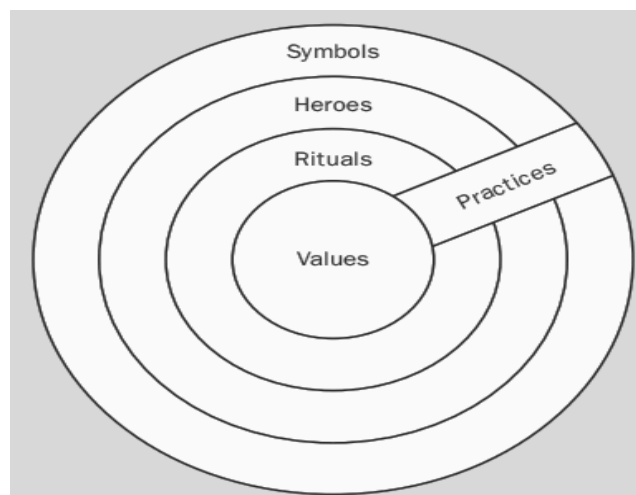
Note. This figure is adopted from Hofstede and Hofstede (2005, p.08)

The "onion" analogy involves multiple layers of cultural components, including symbols, heroes, rituals, values, and practices, each contributing to the overall complexity and depth of a certain culture. Symbols refer to words, gestures, pictures, or objects that possess a specific meaning recognized solely by those who share the same culture. Heroes are individuals, whether living or dead, factual or fictitious, who possess traits that are highly valued in a culture and serve as role models for behavior. Rituals are collective actions that are not essential to achieving specific objectives but are considered socially important within a culture. Values, on the other hand, are the foundation of culture and refer to broad tendencies to prefer certain situations over others.

In Figure 2.3 above, symbols, heroes, and rituals are grouped under the term practices. Although these practices are visible to an outside observer, their cultural meaning is invisible and lies solely in how insiders interpret them. Hofstede and Hofstede (2005) assert that understanding the different layers of cultural elements through the "onion" analogy is crucial to truly comprehending the complex nature of culture.

Understanding the "onion"-like layers of culture is essential for effective communication and intercultural competence. It allows individuals to recognize the multiple dimensions of culture that influence behavior and communication, and to develop greater awareness and sensitivity to cultural differences (Gudykunst & Kim, 1997; Lustig et. al, 2006). In summary, the "onion" analogy provides a useful framework for understanding the layers of culture and their importance in intercultural communication and understanding.

2.1.3. Culture Categorization as Source, Target and International

The framework proposed by Cortazzi and Jin is a valuable resource for English language teachers who want to ensure that their teaching materials are inclusive and provide a balanced representation of different cultures. The framework divides cultural content into

three categories: source culture, target culture, and international culture (Cortazzi & Jin, 1999). Source culture refers to the cultural elements that are related to the students' own culture, such as family, food, customs, and traditions. Target culture refers to the cultural elements that are related to the country or countries where the language is spoken, such as history, geography, politics, and social norms. International culture refers to the cultural elements that are common to different countries and cultures, such as global issues, international business practices, and cross-cultural communication skills.

The aim of this framework is to provide a comprehensive and diverse range of cultural content to the students, which can help them develop intercultural competence. Intercultural competence is the ability to communicate effectively and appropriately with people from different cultural backgrounds (Byram, 1997). By exposing students to different cultural elements, the framework can help them acquire the knowledge, skills, attitudes, and awareness that are necessary for intercultural communication. For example, by learning about the source culture, students can reflect on their own cultural values and beliefs and compare them with those of other cultures. By learning about the target culture, students can understand the social and historical context of the language they are learning and appreciate its diversity and richness. By learning about the international culture, students can develop a global perspective and a sense of responsibility for global issues.

The framework has been used in various studies to analyze cultural content in EFL materials and to evaluate the effectiveness of teaching materials in promoting intercultural competence. For example, Alptekin (1993) examined the cultural content in EFL coursebooks used in Turkey and found an imbalance between target culture and local culture representation. He suggested incorporating more localized content to make the materials more relevant for Turkish learners. Similarly, Shin et al. (2011) analyzed cultural

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representations in Korean and United States' EFL textbooks and highlighted the need for more varied target cultures beyond inner circle countries.

Furthermore, Risager (1991) emphasized the importance of integrating international and global culture content to develop students' intercultural understanding. Cortazzi and Jin (1999) also discussed using narratives and literature from diverse cultures to provide authentic intercultural learning experiences.

In summary, the Cortazzi and Jin framework is a significant contribution to English language teaching as it provides a comprehensive categorization of cultural content that can help teachers select appropriate teaching materials that are inclusive and provide a balanced representation of different cultures. By using this framework, teachers can promote intercultural competence among their students by exposing them to different cultural elements and providing them with the knowledge and skills to communicate effectively in a global context. The framework has been applied in various studies to analyze cultural content in EFL materials and to evaluate the effectiveness of teaching materials in promoting intercultural competence.

2.1.4. *Culture and Cross-Cultural Communication*

Understanding the topic of culture and CCC is essential for EFL students. This main heading consists of several subtopics, which delve into the definition of CCC, as well as the distinctions between CCC, intercultural communication, multicultural communication, and international communication. The different elements of CCC are also examined under this heading. Finally, the significance of learning CCC for EFL students is explored in detail. By examining these subtopics, we can gain a deeper understanding of the importance of cultural communication in cross-cultural (CC, henceforth) settings.

2.1.4.1.   Definition of Cross-Cultural Communication. In order to define the term CCC**,** defining the term "communication" first is mandatory. Many researchers have

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indicated that "communication" is often a challenging term to define. Generally, communication is known as the transmission of a message from the sender to the recipients (Hua et al., 2012, p.833). Communication's overarching purpose is to minimize ambiguity and to establish understanding between interactants (Gudykunst, 2003). Barnlund (1998) stated that communication is the one universal medium between all cultures, yet each culture differs in its own symbolic themes for generating and transmitting meanings. Since, each society has a varied range of values, traditions, and thought patterns, each person's understanding of a message would be different. The larger the cultural difference between the sender and receiver, the greater the difference in meaning interpretations and world views. Therefore, the task is not just to get the message across, but to communicate it effectively. The word effective communication applies to the capacity of people to communicate themselves appropriately either verbally or non-verbally in various contexts and cultures (Wong, 2003).

Many researchers have contributed to defining the notion of CCC. Therefore, several labels or titles were given to this notion. For instance: cultural awareness, intercultural competence, intercultural sensitivity, multicultural effectiveness …etc.

In general, people base their interpretations of what is communicated on their cultural contexts and the rules that regulate their cultural group. These interpretations help not to rediscover meanings every time people encounter similar situations. This consistent interpretation pattern helps people to behave appropriately in everyday life. Therefore, people may fall into misunderstandings when they interpret other cultures in the same way because what might sound similar to someone might be different from another person of a different culture (Mulyana, 2012)

It is clear now that Cultural differences are the primary issue in CCC (Tannen, 1985). What forms the core of CC understanding is the ability to recognize these

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differences, make correct interpretations, and interact properly with people or situations. Thus, CC understanding is important in communication, not only between people of different cultures but also between people living in the same country with diversified subcultures. Communication in the national language itself does not guarantee mutual understanding because each group is biased against other groups to different degrees, especially with the idea of "we are right" and "they are wrong". This prejudice is motivated by the assumption that each cultural group tends to view its own culture as superior to other cultures. Hence, when being in a CC context, differences would inevitably be assumed before similarity is confirmed (Levine & Adelman, 1982).

When addressing CC competence, CCC is emphasized. It is not enough to interact cross-culturally, but also to be successful in interacting effectively. Therefore, CC competence is an indicator of effective CCC. The research shows that "competence" implies an ability to provide successful and acceptable interactions across various cultures (Johnson et al., 2006, p.528).

2.1.4.2. **Cross-Cultural Communication, Intercultural Communication, Multicultural, and International Communication.** When studying the role of culture in communication, key concepts need to be operationally defined. Barnett and Lee (2002) classified communication as "intercultural," "intracultural", "cross-cultural", and "Multicultural". Nevertheless, Furumura et al. (2014) claimed that: "The field of intercultural education has not yet advanced far enough to produce a glossary of key terms for intercultural thus leaving educators in a position to develop their dictionaries to fit their own teaching contexts and realities" (p.205). Therefore, given the lack of a standardized glossary of key terms in intercultural education, it is important for researchers and educators to carefully consider and define the terms that are relevant to their specific study or context. By developing clear and well-defined definitions, researchers can ensure that their findings

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are accurately communicated and can be understood by others working in the field. For example, in the current study under scrutiny, the following terms are particularly relevant and should be clearly defined: CCC, Intercultural Communication, Multicultural Communication, and International Communication. Each of these terms represents a complex set of skills, knowledge, and attitudes that are essential for effective intercultural education, and their definitions may vary depending on the cultural context and educational setting.

Many researchers use the term " intercultural" and "cross-cultural" together without explicitly distinguishing them (Byram, 1997). This point has been clarified regarding French linguistic features. Fries (2009) said that in French, there is only one way to correctly describe intercultural communication, which is "intercultural". But in English, both " intercultural" and " cross-cultural" are found. She indicated that English speakers appear to use "cross-cultural" more often rather than "intercultural" as though it was a case of interference with French.

Prosser (2009) defines intercultural communication as the exchange of ideas and information between people from different cultural backgrounds. On the other hand, "intracultural" communication occurs between individuals who share the same cultural identity. Prosser also explains that CC contact involves comparing and contrasting how different cultures interact, and CCC education aims to explore the implications of these differences in communication processes. In addition, Golka (2012) introduces the concept of multiculturalism, which refers to the coexistence of two or more cultural groups within the same geographic region, society, or country. Although the terms "intercultural" and "cross-cultural" are often used interchangeably, this study adopts them both to describe the exchange of information between people from different cultural backgrounds.

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2.1.4.3. **Elements of Cross-Cultural Communication.** Although CC
competence has been a subject of study for many years, there is an ongoing discussion
about its essential elements (Deardorff, 2006; Dinges & Baldwin, 1996). Understanding the
components of CCC is crucial because it provides guidance on what to teach, how to teach
it, and how to evaluate CCC. Among the researchers that have provided a detailed division
of CCC competence is the researcher Robert Bean. He (2010) classified CCC to include 4
main elements with several sub-elements. The four main elements are verbal behavior, non-
verbal behavior, communication style, values, attitudes, and prejudices.

2.1.4.3.1. *Verbal Aspect of Cross-Cultural Communication.* According to
Bean's (2010) analysis, verbal interactions encompass various facets, including accent, tone,
volume, speech rate, utilization of jargon and slang, idiomatic expressions, metaphors, and
proverbs. These are used in situations to convey functions such as greeting, condolence,
appreciation, invitations, phone calls, requests, selection of topics, social traditions, and
etiquette. Bean (2010) further claimed that Verbal communication also can be categorized
into two types, written and spoken. On the other hand, cross-cultural written communication
refers to an individual's ability to write in various forms to different audiences with mastery
of a FL. Written communication also encompasses electronic communication be it
synchronous or asynchronous in its various forms such as SMS, e-mail, discussion boards,
chat forums, and social media chats. Thus, cross-cultural writing should be simple, and
precise with proper grammar and terminology so that the significant other interprets the
meaning as intended.

On the other hand, oral communication includes comprehensively conveying ideas
to a diverse audience, usually face-to-face. Oral communication demands a combination of
techniques such as presentation, body language, and critical listening. Cross-cultural oral
communication can often be viewed from two perspectives: interpersonal communication

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and public communication. Interpersonal communication generally refers to a two-way exchange that involves reciprocal turn-taking. Whereas public communication is the act of delivering a presentation/speech to a mostly passive audience. It is often a one-way exchange.

2.1.4.3.2. ***Non-Verbal Aspect of Cross-Cultural Communication.*** Bean (2010) describes nonverbal communication as a complex phenomenon that includes gestures, body language, customs, and cultural attitudes toward time and space. He asserts that nonverbal communication represents what is communicated without words, encompassing aspects such as dress, objects, buildings, gestures, eyes, and facial expressions. For instance, the comfortable distance between individuals engaged in conversation varies across cultures. Mulyana (2012) notes that Mexicans tend to embrace each other when they meet, while Arabs often kiss each other on the cheek when meeting with someone of the same sex. By contrast, Americans and Westerners typically avoid such physical contact with members of the same sex due to concerns over the connotations of homosexuality. Therefore, it is important to attend to the nonverbal aspects of communication, as these behaviors, movements, expressions, and cultural values can produce diverse forms of understanding that vary according to different cultural backgrounds. Nonverbal communication can reflect the deep structure and value system of a given culture. Understanding and responding appropriately to nonverbal messages is key to unlocking the meaning conveyed by these forms of communication.

2.1.4.3.3. ***Communication Style.*** According to Bean (2010), communication style refers to the preferred means by which individuals choose to express themselves. This encompasses various techniques utilized to convey messages and underlying presumptions about communication methods and modes of interaction. Communication styles differ significantly across cultures and involve a multitude of components, including the way in

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which individuals take turns during a conversation, their attitudes towards silence, their use of humor and irony, and their adherence to norms of politeness. For instance, Australians tend to find silence during conversation uncomfortable, whereas other cultures regard silence as a symbol of thoughtfulness and respect. The importance of recognizing and adapting to differences in communication style is crucial in facilitating effective intercultural communication. By acknowledging and embracing these disparities, individuals can enhance the effectiveness of communication, minimize misunderstandings, and elevate overall communication quality in cross-cultural interactions.

2.1.4.3.4. *Values, Attitudes, and Prejudices.* The element of values, attitudes, and prejudices is considered the most intricate component of communication, encompassing our fundamental beliefs, emotions, and perceptions of ourselves and the world, as well as our evaluations of others (Bean, 2010). It is a multifaceted concept that affects our communication patterns and interactions with individuals from diverse cultural backgrounds. To illustrate, consider the following comparisons.

"Personal achievement and success are my most important goals." (p.46)

"Caring for others and improving the quality of life for everyone are my most important goals." (p.46).

Understanding cultural values is critical when communicating with individuals from diverse backgrounds. This is because cultural values often remain invisible until they are expressed through certain behaviors, yet they greatly influence people's attitudes and actions. To ensure effective communication with culturally diverse individuals, it is essential to comprehend the various dimensions of cultural values.

2.1.4.4. **Cross-Cultural Communication Systems.** CCC is a vital process of exchanging information and ideas between individuals or groups from different cultural backgrounds. Effective CCC requires understanding and respecting different cultural norms,

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values, and beliefs. A critical aspect of CCC is the distinction between high-context and low-context communication systems.

2.1.4.4.1. *Low-Context Communication System.* Low-context communication systems typically convey messages through explicit and direct language. Samovar et al. (2010) state that in low-context communication cultures, clarity, logic, and efficiency in communication are highly valued. Individuals in low-context cultures tend to be more individualistic and self-reliant, relying on explicit verbal communication to express their thoughts and ideas. For example, Gudykunst and Kim (1984) explain that in the United States, direct communication is encouraged and indirect communication may be perceived as confusing or dishonest. Additionally, Hofstede (2011) notes that speakers in low-context cultures tend to use language that is specific, unambiguous, and direct with the intent of conveying a message clearly without leaving room for interpretation or confusion.

Furthermore, Gudykunst and Kim (1984) associate low-context communication with linear thinking where the focus is on the information being conveyed rather than the relationship between the individuals involved. In such cultures, communication is viewed as a tool for exchanging information and therefore efficiency is highly valued. As a result, individuals in low-context cultures tend to use fewer words and get to the point quickly. They value directness and may perceive indirect communication as unnecessary or even dishonest.

It is worth noting that low-context communication is not exclusive to Western cultures. Many non-Western cultures, such as those in Scandinavia and Germany, also exhibit low-context communication patterns (Gudykunst & Kim, 1984). This indicates that low-context communication is not solely a product of individualism and that other factors, such as history and geography, can also contribute to communication patterns.

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In summary, low-context communication systems value clarity, logic, and efficiency in communication, with an emphasis on explicit verbal communication. Individuals in low-context cultures tend to be more individualistic and self-reliant, and they may perceive indirect communication as confusing or dishonest. This communication style is not exclusive to Western cultures and is found in other regions as well.

2.1.4.4.2. ***High-Context Communication System.*** High-context communication systems are deeply rooted in culture and are influenced by various factors such as language, history, values, and beliefs. In high-context cultures, communication is often indirect and messages are conveyed through implicit cues and shared experiences. This type of communication often requires a high level of context and cultural knowledge to understand fully. Therefore, individuals in high-context cultures may struggle to communicate effectively with those from low-context cultures and vice versa.

Hall (1976) explains that high-context cultures value building relationships and maintaining harmony in communication. Communication is seen as a means of strengthening social bonds and fostering group cohesion. In such cultures, nonverbal cues such as facial expressions, tone of voice, and body language are highly valued and people often rely on them to convey meaning. Moreover, context and prior relationships are often used to interpret messages and silence can be a powerful tool for conveying meaning.

In Japan for instance, Gudykunst (2004) notes that communication is highly influenced by cultural values such as "wa" and "amae". "Wa" refers to a sense of social harmony and balance in interpersonal relationships. It is crucial to maintaining relationships in Japan and requires individuals to be aware of the context and nonverbal cues used in communication. Similarly, "amae" refers to the Japanese concept of dependence on others for emotional support which is often conveyed through nonverbal cues.

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Understanding the differences between high context and low-context communication systems is particularly important for EFL learners who are communicating with individuals from different cultural backgrounds. By being aware of these communication styles, EFL learners can avoid misunderstandings and communicate more effectively. For example, EFL learners who come from a low-context culture may need to learn to pay more attention to nonverbal cues when communicating with individuals from high-context cultures. Similarly, those from high-context cultures may need to learn to be more explicit and direct in their communication when interacting with individuals from low-context cultures. Ultimately, developing CCC skills is essential for EFL learners who want to become effective communicators in an increasingly interconnected world.

2.1.4.5. Importance of Cross-Cultural Communication Learning for EFL Students. Globalization and technological advancement have made it possible for second and FL students to learn about other people's cultures without having to leave their homes or travel abroad. Higher education, therefore, needs to prepare language students with the skills to gain a broader awareness of global cultures and the world of technology (Oblinger, 2003). According to Kramsch (1993), FL learning aims to cultivate global awareness and effective involvement in global communities. Kramsch (1993) elaborated more stating that intercultural education refers to any educational process - formal or informal - that influences the development of attitudes and principles that promote open and constructive interactions between individuals from different cultures. It involves learning how to effectively communicate and resolve conflicts with others who come from diverse backgrounds, to create a peaceful and collaborative coexistence between different cultures.

Several scholars agree with the previous definitions and advise that gaining knowledge of CC contexts, taking into account cultural differences as well as knowing how to act and perform in different situations, can help foreign learners reduce the

misunderstanding and miscommunication that occurs between cultures (Thomas & Inkson, 2011). Furthermore, Genc and Bada (2005) have concluded based on their study that cultural awareness helps develop a sense of CC understanding, and aids in building individuals' confidence and faith in their own actions. The author has stressed that it is in the society in which we see the language being used that we reflect particular patterns of thinking and behavior. Being ignored in the language-learning environment, the language-learning process will never be complete.

The researcher has added that even with high linguistic competence, individuals may be able to communicate most of their needs and express ideas, yet if cultural competence is not cultivated, there will always be something fundamentally missing in their communication. The role of culture in second or FL learning and communication cannot be underestimated. Given its importance, it is necessary to incorporate the teaching of culture as a means of developing a deeper understanding and empathy toward the beliefs and customs of people from different cultural backgrounds. Through this, learners can gain a better appreciation of cultural differences and develop the necessary intercultural communication skills to effectively interact with others in multicultural settings.

2.1.5. Models of Intercultural Communicative Competence

In the realm of education, ICC plays a pivotal role in fostering respect, effective communication, and a deep understanding of individuals from diverse cultural backgrounds. In this regard, several models have been designed to assist educators in comprehending and promoting ICC in their classrooms.

2.1.5.1. **Byram's Savoirs Model.** One such model that can be used to develop ICC in EFL education is the model of savoirs proposed by Michael Byram (1997) (Kramsch & Sullivan, 1996). The model consists of four key components: savoir-comprendre, savoir-faire, savoir-apprendre, and savoir-être. According to Byram, effective intercultural

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communication requires not only linguistic proficiency but also cultural awareness, knowledge, and skills (Gudykunst & Kim, 1984). Savoir-comprendre refers to the knowledge and understanding of cultural norms and values that are necessary for effective communication in a particular context (Byram, 1997). Savoir-faire refers to the ability to use this knowledge appropriately in different social situations, such as adapting communication style and attitudes to the expectations and norms of the cultural context (Huang, 2021). Savoir-apprendre refers to the willingness and ability to learn about other cultures and to adapt to new cultural situations (Jackson, 2014). Savoir-être refers to the personal qualities and attitudes that are necessary for effective intercultural communication, such as being empathetic and respectful towards people from different cultures (Yashima et al, 2004).

By incorporating the four components of the model, EFL educators can help students become more aware of cultural differences and similarities, develop the knowledge and skills necessary to communicate effectively across cultures and develop the attitudes and personal qualities necessary for intercultural communication (Gao, 2018). Byram's model can also encourage students to be more reflective and self-aware, as they learn to understand and appreciate cultural differences and their own cultural identity (Gudykunst & Kim, 1984). Therefore, the model of savoirs can be a valuable tool for EFL educators to promote intercultural understanding and communication in their classrooms (Huang, 2021).

   2.1.5.2.   Cultural Intelligence Model. The cultural intelligence model, developed by Earley and Ang, has become increasingly popular in recent years as a framework for developing intercultural competence in a variety of contexts (Ward et al., 2004). The cognitive dimension of cultural intelligence emphasizes the importance of acquiring knowledge and understanding of other cultures, including their history, traditions,

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and values, which can help to reduce misunderstandings and improve communication (Livermore, 2010).

In contrast, physical cultural intelligence emphasizes the ability to adapt to new and unfamiliar physical environments and cultural contexts, such as navigating unfamiliar transportation systems or dealing with different food and housing options (Ang & Van Dyne, 2008). This can be particularly important for individuals who are working or studying abroad, or who are part of an increasingly globalized workforce. In the field of CCC, emotional cultural intelligence is regarded as a vital element, which pertains to the capacity of an individual to manage their own emotions and to recognize and react suitably to the emotions of others in a multicultural context (Ang & Van Dyne, 2008). This may require the development of empathy for people from different cultural backgrounds, as well as an understanding of the impact of cultural differences on emotional expression and communication. Additionally, Livermore (2010) emphasizes the importance of adapting one's own behavior to fit different cultural contexts, including developing appropriate social skills, building relationships, and navigating different communication styles, as a key component of the behavioral dimension of cultural intelligence. The cultural intelligence model has been used to develop training programs for a range of contexts, from business and management to education and healthcare, and has been shown to be effective in improving intercultural communication and reducing cultural misunderstandings (Ward et al., 2004).

The cultural intelligence model can also have important implications for EFL learning, as it emphasizes the development of intercultural competencies beyond just language proficiency. By incorporating the four dimensions of the cultural intelligence model, EFL educators can help students become more aware of cultural differences and similarities, and develop the knowledge and skills necessary to communicate effectively across cultures. For example, cognitive cultural intelligence can help EFL learners

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understand how cultural differences can affect communication, while emotional cultural intelligence can help them manage the emotions that arise from CC interactions. Physical cultural intelligence can help learners navigate new cultural environments, and behavioral cultural intelligence can help them adapt their behavior to fit different cultural contexts (Ang & Van Dyne, 2008). By incorporating the cultural intelligence model into their EFL curriculum, educators can help students develop the intercultural competencies necessary to thrive in today's globalized world.

2.1.5.3.   Bennett's Intercultural Competence Model. Bennett's intercultural competence model (1986), is a widely used framework for developing intercultural competence. The five components of this model are awareness, knowledge, skills, attitudes, and behaviors (Bennett, 1986). Awareness involves recognizing and understanding cultural differences and similarities and acknowledging one's own cultural biases and assumptions. Knowledge involves understanding cultural norms, values, and beliefs, as well as the history and customs of different cultures. Skills involve the ability to use this knowledge and understanding effectively in intercultural communication, including the ability to listen actively, ask questions, and seek clarification. Attitudes refer to personal qualities such as empathy, open-mindedness, and respect for cultural diversity that are necessary for effective intercultural communication Intercultural competence is a multifaceted construct that encompasses several components, with behaviors being one of them. Deardorff (2006) and Hammer and Bennett (2010) argue that effective intercultural communication requires individuals to adapt to different communication styles and express themselves in ways that are clear and appropriate to their audience. In other words, the behavioral dimension of intercultural competence involves actions and behaviors that enable successful communication in CC contexts.

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Incorporating Bennett's model into FL education can help students develop the intercultural competencies necessary to thrive in a globalized world (Chen & Starosta, 2000). The notion here is that the teaching of a FL affords students an advantageous avenue to gain insights not just into the language itself but also into the cultural nuances that are intertwined with it. By incorporating Bennett's intercultural competence model into FL education, students can gain a better understanding of cultural differences and similarities, and develop the knowledge, skills, attitudes, and behaviors necessary to communicate effectively across cultures. This is important in a globalized world where communication and collaboration with people from different cultural backgrounds are becoming increasingly common. Chen and Starosta (2000) argue that FL education should go beyond teaching grammar and vocabulary and should include intercultural competence development, as it can enhance the effectiveness of communication and can promote mutual understanding and respect among different cultures.

2.1.5.4.   Bennett's Intercultural Development Continuum Model. The Intercultural Development Continuum Model developed by Bennett offers a constructive framework for comprehending the stages of progress in intercultural competence. This model includes six stages - denial, defense, minimization, acceptance, adaptation, and integration, each representing a distinct level of understanding and competence to navigate CC interactions effectively (Bennett, 1993). Denial and defense are considered more ethnocentric stages, characterized by a lack of recognition or negative reactions to cultural differences. Minimization and acceptance are considered more ethnorelative stages, where cultural differences are recognized and valued to some extent, but not fully integrated into one's worldview or behavior. The final stages of adaptation and integration represent more advanced levels of intercultural competence, where individuals can actively adjust their communication style and behavior to fit different cultural contexts, and fully embrace

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cultural diversity as an integral part of their own identity. By understanding and applying
this model, educators and learners can better identify their own stage of intercultural
competence and develop strategies to progress toward more advanced levels (Deardorff,
2006).

All of the intercultural competence models discussed share a common goal: to help
individuals communicate effectively across cultures. They all emphasize the importance of
recognizing and understanding cultural differences, valuing diversity, and adapting to
different communication styles. Moreover, these models stress the significance of personal
qualities and attitudes, such as open-mindedness and empathy, in fostering effective
intercultural communication. The inclusion of these models in EFL education presents an
opportunity for educators to facilitate not just the linguistic expertise of students but also
their intercultural competency, a vital attribute for success in an increasingly globalized
world. EFL teachers must recognize intercultural competence as a crucial aspect of
language learning and employ tactics that enable students to cultivate these competencies
concurrently with their language abilities. By adopting this approach, students can gain the
requisite knowledge, skills, and attitudes for adeptly communicating with individuals from
varying cultural backgrounds.

2.2. Language and Culture

This element presents the definition of language and its relationship to culture.

2.2.1. Definition of Language

It has been proved difficult to establish a comprehensive definition of the term
language. The concept of language has been approached differently by scholars from various
disciplines.

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From a linguistic perspective, according to Sapir (2004), language can be defined as a system of symbols that are voluntarily produced by humans to communicate ideas, emotions, and desires. Unlike instincts, which are innate and automatic, language is a purely human method of communication that is learned and acquired through social interaction and education. This definition emphasizes the deliberate nature of language production and highlights the role of language in human social interaction and expression. In view of sociolinguistics, Wardhaugh (2010) has proposed that language entails a comprehension of the principles, rules, and methods that govern the application of sounds, words, and sentences to accomplish communication, instead of being confined to a mere familiarity with specific sounds, words, and sentences.

Kramsch (1998) has conceptualized language as the primary medium through which we engage in social interactions. Furthermore, she asserts that language, as a system of symbols, is imbued with cultural significance and value.

Summing up, the shared aspect between the previously mentioned definitions is the communicative purpose of language. Language as a system of signs has primarily a communicative purpose.

2.2.2. Relationship Between Language and Culture

The relationship between language and culture has attracted the attention of linguists and anthropologists. Wardhaugh (2010) has proposed three plausible associations between language and culture. The first assertion suggests that the structure of language may exert influence or control over the social structure. This view is supported by the Whorfian hypothesis. The second potential relationship between language and culture is that the social structure may either affect or dictate the linguistic structure. The third potential claim posits that language and culture have no relationship and are mutually independent concepts.

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One well-established claim concerning the relationship between language and culture is the Whorfian hypothesis, which suggests that the structure of a language shapes the worldview of its speakers. The weaker version of this claim posits that the structure of language does not determine the worldview of its speakers, but rather contributes significantly to predisposing them towards adopting specific worldviews (Wardhaugh, 2010)

While scholars have agreed that linguistic determinism is no longer valid, Kramsch (2014) has reported that linguistic relativity is considered "non-controversial" nowadays (p.32).

In contrast, the second plausible assertion put forth by Wardhaugh (2010) posits that the language utilized by an ethnic group is reflective of their cultural background. He has further commented, "because they value certain things and do them in a certain way, they come to use their language in ways that reflect what they value and what they do" (p.230). Similarly, McWhorter (2014) has argued against the idea of linguistic determinism. He has proposed that instead of considering language as the shaper of the world-views, culture, and language external realities have an impact on language. Wardhaugh (2010) has added that culture does not determine the language, as the claim is not that strong. However, the contributions of culture toward orienting linguistic habits cannot be overlooked.

The third assertion concerning the interdependence of language and culture posits that there exists no correlation between language and culture, implying that these two systems work separately from each other. Boas (1911) has suggested that there is no obligatory connection between language and culture or language and race. However, the fact that language has a communicative purpose would set a conundrum for such a statement.

Numerous scholars have attempted to draw conclusive ties between language and culture. According to Brown (2007), language and culture are inseparable from each other, with each being a fundamental part of the other. The two systems are deeply interconnected,

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and to detach one from the other may lead to a loss of meaning and significance in both language and culture. In a similar vein, Kuang (2007) and Wei (2019) have concluded that language is the carrier of culture. While Muir (2007) has regarded language as one of the cultural products, Tang (1999) has equated both concepts claiming that language is synonymous with culture. Kramsch (1998) has furthered the notion that language and culture are closely connected, explaining that language serves as a mechanism for articulating, representing, and signifying cultural reality.

In the realm of linguistic and anthropological studies, the relationship between language and culture has garnered significant attention. While the Whorfian hypothesis has been central to research in this area, Wardhaugh (2010) argues that the hypothesis remains unproven and suggests that the most valid conclusion is that the question of whether language and culture are linked is no longer relevant. The extensive literature on the topic demonstrates the complex interplay between language and culture, with many scholars acknowledging that language both expresses and embodies cultural reality. The actual question is to determine the nature of such a relationship. Scholars have attempted to draw conclusive ties between language and culture. However, conclusive ties have not been established yet, and the scope of interest is open to broader discovery.

2.2.3. *Integration of Culture in Language Teaching*

Experts widely recognize the inextricable connection between language and culture, which has key implications for EFL learners, educators, and policymakers (Mitchell & Myles, 2004). Teaching language without teaching culture risks producing "fluent fools"— learners linguistically adept yet socially oblivious, as linguistic competence alone is insufficient (Bennett et al., 2003). Given language learning equates to culture learning (Brown, 2007), culture instruction is imperative and should be acknowledged by all stakeholders (Roh, 2001). The interdependence between language and culture means

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language teaching inherently involves teaching culture as well (Goa, 2006). Consequently, language teachers must recognize culture's significance and integrate it into instruction to build students' cultural awareness and communication abilities. As Goa (2006) aptly stated, "language teaching has always and inevitably meant, in fact, language and culture teaching" (p. 61). In summary, the link between language and culture means effective language instruction must integrate cultural teaching to develop linguistically and socially adept learners.

2.3. Teaching Culture in the EFL Classroom: Historical Overview

The importance of incorporating culture into FL instruction has been a topic of interest among scholars for many years. Atkinson (1999), Brown (2007), and Tang (2006) are among the scholars who have extensively discussed this topic. Over time, there have been notable shifts in the way culture is integrated into FL teaching methodologies. This has led to a more comprehensive approach that recognizes the close relationship between language and culture, and the need to teach both together in order to facilitate effective communication.

2.3.1. Grammar-Translation Method

In the early days of FL teaching, the grammar-translation method was the prevailing method. This method was used primarily for teaching Latin, Classical Greek, and Hebrew which were considered academically respectable languages (Kramsch, 1996). The primary aim of teaching a FL during this time was to gain access to its literature. Therefore, learners would study the literature of the target language to learn about the civilization it represented. The cultural aspect of the language was taught through the selection and presentation of literature and cultural achievements, such as art and significant events in the history of the target country. For example, students might be introduced to literature like the Holy Scriptures or Cicero's oratories. However, this method did not provide students with a

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complete understanding of the underlying processes of speaking and thinking in Latin and Greek (Kramsch, 1996). Despite its limitations, this method persisted because language education was limited to a privileged group of refined gentlemen who were interested in learning about the universal culture of the European educational elite.

2.3.2. Audio-Lingual Method

The Audio-Lingual Method, originally developed in the United States, was adopted for teaching FLs. The United States was also the starting point for the introduction of culture instruction in FL teaching, with the publication of "Linguistics across Cultures" by Lado in 1957. With increasing research into the relationship between language and culture, it was suggested that learning a language necessitates learning its associated culture. As reported by Risager (2007), there has been a transition from merely informing learners about real-life situations to a more systematic method of culture teaching. It was believed that language structures are culture-specific, and their use is contingent upon cultural norms. Accordingly, there has been a shift in focus from teaching big "C" culture to small "c" culture, which was previously taught implicitly through visual aids and vocabulary. Within the Audio-Lingual Method, culture was introduced through the situations and settings of dialogues in the target country. Memorizing useful phrases and reproducing typical socio-cultural roles were associated with cultural behaviors. For instance, Risager (2007) explains that the audio-visual method involved presenting learners with specific environments and their related vocabulary such as harvesting in fields, the house and workmen, domestic animals, and so on. However, the communicative approach that emerged in the 1970s may have influenced the change in the regulation of vocabulary in beginner instruction after the 1960s.

2.3.3. Communicative Approach

During the 1970s, the field of anthropology witnessed significant growth in studies related to language, culture, and society. This development led to an increase in scholarly

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interest in exploring the relationship between language and culture for educational purposes. Prominent scholars such as Valdes and Swan (1986) and Wilkins (1976) contributed significantly to this area of research. Additionally, the introduction of Dell Hymes' communicative model in sociolinguistics in 1972, which emphasized the importance of communication within cultural contexts and situations, further reinforced the significance of understanding the link between language and culture in language education. Seely (1974) has contended that the aim behind language learning is to achieve "the target behavior. Culture instruction outcome has been described as follows: "All students will develop the cultural understandings, attitudes and performance skills needed to function appropriately within a society of the target language and to communicate with the culture bearer" (Seelye, 1974, p.39). The conception of language as a tool for communication led to a more concentrated effort to equip students with communicative skills from the onset of FL instruction. The evolution of culture pedagogy in the 1970s introduced the notion of "the expanded text concept" (Risager, 2007), which included the integration of various texts besides literary works in language teaching. This resulted in an upsurge in the utilization of authentic texts of diverse forms, such as newspapers, magazines, menus, signs, tickets, etc. (Risager, 2007). The cultural facet of language pedagogy has been linked to pragmatic and semantic functions of everyday speech and conduct. Cultural themes within the communicative curriculum concentrate on the speech acts of routine communication, as well as the usage of genuine texts and contexts relating to the daily life experiences of ordinary people (i.e., their lifestyles, work environments, and dietary habits) (Neuner, 1996).

2.3.4. Intercultural Communicative Approach

The cultural dimension of FL teaching has shifted from a communicative approach to an intercultural communicative approach to emphasize the language used in different cultural contexts and using the target language as a lingua franca (Risager, 2007). ICC has been

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conceptualized as the ability to "communicate using language with other people and to be able to do so in a culture-sensitive way, taking as much account as possible of the cultural differences that can be predicted in the situation" (Risager 2007, p.157). Moreover, Liddicoat and Crozet (2000) have approached the concept of ICC as the ability to use language 'in culturally appropriate ways' (p.3).

The notion of ICC, introduced by Byram (1997), pertains to the ability to establish mutual comprehension between individuals from different social identities (Byram, et al., 2002). The term 'intercultural' indicates that learners should acquire an understanding of both their own culture and the foreign culture, emphasizing the need for mediation between the two. Intercultural competence also involves the capacity to critically examine one's own beliefs, values, and behaviors from an external perspective and adapt accordingly (Byram & Zarate, 1997). Kramsch (1993) has further proposed that the learner should decenter from their native culture, observe the foreign culture, and position themselves in a third space where they can reflect upon and compare both cultures. Leddicoat and Crozet (2000) posit that this dynamic space is where language learners can bridge cultural differences and achieve their personal and communicative objectives.

Throughout the history of FL education, culture has been approached and instructed differently. Traditional FL stances tended to confine culture instruction to literary texts and aspects of history and art, or what it is referred to as the big "C". Modern FL stances have shifted the focus to aspects of everyday life situations and the use of authentic texts and contexts to develop knowledge of aspects of the small "c". The interconnectedness of language and culture gave birth to intercultural language learning and teaching.

Conclusion

This chapter offers a comprehensive exploration of culture and its pivotal role in Foreign Language (FL) teaching. It begins by elucidating the essence of culture, its

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constituent elements, and its intricate connection with Cross-Cultural Competence (CCC), encompassing both verbal and nonverbal dimensions. Emphasizing the critical importance of CCC acquisition for EFL students, the chapter also examines diverse models of Intercultural Communicative Competence (ICC), which serve as structured frameworks for fostering intercultural proficiency among learners.

Furthermore, the interplay between language and culture is dissected, unveiling its far-reaching consequences for language education and policy. The historical panorama of culture instruction in the EFL classroom, spanning methodologies such as the grammar-translation method, the audio-lingual method, the communicative approach, and the intercultural communicative approach, provides insight into the evolving landscape of culture pedagogy over time.

In summary, a robust theoretical foundation for recognizing the significance of culture in FL teaching and its seamless integration into the framework of a culture-based course tailored for EFL learners has been laid forth. It underscores the imperative of nurturing learners' Intercultural Communicative Competence (ICC) to enrich language acquisition and bolster Cross-Cultural (CC) comprehension. These insights serve as a valuable guide for crafting a culture-based course that adeptly fuses language and culture, fostering the development of intercultural understanding—an essential objective in the realm of culture learning within the EFL context.

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Chapter Three: A Culture-Based Course for EFL Learners: A Methodological Framework

Introduction

This chapter serves as a bridge between the two variables in the research study, examining the topic of designing a culture-based course. The chapter begins by defining and distinguishing between concepts related to cross-cultural communicative competence. The chapter then delves into the purpose of the CCC course and its various components, including goals and objectives, content, materials, teaching techniques, and assessment and evaluation procedures.

3.1. Goals and Objectives

When contemplating the objectives of culture learning, it is essential to acknowledge a range of considerations that might influence this process. Considerations include students' needs, background knowledge, and English proficiency. Additionally, instructors' experience and curriculum standards, particularly those pertaining to the time given for the module, should be taken into account. Moreover, there is a consensus among many researchers that the main goal of CC education is to help students realize that others are culturally marked and that this extends to them as well. (Fantini, 2000; Kramsch, 1983; Mantle-Bromley, 1992). Galloway (1999) agreed that the development of CC awareness requires identification of what Byram (1997) referred to as "self-relativization", which implies recognition of the inner diversity and conflict that typically constitute the native culture (p.22). Students, in the class, will be directed towards observing their cultural practices in their own environment, thus understanding what constitutes their identity (Crawford & McLaren, 2003). This means that students, upon learning examples from both home and target cultures, will appreciate cultural contrast and are likely to become open to the unfamiliar.

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3.1.1. Types of Objectives

The classification of goals and objectives has been set by Byram (1997), which further corroborates the ones set by Fink (2013), who identified three types of objectives namely (1) cognitive (2) affective, and (3) behavioral objectives.

3.1.1.1. Cognitive Objectives. For cognitive objectives, CC education attempts to increase students' understanding of different concepts of culture and cultural components, C major and C minor. In addition, it raises students' awareness of the cultural differences that exist across cultures by constantly allowing students to reflect on the similarities and differences between their source culture and foreign cultures. As suggested by Briere (1986), the goal of teaching culture is to promote understanding, not necessarily love or affiliation. Some consider intercultural communication equal to the ability to listen, speak, read, and write. Samovar et al. (2014) maintain that these four skills are important and are the basis for intercultural communication. However, focusing mainly on cognitive objectives attainment and the teaching culture as a product or transmission of facts has been criticized.

3.1.1.2. Affective Objectives. Scholars believe that effective CC learning challenges students' affective side. In order to learn how to appropriately handle CC encounters, Corbett (2010) contends that language learners must act as mediators in uncomfortable situations. Zhou (2017) underlined this notion by claiming that factual pieces of information imparted via lectures and offered in textbooks are often inadequate when tested by the everyday emotions of the target culture. Even further, Seelye (1993) argues that facts are meaningless unless comprehended in the context of critical incidents. He further (1993) contends that it is unhelpful to concentrate primarily on facts or products when discussing cultural concepts for a variety of reasons. First, culture is constantly changing, many facts may no longer apply to later times. Second, this teaching approach

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does not count cultural variation and cultural construction which brings a high possibility for stereotypes. Finally, the cultural situations are limitless and full coverage is impossible so students, studying facts only, will be left unprepared for various CCC situations. Usually, the teaching of culture as facts focusing upon a superficial cataloging of food, clothing, shelter, and occupational types, depends on the didactic model of teaching. According to Zhou (2017), students benefit more from experiential activities than traditional classroom activities like as lectures, debates, and presentations since they provide more time for students to reflect on their CC experiences. From that point, EFL teachers should then assist their students in developing the skills required to make sense of the apparently endless cultural content they may encounter in their lives.

In this regard, Byram (1997) has a classification that explains the same idea of teaching culture as a process or a product. He contrasts "deep" and "shallow" learning, with "deep" learning referring to more complicated cognitive processes like comprehension, generalization, and the ability to support claims with evidence, and "shallow" learning referring to knowledge recall at a more superficial level.

3.1.1.3. Behavioral Objectives. As for behavioral objectives, they pertain to the practical use of the learned CCC. Behavioral objectives in the EFL context are to some extent problematic (Byram, 1997). This is due to the absence of genuine CC contacts, which makes testing and assessing these objectives challenging. Nonetheless, instructors have access to several resources and activities that enable them to assess students' comprehension and the likelihood of behavioral change. Involving students in ethnographic interview projects, the examination of numerous critical incidents, and movie reports are among the activities. In addition, the behavior is intended to be a long-term objective since the application of acquired information to real practices may not occur until after students

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graduate. Therefore, teachers should focus on instilling in their students an attitude of openness and tolerance toward various cultures. The structure in which goals and objectives are formulated is considered significant, notwithstanding the content they convey. Within the academic domain, Bloom's taxonomy is a widely recognized approach that is esteemed for its practicality in establishing goals and objectives.

3.1.2. Bloom's Taxonomy for Setting Goals and Objectives

Several classification models have been developed and used to set educational goals and objectives. For instance, Mager's behavioral objectives model (1975) defines objectives in terms of observable and measurable behavior. Anderson and Krathwohl's revised taxonomy (2001) is an updated version of Bloom's original taxonomy, emphasizing metacognitive thinking. The revised taxonomy includes a set of categories that are more relevant to the 21st century and better suited to modern educational practices. The updated categories include Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. Additionally, the revised taxonomy emphasizes the importance of metacognition, or the ability to reflect on and monitor one's thinking and learning processes. This is an important skill in today's rapidly changing and complex world.

Despite the existence of various classification models, Bloom's taxonomy (1956) remains one of the most widely recognized and utilized models for setting educational goals and objectives. Bloom's taxonomy is widely recognized and utilized because it provides a framework for setting objectives that are clear, specific, and measurable. The model is based on six cognitive domains and provides a set of action verbs for each level of thinking, which makes it easy to assess students' performance. The verbs used in the model help instructors to design learning activities, assessments, and teaching methods that are aligned with the objectives. Additionally, the taxonomy provides a hierarchy of objectives, from lower-order thinking skills to higher-order thinking skills, which allows instructors to

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design learning experiences that build upon previous knowledge and skills. Finally, the model is flexible enough to be adapted to different instructional contexts and to allow for a range of learning outcomes. Overall, Bloom's taxonomy is a great model to use because it provides a clear and flexible framework for setting educational goals and objectives that can be aligned with teaching practices and student learning outcomes.

3.2. Culture-Based Content

There are several factors to consider before setting up the content pertaining to teaching culture to EFL learners. The following are among the prominent ones.

3.2.1. Culture Instruction as a Process of Meaning Making

It is essential to consider whether culture instruction for EFL learners should be approached as a process or a product, as it can have a significant impact on their understanding and learning of cultural knowledge. A study conducted by Forsman in 2006 explored the promotion of awareness of cultural diversity from the perspective of whether culture education approaches culture as a product or process. A product view of culture education depicts cultures as homogeneous, nationally defined, and capable of being mediated by the teacher in the classroom, while a process view emphasizes notions of diversity and change. Damen (1987) suggested that all cultures are in a constant state of change, and it is more important to learn how to learn a culture or adapt to changes than to focus on the "facts" and "truths" of the moment. As a result, it would be most effective to concentrate on developing a way of thinking about human behavior and its cultural determinants to address problems of CC understanding that arise due to cultural differences.

Scholars argue that focusing on teaching culture as a mere collection of facts is inadequate for effective CC learning. According to Sehlaoui (1999), this approach only tests the cognitive aspect of learning, which is the most traditional part of the process. The

affective aspect of learning, which is equally important, is often neglected. To be effective, language learners need to mediate between different aspects of the culture they are studying. Corbett (2010) suggests that learners need to be exposed to uncomfortable situations to develop strategies to deal with conflict. Zhou (2017) agrees with this idea, arguing that factual knowledge alone, delivered through lectures and seminars, is often insufficient when dealing with the day-to-day emotions of the target culture. Instead, experiential activities that allow for reflection on CC experiences may be more effective for meaningful changes in attitudes and behaviors (Zhou, 2017). Moreover, focusing only on facts or products in teaching culture is problematic for several reasons. Seelye (1993) argues that this approach does not account for cultural variation and construction, which can lead to stereotypes. Additionally, cultural situations are limitless, making it impossible to provide full coverage. In conclusion, while traditional classroom activities are important, they may not be sufficient for effective CC learning.

The idea that EFL teachers should equip their students with skills to make sense of an abundance of cultural information is widely accepted (Damen, 1987). According to Byram (1997), presenting culture as an active process of meaning-making is crucial to understanding the essence of culture and developing respect for different cultures, as well as developing the skills to observe and interpret behavior for effective CC interaction in today's globalized world. Byram's classification of deep and shallow learning emphasizes the significance of interpreting and applying knowledge in new contexts rather than just reciting facts (Byram, 1997). Therefore, cultural instruction should encompass various aspects of cultural awareness, including values, everyday behavior, and how to relate to them, instead of just transmitting detached factual information (Dumitrašković, 2014).

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Additionally, participation and reflection on one's experiences can lead to greater self-awareness in relation to others (Byram, 1997).

Therefore, and based on the scholarly work in the field, the remedial culture course considers learning culture as a process of meaning-making and takes into account that the aim should not be to impart students with factual knowledge but rather notions about CCC of everyday life that allows students to reflect, compare and contrast between their source culture and other various cultures. Such a process of meaning-making cannot be manifested inside the classroom unless guided by the experiential learning approach.

3.2.2. Culture-Specific versus Culture General Content Domains

According to Paige et al. (2003), culture learning can be categorized into two domains, namely culture-specific and culture-general. Culture-specific learning pertains to acquiring knowledge and skills that apply to a specific culture, while culture-general learning refers to knowledge and skills that can be utilized across different cultures. David Evans (2000) suggests that the criteria for selecting the content of a culture course should be the ability of the student to live in a foreign culture safely and comfortably, with their welfare being the top priority. Scholars emphasized the importance of including content elements that provoke reflection and raise cultural awareness, even for students who do not plan to visit a foreign culture, as it can provide them with useful information and insight into human behavior.

3.2.3. The Culture (s) to Present Inside the EFL Classroom

As English has become a global language, many people use it as a lingua franca without it being their native language, meaning that their cultural background may not be based on English culture (Shaules & Abe, 1997). Teachers have faced the challenge of deciding whether to prioritize the teaching of American or British culture in English

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language instruction, which has caused them confusion (Lundgren, 2001). Byram (1997) argues that studying both cultures can still be valuable even if learners may hold anti-Western sentiments or have limited opportunities to interact with native English speakers. Ignoring these cultures in language teaching would be detrimental as they remain highly prevalent. However, fostering critical cultural awareness is crucial for learners to understand not only other cultures but also their own cultural identity through self-reflection. As Dudley-Evans and St. John (1998) note, with the emergence of what they call "offshore English" or culture-free English, the focus should be on developing EFL students' intercultural communication skills so that they can effectively navigate diverse cultural encounters regardless of the cultural backgrounds of their interlocutors.

3.3. Common Approaches in Teaching Culture

Risager (1998) outlines four distinct approaches to teaching culture, each with its different focal points.

3.3.1. *Foreign Cultural Approach*

One of the approaches outlined by Risager (1998) in teaching culture is the foreign cultural approach. This approach emphasizes the culture of a specific group of people who speak the target language. The goal of this approach is to help students attain a similar level of fluency and familiarity with the target culture as native speakers. The foreign cultural approach does not focus on the learner's native culture, nor does it address the relationship between the native and target culture. Instead, it aims to present the target language to students as if it were their native tongue, to enhance their understanding and appreciation of the culture. This approach was dominant until the 1980s. The main criticism of this approach is neglecting the learners' native culture, which could lead to identity loss. Additionally, this

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approach has overlooked the comparison between cultures and raising the learners' cultural awareness.

3.3.2. Intercultural Approach

In the intercultural approach, the native culture is compared to the target culture in order to enhance cultural awareness. The ultimate goal of this approach is to cultivate intercultural and communicative skills that enable individuals to behave appropriately in foreign cultural settings while still maintaining their own cultural identity. In recent decades, FL teaching and learning have progressively moved towards intercultural language learning, with a focus on helping learners comprehend both cultures.

3.3.3. Multicultural Approach

The cultural landscape of today's world is highly diverse, with multiple cultures coexisting within societies. The multicultural approach to teaching culture takes this diversity into account and focuses on the cultural and linguistic diversity of the target country or countries. It aims to promote a balanced and non-discriminatory view of each culture and language, while also fostering the development of ICC in learners. According to Risager (1998), this competence enables individuals to use the target language as a lingua franca, facilitating communication with people who belong to the society where the target language is spoken but may come from a different cultural and linguistic background. The multicultural approach is particularly relevant in today's globalized and multicultural world, where intercultural competence is highly valued.

3.3.4. Trans-Cultural Approach

According to the transcultural approach, modern societies are characterized by interconnectivity, fueled by various factors such as migration, tourism, mass media, global communication systems, multiculturalism, and globalization. As a result, encounters between individuals from diverse cultural backgrounds have become more frequent, and

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FLs are often used as a means of communication when no shared language exists among speakers. Consequently, the transcultural approach considers FLs as international languages and aims to equip learners with the skills needed to use them effectively in CC contexts. Despite some objections to associating a FL with a specific culture in this approach, its proponents view this as a vital aspect of language learning.

3.3.5. Experiential Learning Approach

The concept of experiential learning has been extensively examined by scholars and educators (Kolb, 1984). David Kolb's model of experiential learning, which is one of the most widely recognized models in this field (Kolb, 1984), outlines a learning cycle comprising four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation (Kolb, 1984). However, the experiential learning approach is not confined to Kolb's model and has been implemented in various forms and contexts by numerous educators and researchers (Dewey, 1938; Maslow, 1943). John Dewey, an American philosopher and educational reformer, is often credited with the inception of the experiential learning approach, as he emphasized the value of hands-on, practical experiences in education (Dewey, 1938).

Kolb's (1984) model of experiential learning comprises a sequence of four stages, namely: concrete experience, reflective observation, abstract conceptualization, and active experimentation. The primary focus of the concrete experience stage is to allow learners to become fully absorbed in a novel experience or situation and actively engage with it to acquire a deeper understanding. This could involve participating in a cultural activity or event, such as attending a traditional dance performance or trying a new type of food.

During the reflective observation stage, learners reflect on their experiences and consider what they have learned from them. This could involve discussing their thoughts and feelings with a partner or writing in a journal.

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In the abstract conceptualization stage, learners think about the broader implications of their experiences and try to understand them in the context of their prior knowledge and cultural background. This stage might involve researching the cultural context or traditions related to the experience, or discussing it with people who have more knowledge or expertise in the area.

Finally, in the active experimentation stage, learners apply what they have learned to new situations and test out their understanding (Kolb, 1984). For example, they might try using the new language skills they have acquired in a conversation with a native speaker, or apply their understanding of a cultural tradition to a new setting. By going through this cycle, learners can more deeply understand and internalize the cultural content they are learning.

There are several benefits to using experiential learning to teach culture in the EFL classroom. First, it allows students to form their firsthand impressions of the culture, rather than relying solely on the teacher's perspective or preconceived notions. This can help students develop a more authentic and nuanced understanding of the culture. Second, experiential learning can be more engaging and motivating for students, as it allows them to actively participate in the learning process rather than simply being passive recipients of the information. Finally, experiential learning can foster cultural competence and understanding, as it encourages students to consider the culture in relation to their own cultural background and to develop the skills and knowledge necessary to effectively navigate and communicate in intercultural situations. In agreement with that, Byram (1997) mentioned that "cultural competence is not a set of isolated skills that can be learned in a classroom. It is a process that requires experiential learning and ongoing reflection on the part of both the learner and the teacher" (p.32). This quote highlights the importance of actively engaging with cultural experiences and reflecting on them in order to gain cultural

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competence. It also emphasizes the role of both the learner and the teacher in this process,

suggesting that experiential learning can be a collaborative and ongoing endeavor.

3.4. Some Techniques and Strategies for Culture Integration

As will be examined below, specialists in the field of culture education have

proposed a number of techniques for teaching CCC to increase students' awareness and

understanding of CCC. But before teaching students some cultural topics in class, it is

essential to get them to understand the implications of such learning. One of the reasons is

that this would give them additional value and be a source of cultural enrichment, especially

on how native speakers use the language. Below we discuss some of the techniques

recurring in the literature.

3.4.1. Authentic Materials

Ismoilovna (2017) has recently provided a set of techniques to be used in a

Communicative Language Teaching classroom. She has elucidated that Task-Based

Language Teaching is an approach that deploys classroom activities in which students use

authentic resources to attain real-world language objectives. To exemplify, the activity

"Using Cultural Objects" can be introduced. Ismoilovna has explicated:

In this activity, the teacher uses the products of culture (like bus tickets, metro cards,

postcards, photographs, stamps, and images in song lyrics, etc.) Using authentic materials such

as films, news broadcasts, television shows, newspapers, brochures, and restaurant menus is

useful to engage students in the discussion of cultural issues. The teacher hands out various

pieces of realia, collected from travels abroad to English-speaking countries, such as bus or air

tickets, receipts, coupons, money, and photographs. The items are mixed up and in random

order. Students are put into groups of two or three. They identify each item and then make up a

story about their set of items. The groups present their stories to the rest of the class, each

person in the group taking a turn to tell part of the story (2017, p.29-30)

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The researcher has exemplified a very useful activity to use authentic materials brought from the target culture in order to engage students in cultural discussions. Products of culture such as realia could be deployed to elicit learners to create their fragments of stories based on the provided materials. The activity is thought to be beneficial in terms of bringing fragments of the target culture inside the classroom and discussing cultural stories.

Peterson and Coltrane (2003) also underlined the need of providing students with realistic cultural experiences by using authentic resources from the local language community. Some examples of authentic materials are movies, news shows, TV shows, books, newspapers, restaurant menus, and travel pamphlets.

3.4.2. Proverbs

Ismoilovna (2017) has explicated that using Compare and contrast proverbs is a viable way to inform the learners about the two cultures. Proverbs could be deployed to elicit discussions about stereotypical images or values existing in both cultures. In a similar context, Peterson and Coltrane (2003) have put forward that classroom discussion using common proverbs in the target language is a way to score the similarities and differences between both cultures and to analyze the stereotypical orientations and the values of the target culture.

3.4.3. Role-Plays

Role-plays, in certain instances, are implemented as an alternative experiential learning technique to simulations. Their use in EFL classrooms serves as an effective tool to expose learners to various cultural topics. Essentially, a role-play exercise is a dramatic classroom activity that encourages EFL students to enact a range of scenarios mimicking real-world situations. Through role-play, teachers aim to facilitate the practice of interlocutory roles and speech acts, including those of individuals from diverse cultural backgrounds (Kerouad, 2001; Mouaid, 1992; Richards, 1985). Peterson and Coltrane (2003)

suggest that role-play activities can be designed to simulate miscommunications arising from cultural differences. In addition, Ismoilovna (2017) posits that role-plays are particularly effective in promoting a shift in perspectives and inculcating an understanding of the target culture from an internal perspective. Consequently, these exercises are useful in facilitating the practice of both linguistic and cultural outcomes.

3.4.4. Critical Incidents

Critical accidents are a common and effective technique for teaching culture and CCC to EFL students (Apedaile & Schill, 2008; Kushner, 1989; Snow, 2015). According to Apedaile and Schill (2008), these are accounts of real-life scenarios including cultural topics such as beliefs, attitudes, stereotypes, rules of formality, etc. In these situations, misunderstanding or disagreement arises due to cultural differences between the interacting parties. Encountering numerous situations and discovering different angles of the underlying culture help in understanding the big picture of the target culture. The usefulness of this technique is raising the learners' awareness of how their culturally determined orientations shape their interpretations of others' behaviors, resulting in culturally determined reactions and attitudes in unpreceded situations through critical comparisons.

Cushner and Brislin (1996) suggest a variety of critical incidents that could be used in the classroom, where scenarios of critical incidents are presented along with questions at the conclusion of each scenario to assist students in engaging in a reflective process regarding their own culture and the culture of the significant other.

3.4.5. Literature

Literature is one of the ways culture is highly manifested in. As Valdes (1986) has noticed, literature could be deployed to teach culture to upper-intermediate or advanced language learners. Thanasoulas (2001) has further added that rather than just considering literature as a fifth adjunct to the four skills, literature can best serve as a medium to express

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culture. In a similar context, Peterson and Coltrane (2003) have commented that literary texts are culturally loaded and provoke memorable reactions in the reader. Selected texts can help learners acquire insights into the native culture.

3.4.6. Use of Audio-Visual Materials

Like role-play, the inclusion of audiovisual materials in a language class is not a novel subject. Researchers recommend the use of audiovisual media tools such as videotapes and film strips about the target culture because this tends to involve students in a more authentic learning environment (Damant, 2008; Peterson & Coltrane, 2003). Films and audiovisual materials represent a technique that motivates students via breaking the traditional lecturing method of teaching. Moreover, it stimulates the learning of CCC through the careful selection of materials. Gareis (1997) clarifies that most students enjoy watching movies and this represents direct contact with authentic language use. This means that through watching movies, students will not only understand the theme of the movies, but they also will be able to grasp the cultural meaning that the movie delivers cultural meaning that film presents, either explicitly or implicitly. However, two considerations apply to the techniques mentioned above. First, the level of complexity when selecting a material. This is important because if, for example, the movie that students will watch uses high-level or very easy-level language, students will lose the desire to continue learning. The second element to consider is the limited cultural coverage in which the focus is mainly on the content that would develop the learners' competence in CCC.

3.4.7. Comparison Technique

Hughes (1994) proposes this technique whereby the teacher first introduces a feature of the target culture that is significantly different from the local culture, and then determines the possible difficulties that may occur as a result of these differences. Taylor (1970) has used the term 'the slice of life' to identify this technique. This technique is particularly useful in

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demonstrating the possible misunderstandings that could arise from cultural differences, and how to avoid them.

3.4.8. Cultural Island

Hughes (1994) and Stern (1992) have proposed the technique of creating an authentic environment. Teachers may use the "culture island" method by creating a culturally charged classroom atmosphere with the use of posters, images, and bulletin boards to pique students' interest and encourage discussion. A "culture island" is what Kramsch (1993) calls the ideal condition for a FL classroom. Peck (1998) argues that one of a teacher's responsibilities is to help students form a "mental picture" of the target culture via the use of visual aids such posters, images, maps, and other realia.

However, Thanasoulas (2001) asserts that beginners should be encouraged to participate in familiar activities first that are already part of their own cultures, such as social celebrations or songs, before embarking on a trip to discover those of the target culture. Stern (1992) has explicated that this technique particularly allows the learners to visualize cultural reality.

3.4.9. Cultural Assimilators

Henrichsen (1998) and Stern (1992) have proposed the technique of cultural assimilators. Stern (1992) has referred to this technique as cultural problem-solving. The technique entails a short demonstration of critical incidents in CC encounters. A member of the target culture often communicates with a native member of the home culture. There are four possible interpretations of the text and the behavior of the characters. Students read a scenario description and then choose one of four possible responses that they think best captures the essence of the scenario. The subsequent discussion elaborates on the reasons why certain solutions are more acceptable in particular cultural contexts than in others. The

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primary advantage of culture assimilators is their ability to identify the causes of communication failures and instruct others on how to prevent them in the future.

3.4.10. Culture Capsules

Culture capsule falls under the category of providing cultural information. The technique entails providing a brief presentation that focuses on one essential element of the target culture. In addition, there are discussion questions and recommendations for using books and visual aids to accompany the illustration. Similarly, Peck (1998) argues that cultural clusters, or collections of culture capsules, are an effective means of disseminating cultural knowledge.

One of the most important aspects of teaching a FL is ensuring that students develop a cultural understanding of the target culture. The students will develop their cultural understanding via a process of comparison. Hence, it is best taught by comparison methods, cultural island, cultural assimilators, and cultural capsules.

3.4.11. Ethnographic Interviews

This activity is part of project-based learning. Bateman (2002) suggests that students may benefit from ethnographic interviews in terms of their ability to learn about and engage with a new culture on several levels (cognitive, affective, and behavioral). According to Bateman (2004), students who engage in ethnographic interviews not only acquire more positive attitudes and communication skills toward native speakers of the target language but also become more aware of the influence of their own culture on their daily lives. According to Damen's research, some students who participated in the interview experiment reported that their stereotyping had decreased (1987). However, exposure to language learning does not eliminate prejudices; for change to occur, learners must become conscious of their stereotypes and actively address them (Byram & Morgan, 1994). Ethnographic interviewing is one of the most important tools for reducing stereotypes among students.

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3.5. Some Culture Learning Assessment Methods

Assessing culture learning is an important aspect of intercultural competence development. While language learning outcomes can be measured through traditional language proficiency tests, assessing culture learning is often more challenging. However, several assessment methods can be used to evaluate students' progress in developing cultural competence. This section discusses some of the commonly used culture learning assessment methods.

3.5.1. Ethnographic Interviews

Ethnographic interviews can be used as an assessment method as well as a technique for culture integration. They are a qualitative method that can be used to evaluate culture learning. This assessment method involves interviewing individuals from diverse cultural backgrounds to gain an understanding of their customs, beliefs, and values (Merryfield, 2000). The interviews can be carried out by students themselves and can be conducted in person or remotely. The aim of conducting ethnographic interviews is to enable students to acquire a more profound comprehension of different cultures and how their own cultural background influences their communication with individuals from other cultures.

Moreover, ethnographic interviews do not only serve as a hands-on learning experience but also a valuable assessment tool for evaluating culture learning in the classroom. As students conduct interviews with individuals from different cultures, they can apply the information they have learned in class and gain a deeper understanding of cultural differences. Also, during ethnographic interviews, students may be prompted to question their own cultural beliefs and biases, which can be uncomfortable but can also lead to increased intercultural sensitivity (Vande Berg et al., 2012). Following the interview process, students are expected to produce a report that summarizes their findings. This report serves as an evaluation tool that enables the teacher to determine the extent to which

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students have successfully applied the knowledge they have gained about other cultures in a practical setting. This type of assessment provides a more authentic and meaningful way of evaluating culture learning, as students are required to demonstrate their understanding of cultural differences in a practical context.

In conclusion, incorporating ethnographic interviews into EFL education is a useful strategy for promoting culture learning and intercultural competence. Through conducting interviews with people from diverse cultures, students can acquire a more profound comprehension of the disparities that exist between cultures. This practical experience fosters the acquisition of requisite knowledge, skills, and attitudes necessary for effective communication in an increasingly globalized world. Furthermore, utilizing this evaluation approach enables teachers to gauge the degree to which students have assimilated their learnings about cultural differences and successfully applied them in real-life situations.

3.5.2. Movie Reports

Movie reports are a commonly used assessment method in language classrooms, particularly in EFL settings (Goctu, 2017. & Andonova, 2009; Kalra, 2017). As Merryfield (2000) notes, movies can provide a rich source of cultural information and can be an effective tool for promoting culture learning. By watching movies that depict specific cultural groups or situations, students can gain a deeper understanding of cultural values, beliefs, and practices.

Vande Berg et al. (2012) suggest that movie reports can be an effective way to evaluate cultural learning by allowing students to analyze the cultural values and beliefs presented in the film, and reflect on how they impact communication. This type of assessment provides a more authentic and meaningful way of evaluating culture learning than traditional written tests, which may not capture the dynamic nature of culture. However, Goctu (2017) cautions that not all movies are suitable for promoting cultural

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learning, as some may perpetuate stereotypes or present a narrow view of a particular culture. Thus, it is essential to be mindful of the film's content before using it as an evaluative tool. As such, it is important for teachers to carefully select movies that are culturally accurate and appropriate for the language level and age of the students.

In a nutshell, movie reports can be a valuable assessment method for promoting culture learning in the EFL classroom. By watching and analyzing movies that depict specific cultural groups or situations, students can develop a deeper understanding of cultural differences and similarities and gain insight into how these differences affect communication

3.5.3. Country Representativeness / Cultural Ambassador

As per Godwin-Jones's (2013) research, country representativeness also known as the "Cultural Ambassador", is an effective technique employed in various educational settings to augment intercultural understanding and competency. Under this technique, students are assigned a specific country to research, analyzing a range of cultural aspects, including history, customs, values, beliefs, and current social, political, and economic situations. This assessment strategy aims to cultivate students' comprehension and knowledge of diverse cultures, along with their ability to effectively communicate and interact with individuals from different cultural backgrounds (Godwin-Jones, 2013).

Kriege (2005) accentuates the "cultural ambassador" activity as an exceptional opportunity for students to exchange their cultural knowledge with peers, thereby turning the classroom into a forum for discovering global cultures, and emphasizing CC comparisons. He claimed that this activity "provides a great opportunity for students to teach their classmates about their cultures as "cultural ambassadors" so the class becomes a world culture learning experience, with an emphasis on comparing cultures. Students are much interested in such exchange" (p.14). Moreover, Srisermbhok's (2020) study

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establishes the effectiveness of the Cultural Ambassador program and other related activities in developing students' intercultural understanding. The research findings indicate that the program has a positive impact on participants' English language proficiency and CC understanding when implemented in the classroom.

In conclusion, the cultural representativeness or "Cultural Ambassador" approach is a valuable technique for assessing culture learning and can be employed in the EFL classroom to enhance intercultural understanding and competency. By assigning students a specific country to research, educators can help students attain a more profound knowledge of different cultures and their influence on communication. This assessment method also facilitates the development of research and public speaking skills, which are beneficial in academic as well as professional settings.

3.6. Culture Teaching/ Learning Challenges in the EFL Context

Culture teaching and learning in the EFL context present several challenges for both teachers and learners.

3.6.1 Challenges for Teachers

In the EFL classroom, educators may encounter an array of difficulties when attempting to integrate culture into their teaching practice.

3.6.1.1. Learners' Cultural Identity and Age. One challenge for EFL teachers is considering learners' identities and ages. Teaching culture to EFL learners can present challenges for teachers, especially in terms of addressing the identity and age of their students. In the case of young learners, cultural notions and values should revolve around Big C culture instead of small c culture elements, as younger learners may have a limited understanding of their own culture, let alone that of others (Kramsch & Sullivan, 1996; Tomalin & Stempleski, 1993). Teachers should be mindful of the fact that young learners may not have fully developed their own cultural identities yet, and may not be able to grasp

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complex cultural concepts. On the other hand, adult learners may have more developed cultural identities, but may also have more entrenched cultural biases, making it difficult for them to accept and appreciate other cultures.

Nevertheless, Listuen (2017) argues that teachers should focus on assisting students in developing intercultural competence, which encompasses a range of attitudes and skills in addition to knowledge. This leads to the next point which is teaching culture to university students or adults. As for the Algerian university context, precisely, when English is a major; most if not all subjects are taught in English. At this level, the expectations differ from the ones set for students studying English as a subject only. There are two important student-related considerations at this stage. First, students may have established an own cultural identity and frame of reference (Bennett, 1993). Second, students should have reached a certain level of proficiency in communication skills. Consequently, the degree to which cultural concepts are discussed in the classroom and the complexity of such concepts are less restricted compared to teaching young students. The focus here is to get students to see clearly their cultural identities by thinking about and knowing the culture of their significant other through processes of comparison and contrast. Therefore, teachers at this level have more flexibility of choice about the activities, concepts, and the small cultural elements associated with teaching certain aspects of the language or different content that is not necessarily grammatical.

3.6.1.2. Source Culture. As culture has been highlighted as fundamental to teaching, teachers should be aware of how their own cultural upbringing may shape the way they teach. Hood, Hopson, and Frierson (2005) stress that cultural considerations must be included at all levels of the content-area learning and assessment.

Each teacher is an individual who imparts a unique set of traits, experiences, and worldview to the classroom (Webster, McNeish, Scott, Maynard, & Haywood, 2012). These

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distinguishing features are intimately associated with the strategies teachers deploy in their daily professional lives; these strategies, in turn, define student learning environments and influence student motivation and performance. This implies that the ideas, behaviors, and attitudes of teachers are essential to understanding and enhancing educational processes.

Teachers' levels of expertise and the methods they use may vary not just across countries, but also within different regions of the same country. Therefore, students should reflect on attitudes and biases and understanding regarding classroom practices. In this regard, Krasnoff (2016) recommends that students aspiring to become teachers strive for neutrality in the classroom. While Krasnoff (2016) includes seven, only four were prioritized here due to their relevance to the study's objectives. First, teachers should use educational practices that promote positive images of diverse groups. Second, teachers should check textbooks, videos, and other resources for biased language and imagery. Thirdly, teachers should reflect on the ways in which their own biases may influence how they interact with pupils of diverse races, genders, abilities, and backgrounds. Lastly, teachers should be on the lookout for the language they use that might be seen as fostering discriminatory attitudes among students.

Lastly, home culture profoundly impacts the attitudes, beliefs, and behaviors that both students and teachers bring to the educational process, making instruction a complicated phenomenon.

3.6.1.3. Learners' Level of English. The level of English proficiency of learners is a crucial factor that EFL teachers need to consider while teaching culture in the classroom. Kramsch and Sullivan (1996) assert that language barriers can hinder learners from fully understanding the cultural nuances and messages conveyed in cultural learning activities. Therefore, EFL teachers should use appropriate language and provide clear explanations to help learners understand the cultural concepts being taught. Teachers should also use simple

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language and avoid complex sentence structures, which may confuse learners and make it difficult for them to understand cultural concepts (Kramsch & Sullivan, 1996). In this vein, Corbett (2022) asserts that if a student is denied further education owing to a lack of language proficiency, their sense of identity and pride in their source culture may weaken (Corbett, 2022). In such situations, an intercultural approach to English education would recognize that English proficiency is a valuable quality in modern society. However, it would alter the educational objective of "mastery" of English. Despite the fact that this is encourages students' English language proficiency, it is not an excuse to overlook cultural integration in the classroom.

   3.6.1.4. Teacher Training. Another issue related to teacher training in EFL is the lack of emphasis on cultural competence. Language teacher training programs should prioritize the development of cultural competence among EFL teachers, which includes understanding the complexities of cultural identities and being able to navigate cultural differences in the classroom (Deardorff, 2011). This can help EFL teachers create inclusive and welcoming learning environments that foster intercultural learning and respect for diversity. Additionally, teacher training programs should provide opportunities for EFL teachers to reflect on their own cultural biases and assumptions and develop strategies for addressing these in the classroom (Fantini, 2000). To address these challenges, it is crucial for language teacher training programs to provide comprehensive training that covers various aspects of teaching culture. This includes teaching methods, selection of appropriate materials, how to be objective and neutral as much as possible, and how to avoid promoting stereotypes or biases. Such training can help teachers develop the necessary skills and knowledge to effectively teach culture in the EFL classroom and promote intercultural communication (Kramsch & Sullivan, 1996).

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3.6.1.5. **Teaching Materials.** One challenge for EFL teachers is to provide authentic materials and experiential learning activities inside the classroom. Authentic materials can provide learners with real-life examples of how language is used in different cultural contexts and can help learners develop cultural competence (Duff & Uchida, 1997). However, finding appropriate and relevant authentic materials can be difficult and time-consuming for teachers. Experiential learning activities, such as simulations, role-plays, and cultural field trips, can also enhance learners' cultural learning experiences (Deardorff, 2006). However, designing and implementing these activities requires careful planning and preparation on the part of teachers.

To address these challenges, teachers can seek out professional development opportunities that focus on incorporating authentic materials and experiential learning activities into the classroom (Deardorff, 2006; Duff & Uchida, 1997). They can also collaborate with other teachers and professionals to share resources and ideas for effective cultural learning activities. Finally, teachers can involve learners in the process of selecting materials and designing activities to ensure that they are relevant and engaging for all learners (Kramsch & Sullivan, 1996).

3.6.1.6. **Teachers' Intercultural Communicative Competence.** There are several ways, according to Sercu et al. (2005), in which teachers' ICC affects their classroom practices. ICC is often seen as an important determinant of EFL teachers' identities. Prior to assisting students in creating their ICC, teachers should have a firm grasp of their own ICC, its components, and the link between their ICC and their pedagogical practices. Therefore, if teachers aspire to effectively advance toward an envisioned model of an interculturally competent teacher, they should reflect on their own perspective of culture in FL instruction in light of the contemporary societal context.

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In accordance with this, Sercu et al. (2005) developed an intercultural competence teacher profile based on Byram's framework for Intercultural competence and conducted a study to determine whether FL teachers' professional self-concepts align with the profile and whether their teaching practices are consistent with the profile's expectations for fostering ICC in their students rather than merely communicative competence (CC). He found that teachers were becoming more receptive to integrating intercultural objectives into their lessons. His hypothesis, however, that educators prioritize communication skills above CC ones, was confirmed.

Multiple other studies have demonstrated the importance of educating teachers on ICC and its implications for their pedagogical practices. Han and Song (2011) attempted, through a questionnaire among English university teachers, to determine the conceptualizations of 30 Chinese teachers on a variety of ICC-related elements in relation to language teaching. The results indicated that teachers could readily differentiate between a communicative and an intercultural approach. In spite of this, their perceptions of ICC and its relationship to ELT were ambiguous, with some expressing doubt that intercultural skills can be taught and acquired at university. In a separate research, Cheng (2012) conducted in-depth interviews with five Taiwanese EFL instructors to determine whether their knowledge of ICC leads to improved pedagogical practices. Cultural and intercultural self-awareness was discovered to be a gap in EFL teachers' practices, with minimal involvement in their instructional practices. Interestingly, however, most teachers of English as a second language view intercultural competency as a vital component of language teaching and learning. This exemplifies a clear disconnect between teachers' stated perceptions of ICC and their classroom practices. Furthermore, it showcases the negative impact that a shortage in knowledge regarding ICC may bring to teachers' classroom practices with regard to culture instruction. Furthermore, the study of Estaji and Rahimi

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(2018) corroborates these findings emphasizing that teachers' perceptions of ICC can be a key means for raising culture teaching practices in the classroom. Overall, a significant number of studies emphasized the beneficial potential of incorporating ICC into the system of teacher education, urging pre-service and in-service teachers to become more aware of it.

3.6.2 Challenges for Learners

Learners, in the process of being exposed to cultural concepts along with EFL learning, may encounter several challenges.

3.6.2.1. Learners' Attitudes. In addition to the challenges discussed earlier, learners' attitudes toward learning other cultures also play a crucial role in the process of cultural learning in the EFL classroom. Learners may come to the classroom with preconceived negative attitudes towards learning English and other cultures. Furthermore, developing intercultural sensitivity, which involves being aware of and respecting cultural differences, takes time and effort (Bennett, 1993). Learners may hold stereotypes and biases that can hinder their ability to learn about and appreciate other cultures. Thus, teachers should consider providing learners with opportunities to interact with and learn from individuals from diverse cultural backgrounds to promote the development of intercultural sensitivity (Deardorff, 2006).

3.6.2.2.   Learners' Intercultural Sensitivity. Intercultural sensitivity is crucial in language learning and teaching as it enables learners to understand, appreciate, and respect other cultures. As pointed out by Bennett (1993), developing intercultural sensitivity is not an easy task for learners as it requires them to move beyond their own cultural perspectives and be open to other perspectives. Many learners may have limited exposure to different cultures, and their views of other cultures may be shaped by stereotypes and biases.

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To overcome these barriers, teachers can provide learners with opportunities to interact with individuals from different cultural backgrounds. According to Deardorff (2006), interacting with individuals from different cultures can help learners develop intercultural competence, which involves a set of skills, attitudes, and knowledge needed to effectively communicate and interact with individuals from different cultures. This can be achieved through classroom activities such as group discussions, cultural exchanges, and language exchanges. By engaging in such activities, learners can learn about other cultures, dispel stereotypes, and develop empathy and understanding for people from different cultural backgrounds.

Moreover, teachers can incorporate cultural learning into language instruction to facilitate intercultural learning. As suggested by Byram (1997), language learning can be used as a means to teach culture by exposing learners to authentic cultural materials such as literature, music, films, and art. This approach not only helps learners develop linguistic proficiency but also enables them to gain insights into the values, beliefs, and practices of other cultures. By integrating cultural learning into language instruction, teachers can create a more comprehensive and meaningful learning experience for learners, fostering their intercultural sensitivity and competence.

3.6.2.3.   Learners' Learning Styles and Preferences. In the realm of culture learning, learners can exhibit varying learning styles and preferences that can impact their ability to gain insight into other cultures. The Felder-Silverman model identifies four dimensions of learning styles that affect how learners process information: active-reflective, sensing-intuitive, visual-verbal, and sequential-global. Active learners prefer hands-on activities, while reflective learners prefer observation and analysis. Sensing learners prefer concrete information, while intuitive learners prefer abstract concepts. Visual learners prefer visual aids, while verbal learners prefer written or spoken explanations. Sequential learners

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prefer a linear, step-by-step approach, while global learners prefer a big-picture approach (Felder & Silverman, 1988).

To address the unique learning styles and preferences of their students, EFL teachers should provide a range of learning activities that incorporate different modalities and formats. For instance, visual aids like pictures and videos can help visual learners, while hands-on activities and experiments can help active learners. Group discussions and debates can help verbal learners, while clear instructions and a logical sequence of activities can help sequential learners. By providing a variety of learning activities, teachers can ensure that all learners are engaged and can participate in cultural learning activities, regardless of their learning styles and preferences (Mokhtari & Reichard, 2002).

Ultimately, the challenges of teaching and learning culture in the EFL classroom should not be underestimated, as intercultural learning is a crucial component of language education. Both teachers and learners need to be aware of the challenges that may arise, such as the lack of training in intercultural communication, intercultural sensitivity, and learners' age and cultural identity. By addressing these challenges with a sensitive and nuanced approach, teachers can create a safe and supportive learning environment that encourages learners to engage in intercultural learning activities. It is essential to consider these challenges as significant factors in promoting intercultural competence, which ultimately leads to a better understanding and appreciation of other cultures.

Moreover, these challenges should be taken into consideration in the course design designated to teaching culture to EFL learners. Intercultural learning is an essential component of language education, and it is important to provide learners with opportunities to interact with and learn from individuals from different cultural backgrounds to help them develop intercultural sensitivity. Therefore, the course should include activities that cater to different learning styles and preferences, provide authentic materials and experiential

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learning activities, and offer opportunities for learners to engage in intercultural communication. By addressing these challenges in the course design, teachers can create well-rounded and effective content that promotes intercultural competence and a better understanding of other cultures.

Conclusion

This chapter highlights the importance of setting clear goals and objectives, selecting relevant content, and adopting effective approaches and techniques for culture instruction. It discusses various approaches and techniques, such as authentic materials, role plays, and cultural assimilators, as useful tools to engage learners and develop intercultural competence. It also presents different assessment methods, such as ethnographic interviews and movie reports, to evaluate learners' progress. Moreover, the challenges faced by teachers and learners in the EFL context when teaching and learning culture have been addressed. These challenges include issues such as lack of intercultural sensitivity and training. The insights from this chapter form the basis for designing a culture-based course for EFL learners. The goals and objectives, content, approaches, techniques, and assessment methods explained in this chapter will be further refined and expanded in the following methodological chapters of this dissertation.

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Chapter Four: Research Methodology

Introduction

An appropriate research methodology is imperative for attaining accurate results and comprehensive conclusions. To effectively address the research questions and propose a culture-based course for the first-year of the Master's level for both semesters, the selection of a suitable research design is a fundamental step. The research questions serve as the foundation for this choice of design (Kothari, 2004). In this vein, the present chapter commences by reiterating the research questions being addressed. The chosen research design for this investigation is thoroughly expounded upon, along with information about the population and sampling techniques utilized. The development of the research instruments, their pilot testing and administration, and a comprehensive explanation of the research procedure are also discussed in depth. Finally, the chapter concludes with a presentation of the data analysis procedures, ethical considerations, limitations, and delimitations of the current study.

4.1. Research Questions

The aim of this study is to design a course that targets the deficiencies and gaps found in the currently ACC. The study intends to address this by responding to the following inquiry:

- What would the course, "Cross-Cultural Communication" for semester one, and the course, "Teaching Culture in the EFL Classroom" for semester two, encompass in terms of prerequisites, course description, learning goals and objectives, course schedule, description of activities and assessment criteria, as well as course policies?

4.2. Research Design

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A research design refers to the "procedures for collecting, analyzing, interpreting, and reporting data in research studies" (Creswell & Plano Clark, 2007, p.58). The present study employs four different designs, each chosen for specific purposes. The primary objective of the study is to develop a culture course in response to the deficiencies identified in the current ACC. To accomplish this, an exploratory design will be utilized to identify these shortcomings, considering the perspectives of teachers and students, as well as relevant literature in the field. In addition, the study utilizes a mixed-method approach that combines both quantitative and qualitative techniques to provide a more complete analysis (Creswell, 2009). The research also consists of three phases in which data are collected sequentially, with each phase building upon the findings of the preceding phase, indicating a sequential design. Ultimately, the study employs a case study design as it centers on a particular case - specifically, first-year Master's students at Mohammed Lamine Debaghine University. In summary, this research is an exploratory sequential case study that employs a mixed-method approach for data collection.

4.2.1. *Exploratory Design*

Exploratory research, as elucidated by Jupp (2006), is primarily oriented towards the discovery, development, or refinement of theory. While all research can be viewed in a broad sense as exploratory, this approach is often misconstrued. It is oversimplified as merely a preliminary stage within the systematic research process, sometimes likened to a "pilot study," suggesting a preceding or sequential phase in a research program with limited exploration. Equating exploration solely with qualitative research, as noted by Jupp (2006), also restricts the scope of exploratory research and diminishes its core focus on theory development from data.

Exploratory research is a research design that is conducted when there is a lack of knowledge about a phenomenon or when a problem has not been clearly defined (Saunders

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et al., 2007). Stebbins (2001) concurs with this assertion, stating that exploration is the preferred methodological approach under certain conditions, one of which is when a group, process, activity, or situation has received little or no systematic empirical scrutiny.

The present study conforms to these criteria, as its goal is to develop a culture course that is grounded in the deficiencies explored within the ACC. Furthermore, no prior research has been conducted on this topic, nor are there any evaluations or improvements to the culture course that currently exist. Through the use of an exploratory research design, this study seeks to provide a thorough understanding of the subject under investigation during the process of designing the culture course. Additionally, it aims to establish a groundwork for future research endeavors.

4.2.2. Mixed Methods Design

Mixed methods research, as a comprehensive and versatile approach, seamlessly blends qualitative and quantitative data collection and analysis methods within a single study, as outlined by Creswell and Clark (2017). This integration of diverse research strategies is aimed at offering a more thorough and nuanced solution to research questions, recognizing that each method contributes unique insights to the overall understanding of a phenomenon.

A key advantage of mixed methods research is its ability to leverage the strengths of both qualitative and quantitative methods, mitigating the inherent biases and limitations associated with each approach. Qualitative methods excel at exploring the richness of human experiences, providing context, and uncovering the "why" behind certain phenomena. In contrast, quantitative methods are adept at producing numerical data, enabling statistical analysis, and facilitating the generalization of findings to larger populations. By combining these two approaches, researchers can gain a more holistic and

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multifaceted perspective on the research topic, enriching the quality and depth of their findings.

The choice to emphasize one method over the other in mixed methods research is not arbitrary but rather guided by the researcher's specific goals and the nature of the research question at hand. Some studies may begin with a quantitative survey to establish trends or patterns and then follow up with qualitative interviews to delve deeper into participants' experiences and motivations. Conversely, other studies may commence with qualitative data collection to generate hypotheses and then use quantitative methods to test and validate these hypotheses across a larger sample.

Mixed methods research offers significant benefits but also poses challenges. Notably, it often requires prolonged data collection and analysis, which can strain time and resources. Researchers must allocate ample resources and plan carefully for successful execution. Moreover, expertise in both qualitative and quantitative methodologies is essential to select appropriate methods, conduct accurate data analysis, and effectively integrate findings.

In the current study, a mixed methods approach was utilized in order to collect and analyze both qualitative and quantitative data. This approach is highly valuable as it allows for a more comprehensive understanding of the relationship between the variables under investigation, providing a holistic grasp and deeper comprehension of the subject matter. Additionally, using a mixed methods approach allows for the cross-checking and validation of results obtained from multiple sources, thereby increasing the validity and reliability of the findings.

4.2.3. Sequential Design

Sequential design involves the utilization of two methods in a progression, with the aim of elaborating on or expanding upon the findings of the initial method (Creswell, 2009).

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This approach may involve starting with a qualitative method, such as interviews, for exploratory purposes, followed by a quantitative method, such as a survey with a large sample, in order to generalize results to a population. Alternatively, the process may begin with a quantitative method and proceed to a qualitative method for elaboration.

In the present study, the researcher employed a three-phase process in which the exploration phase utilized both quantitative and qualitative tools to examine the research problem. The pre-design phase primarily employed qualitative methods, followed by a design phase that synthesized findings from both preceding stages.

4.2.4. Case Study Design

A case study is a research method wherein the investigator conducts an in-depth examination of a program, event, activity, process, or one or more individuals (Stake, 1995, as cited in Creswell, 2009). These cases are characterized by defined boundaries in time and activity, and researchers gather detailed information over an extended period using various data collection techniques. This approach is advantageous as it focuses on specific case-related events (Cohen, Lowrence, & Morrison, 2002). Naumes and Naumes (2006) also highlight that case research offers the opportunity to study actual situations in realistic settings, providing insight into both what happened and the underlying reasons. However, it's worth noting that case studies may have limited generalizability to the broader population (Mackey & Gass, 2011).

In this work, a case study design was chosen due to its ability to provide a deep and focused understanding of the sample, as opposed to studying the entire population. The case under investigation in this study is that of first-year Master's English students and teachers at the University of Mohamed Lamine Debaghine Sétif 2.

4.2.5. Triangulation of Data

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Triangulation, as described by Cohen, Lawrence, and Morrison (2002), is a method for exploring complex human behavior from multiple perspectives. This may involve the use of various methods, data sources, or multiple researchers within a single study (Denscombe, 2010). In the present study, the following types of triangulation were primarily employed.

- **Data Source Triangulation:** It refers to collecting data from multiple sources to increase the validity and reliability of findings. By using this approach, researchers can mitigate the potential biases that may be present in any single data source or method, and gain a deeper understanding of the research topic (Phakiti, 2015). The present study utilized a range of qualitative and quantitative data sources to triangulate the data and strengthen the reliability and validity of the results. These sources included in-depth interviews, document analysis checklists, and an FGD.

- **Investigator Triangulation:** It refers to the use of more than one investigator in a study. It is a well-established research technique that is particularly useful for the interpretation of materials (Hittleman & Simon, 1997). In the present study, the researcher employed the expertise of another researcher in the same field to generate coding from in-depth interview transcripts as a means of enhancing the validity and reliability of the study's findings.

- **Theory Triangulation:** It refers to the use of multiple theories to examine a phenomenon (Turner & Turner, 2009). In theoretical triangulation, the perspectives or hypotheses utilized may be related or may present opposing viewpoints. In the present study, a variety of theories, including potentially opposing ones, were employed in phase three, specifically in the justification of course design decisions. This approach allowed for a more comprehensive examination of the research topic.

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Finally, the underlying assumption of triangulation is that using multiple approaches can help mitigate biases and increase the validity of the findings. By employing a diverse range of methods in their research, investigators can increase confidence in their conclusions and improve the overall credibility of their study, which is crucial for any research endeavor.

4.3. Research Context

The context of the study is important as it provides a clear picture on the settings as well as further details about the research conduct process. The research has been held in an EFL context, where English is considered as a FL and taught as a major at the previously mentioned university. It is important however to provide detailed information about the course under scrutiny.

4.3.1. Settings of the Study

The present study was conducted within the Department of English Language and Literature at Mohammed Lamine Debaghine Sétif 2 University in Algeria.

4.3.2. Target Population

A population is definecd as "any group of individuals that have more characteristics in common that are of interest to the researcher" (Best & Kahn, 2003). First-year Master's students and teachers from the English language and literature department at Mohamed Lamine Debaghine Sétif 2 university in the year 2020-2021 constitute the population of this study. Participants in the interviews represented all culture teachers at the department (N=3) with one female and two males. The selection was purposeful based on the criterion that they are/were in charge of the module of culture. They have knowledge and experience in

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teaching this module and therefore there is a high possibility they will be able to provide informed views. Eight first-year Master's students, consisting of two males and six females, voluntarily participated in the FGD. Students have been studying English for several years since middle school and varied in age from (22 -24 years old). Additionally, they went through relatively the same instructional experiences as far as English learning is concerned: Four years in middle schools and from three to four years in secondary schools.

4.3.3. Research Sample and Sampling Techniques

According to Kumar (2011), "sampling is the process of selecting a few from a bigger group (the population) to become the basis for estimating or predicting the prevalence of an unknown piece of information, situation or outcome regarding the bigger group" (p.177). In this study, the researcher used purposeful sampling methods to select teacher participants who could provide relevant information about the central phenomenon being studied. Purposeful or purposive sampling, as described by Creswell and Clark (2017), involves intentionally selecting participants who have firsthand experience with the central phenomenon being explored in the study. A total of three teachers were selected for this study, representing the full population. These teachers participated in in-depth interviews as part of the second phase of the research.

The student participants in this present investigation were chosen through the use of a non-random, volunteer sampling technique, in which the members of the sample self-selected themselves for inclusion in the study. This type of sampling, referred to as convenience sampling, entailed the selection of students who volunteered to participate in the FGD. In this method, the researcher lacks control over the individuals who take part in the study. One benefit of utilizing volunteers as participants is that they tend to impart detailed information

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It is possible that the sample size for qualitative data collection methods tends to be smaller than the sample size used for quantitative methods, due to the fact that quantitative and qualitative data are often collected for different purposes (e.g., quantitative generalization versus qualitative in-depth description) (Creswell, 2009). Thus, this study considers the small sample size in the pre-design phase as a potential strength, given that qualitative research often relies on a limited number of participants to gain a comprehensive understanding of the central phenomenon or concept being studied. The aim of qualitative research is to develop a thorough understanding of a few individuals. In contrast, the sample size in quantitative studies needs to be large enough to meet the requirements of statistical tests and provide a reliable estimate of the parameters of the population.

4.3.4. Description of the Official Culture Course

The present study focuses on the official course for culture studies that is targeted to first-year Master's students in the Department of English Language and Literature at the University of Mohamed Lamine Debaghine in Sétif 2, Algeria. The course was implemented in the department during the academic year 2016/2017 and is currently utilized by both the Anglo-American Studies and Language Sciences and Didactics specialties. It is worth noting that within the Anglo-American Studies specialty, students undertake modules that pertain to literature and civilization, whereas, in the Language Sciences and Didactics specialty, students engage in modules that focus on the teaching of EFL, such as Teaching English as a foreign language (TEFL), pragmatics, and reading skills and strategies. The course is divided into two different axes, one for each semester. The first semester's axis is titled "Cross-cultural Communication" and aims to raise students' awareness of cultural differences between their home and target cultures. The second semester's axis is titled "Teaching Culture in the EFL Classroom" and aims to equip

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students with the knowledge and skills necessary to appropriately integrate culture into English language instruction in an EFL context. The official course for culture, which is presented in French, consists of five main sections as follows: course information, teaching objectives "Objectifs de l'enseignement", recommended prior knowledge "Connaissances préalables recommandées", evaluation method "Mode d'évaluation", and references "Références" (see Appendices A and B). Each semester includes 21 hours of teaching, with 1h30 hours reserved for lectures and 1h30 hour for tutorial sessions (TS, henceforth). This totals 42 hours of teaching for the module over both semesters, or 14 lectures and 14 TSs per academic year. It is worth noting that these details are taken from the official course for this module (see Appendices C).

The current study is exclusively focused on the OCC program provided by the Ministry of Higher Education as described earlier, and it should be emphasized that it does not include the comprehensive culture lessons delivered by the English language and literature department at Sétif 2 University for first-year Master's students. Therefore, there is no connection between the two.

4.3.5. *Rationale for the Selection of "Culture" Module as the Focus of the Study*

For EFL students, a well-designed culture-based course is paramount as it fosters a deeper understanding of the language's cultural context, improves their communicative abilities, and nurtures intercultural appreciation (Kramsch, 1993). Nevertheless, after analyzing the currently OCC available to first-year Master's level students in the English Language department at Mohamed Lamine Debaghine Sétif 2 University, Algeria, significant inadequacies were uncovered. The lack of essential components such as course objectives, course overview, course duration, topics covered per week/semester, task names, and course materials such as textbooks and required resources undermines the course's

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effectiveness. Furthermore, the absence of comprehensive content and evaluation processes at the level of the course's sections exacerbates this issue. Therefore, addressing this gap in the literature is crucial as it provides a clear culture course that serves as a guide for students in their culture learning process and assists teachers in creating their lesson plans.

4.3.6. Data Collection Instruments

The data collection instruments in this study were organized based on the phases of the research, which included an exploration phase, a pre-design phase, and a design phase.

The exploration phase of this study aimed to investigate the presence of the problem under investigation in real-world settings. To this end, a structured interview with teachers and a document analysis checklist were utilized as research instruments. These instruments were selected due to their ability to facilitate the systematic collection of data from individuals with firsthand experience of the problem, thereby enabling the research to attain a more thorough understanding of the problem and its effects on corresponding stakeholders.

The pre-design phase of the present study aimed to gather data from teachers and students through in-depth interviews and a FGD respectively. The purpose of this data collection was to solicit detailed views from teachers on the relevance and potential improvements to the course in terms of teaching culture for both semesters, as well as to gain insights into students' preferences for cultural learning in the FL context. These findings were then used to inform the design of the courses in the subsequent phase of the study. By collecting data from both teachers and students, the research sought to obtain a well-rounded understanding of the current state of the course and areas for potential enhancement.

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The course design phase of this research represents the culmination of the study, synthesizing the findings from previous phases and drawing on relevant literature to ensure the course design was informed by relevant practices and research. The resulting designed courses for both semesters aimed to address any identified deficiencies in cultural instruction and provide a potentially practical teaching/learning tool.

4.3.6.1.   Exploration Phase Instruments. The following is a detailed description of the instruments used during the exploration phase.

4.3.6.1.1.   Structured Interviews. Interviews are a flexible method for collecting data because they allow for spontaneous conversations and the opportunity to ask follow-up questions to explore complex or deep topics (Cohen et al., 2017). Structured interviews, as described by Frankfort-Nachmias and Nachmias (2019), are a common research method in the social sciences that provide the researcher with a high level of control over the data collected. By following a predetermined set of questions, the researcher can ensure that all participants are asked the same questions and can subsequently compare their responses. The aim of using structured interviews in the present study, comprising four primary questions, was to gather information about the components of the OCC and its practicality. These specific goals necessitated the formulation of clear, direct questions that were posed in a predetermined order.

4.3.6.1.2.   Document Analysis Checklist. A checklist is a document that lists the characteristics of effective educational materials for the evaluator. It may contain items that pertain to specific themes, concepts, or characteristics that the researcher wishes to analyze (Reijers et al., 2017). Checklists can facilitate comprehensive and organized analysis, as well as assist in the consolidation of data (Denzin & Lincoln, 2011).

The current study utilized Doolittle and Siudzinski's (2010) research to develop a checklist for analyzing course components in higher education. The researchers conducted a

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comprehensive review of literature on course design and identified 24 commonly agreed-upon components that were classified into four categories: "Instructor Information, Course Information, Grading Information, and Policy Information." The most commonly found elements in college courses, according to Doolittle and Siudzinski (2010), are "Professor Name, Professor Office Locations, Professor Office Phone, Professor E-Mail Address, Course Name, Course Number, Course Description, Course Goals/Objectives, Course Required Texts, Course Topics, Course Calendar, and Course Policy," as shown in the figure below.

Figure 4.1

Course *Components Included in Faculty Courses*

Most Frequently	Somewhat Frequently	Least Frequently
Professor Name	Professor Office Hours	Course Supplemental Readings
Professor Office Location	Course Location	Late Work Policy
Professor Office Phone	Course Time	Missed Work Policy
Professor E-mail Address	Course Due Dates	Honor Code Policy
Course Name	Grading Scale	Disability Policy
Course Number	Assignment Names	Student Support Services
Course Description	Assignment Descriptions	
Course Goals/Objectives	Attendance Policy	
Course Required Texts		
Course Topics		
Course Calendar		
Grading Policy		

Note. This figure is adopted from Doolittle and Siudzinski (2010, p.57)

In order to establish a more precise and conclusive selection of crucial components for the checklist, the current study drew upon not only the work of Doolittle and Siudzinski (2010), but also Fink's (2013) model for course design from his book "Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses". Fink's model proposes a series of steps that contribute to the creation of effective courses leading to effective learning. These steps include identifying situational factors, setting learning goals and objectives, specifying content, selecting teaching/learning activities and materials,

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establishing assessment and evaluation policies, and aligning major course components. The checklist used in this study reflects Fink's model in several ways, with its main sections - Course Goals and Objectives, Content Specification, and Description of Grading Criteria-influenced by Fink's emphasis on setting learning goals and objectives, specifying content, and selecting teaching/learning activities and materials. Thus, the overlap between Fink's model and the information from Doolittle and Siudzinski (2010) led to the design and adaptation of the checklist used in this research.

The checklist used in this study is divided into five major categories: four component categories "Instructor Information," "Course Information," "Grading Information," and "Policy Information" and an additional category titled "Course Materials." The checklist was created by refining a total of 20 sub-items through pilot testing conducted by experienced instructors from the Department of English Language and Literature at Sétif 2 University. This step allowed the researchers to improve the checklist based on feedback from instructors and ensure that it was appropriate for analyzing course components in higher education. Notably, the checklist is applicable to courses in various subject areas and academic institutions, as previous research by Doolittle and Siudzinski (2010) has demonstrated that course components tend to be consistent across a wide range of fields. The checklist was designed to assess the presence or absence of approved course components, rather than their effectiveness or quality, and as such, the data obtained through its use were analyzed quantitatively.

The resultant checklist following the process of adaptation is as follows.

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Table 4.1

Document Analysis Checklist Employed in the Exploration Phase

	Semester One		Semester Two	
Instructor Information	**Not Included**	**Included**	**Not Included**	**Included**
1.Instructor's Name				
2.Instructor's Meeting Hours and Location				
Course Information				
1.Course Name				
2. Course Coefficient				
3. Course Credits				
4.Course Time				
5. Course Location				
6. Course Description				
7.Course Goal (s)				
8.Course Objectives				
9.Topics covered each week (Content)				
10.Prerequisite requirements				
Description of Grading Criteria				
1.Grading Policy (Explanation of how student work will be assessed)				
2.Assignment Names and descriptions (a listing of graded items such as quizzes, tests, participation, projects, etc.)				
Teaching/ Learning Materials				
1. Required textbooks and resources: Title, author, edition, ISBN				
2. Recommended texts and resources: Title, author, edition, ISBN, and how to access them				
Course Policies				
1. Late Work Policy				
2.Attendance Policy				
3. The Use of Electronics Policy				
4. Academic Integrity Policy				
Total (20/20)				

The table displays the adapted version of the checklist. It evaluates the existence or

absence of main categories and their sub-items in the currently OCC components for the first

and the second semesters. The table is structured into five categories, including Instructor

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Information, Course Information, Description of Grading Criteria, Teaching/Learning
Materials, and Course Policies. The sub-items in each category are analyzed to determine
whether they are included or not, and a total score out of 20 is provided based on the number
of components included.

4.3.6.2. **Pre-Design Phase Instruments.** The following represents the
instruments that have be used in the pre-design phase.

4.3.6.2.1. *Teachers' In-depth Interviews.* In-depth interviewing is a commonly
used qualitative research method that involves conducting individual interviews with a
small number of respondents in order to gain insight into their perspectives on a particular
topic or issue (Boyce & Neale, 2006). This study employed in-depth interviews as a primary
means of understanding the complex views and perceptions of culture teachers regarding
the ACC, its nature, and its practicality. As Dezin (2001) stated, "we know the world only
through our representations of it" (p.23). In other words, our understanding of the course
and its content is shaped by the perceptions and interpretations of the teachers who are
responsible for implementing it. In-depth interviews are also useful in providing a more
comprehensive understanding of the program and its outcomes (Rivas & Gibson-Light,
2016). In this study, in-depth interviews were chosen as a means of exploring the views and
experiences of culture teachers in order to gain a more nuanced understanding of the nature
and practicality of the ACC.

The interviews were guided by the research questions but were unstructured enough
to allow for the exploration of new ideas and themes that emerged during the conversation.
The interviews comprised of 13 primary questions as well as follow-up questions designed
to acquire extra information or clarify ambiguities. In-depth interviews typically lasted
between one and one-and-a-half hours. The interview questions are as follows.

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1. How do you find the axes of the current course? do the axes align with the overall focus of the module and the level of students?

2. Do you think that the official course of culture focuses mainly on theoretical knowledge i.e., teaching about cross-cultural communication (definitions of culture, models of CCC, CC theories...etc.) rather than teaching what does it mean to communicate cross-culturally more practically?

3. Do you think that the instructional hours devised to this module (21 hours per semester) are enough?

4. Have you handed the official course to first-year Master's students at the beginning of the year?

- Yes

- No

6. How useful were the references provided in the official course?

7. Do you think that students have the sufficient prior knowledge required before starting this module?

8. Do you support assigning reading tasks outside of the classroom for the sake of getting students prepared for the upcoming lesson(s)?

- Yes

- No

- Not sure

9. Does the course help students improve cross-cultural communication? if yes, in which way?

10. Do you agree that the module should be taught before reaching the master 1 level?

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11. Do you think that the module should be extended to the year of Master 2?

12. Overall, what do you suggest to make this course document handy for both teachers and students?

In-depth interviews were conducted in this research with the three culture teachers to gain insight into their perspectives on the currently OCC and to inform the development of two distinct courses: "Cross-Cultural Communication" and "Teaching Culture in the EFL Classroom" for both semesters. The interview questions were customized to gather information on specific aspects of the courses. For example, questions 1, 2, and 3 sought to understand the course's axes, theoretical and practical focus, and instructional hours. Question 4 asked if the course had been taught to first-year Master's students, indicating that the course is likely intended for this level. Question 6 assessed the usefulness of the references provided in the course, while question 7 inquired about students' prior knowledge and question 8 investigated the potential of reading tasks outside the classroom. Question 9 aimed to understand how the course helped improve CCC. In contrast, questions relating to the second course were focused on its design and implementation. For instance, questions 10 and 11 inquired about the appropriate level and duration of the course. Finally, question 12 asked for suggestions on how to make the course documents more useful for teachers and students.

It should be noted that the first course, "Cross-Cultural Communication", serves as a prerequisite for the second course, "Teaching Culture in the EFL Classroom", as it provides the foundational knowledge necessary for students to succeed in the second course. As a result, more attention was given to the first course during the interviews. Nevertheless, there were some shared elements between the two courses, such as the instructional hours, the usefulness of the references provided, and the support of assigning reading tasks outside of the classroom, which were addressed in the interviews. Overall, the interview questions

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were carefully made to address the unique aspects of each course and to provide valuable

teachers' insights into the design of a useful culture course.

- **In-Depth Interview Pilot Testing.**

It is noteworthy that the interview instrument underwent a pilot testing process,

during which three teachers reviewed it and provided feedback. The changes made to the

instrument following the pilot testing process are summarized in the table below, which

illustrates the differences between the first version and the final version of the interview

instrument.

Table 4.2

In-Depth Interview Pilot Testing

First Version	Final Version	Reviewer's Comments
On a scale of 1-5, how would you rate students' background knowledge about the local and foreign cultures they bring to the classroom? (1: Poor, 5: Excellent).	• Do you think that students have the sufficient prior knowledge required before starting this module?	This is an interview, and it is better to use open-ended questions that allow for more details, rather than a scale that limits the respondent to one direct response.
What factors affect the natural enrollment of the culture course? (Probe: time, place, students themselves, materials and resources, administrational factors…. etc.).	• Do you think that the instructional hours devised to this module (21 hours per semester) are enough? • How useful were the references provided in the official course? • Do you think that students have the sufficient prior knowledge required before starting	It is advisable to ask about each factor separately, as doing so would provide more detailed information for each factor. This is preferable to asking a general question where the respondent may forget to address other factors or emphasize one factor over another.

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	this module?	
What are the main changes required to enrich the current course? (Please specify at least an area: objectives, content, evaluation plan, resources…etc.).	Overall, what do you suggest to make this course document handy for both teachers and students?	The aim is not only to enrich the course in its different sections, but also to make it convenient and useful for both teachers and students. it is recommended to ask a broad question regarding ways to enhance the course's usefulness.
Have you had a voice in the design of the current official course?	Deleted	This question is not relevant to the aim of the interview and should therefore be removed.

The table lists three questions/topics discussed in an interview related to a culture course module. The first column shows the initial version of the question/topic discussed, while the second column shows the final version of the question/topic after feedback from the reviewer. The third column provides a comment from the reviewer regarding each question/topic. The first question is related to students' background knowledge about local and foreign cultures, and the reviewer suggests using open-ended questions instead of a rating scale. The second question is related to factors affecting the enrollment of the course, and the reviewer suggests asking about each factor separately for more detailed information. The third question is related to changes required to enrich the course, and the reviewer suggests asking a broad question about enhancing the course's usefulness for both teachers and students. The fourth question is deemed irrelevant and removed from the interview.

4.3.6.2.2.   Students' Focus Group Discussion. A focus group session is a discussion in which a small number of respondents usually between 6-12 members, under the guidance of a moderator, talk about topics that are believed to be of special importance to the investigator (Clifford & Odimegwu, 2000). The discussion is the basis from which

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information is obtained. It is conducted as an open conversation in which each participant may comment, ask questions of other participants, or respond to comments by others. Interaction among the respondents is encouraged to stimulate in-depth discussion of various topics. The order in which the topics are covered is flexible but generally the discussion starts with more general issues and slowly flows into more specific ones.

For the current study, eight volunteer students (6 females and 2 males) enrolled in the first-year Master's degree in the specialty of Language Sciences and Didactics consented to participate in a 40-minute session. Moreover, the FGD sample is homogenous in the sense that student participants have been studying English for several years since middle school and varied in age from (22 -24 years old). Additionally, they went through relatively the same instructional experiences as far as English learning is concerned: Four years in middle schools and from three to four years in secondary schools. According to Clifford and Odimegwu (2000), the homogeneity of the group and the open-ended nature of questions will encourage the anticipants to feel free from various constraints in which they are subject during individual interviews. It is assumed that they express their views openly and spontaneously. The researcher sought participants' consent to be recorded but most of them refused, as a result, the researcher actively took notes along the discussion session. The FGD findings may be quite beneficial in providing insight for developing the designed course in the event that substantial deficiencies are detected in the already official one. Data from the focus group session were incorporated into the analysis for further refinement of the official course. It is important to mention that, the small sample size reduces chances of generalizability while the bias in data interpretation is still a possible occurrence.

The FGD is comprised of several primordial and pop-up questions aimed to elicit students' perspectives on the ACC, what they find problematic with course instruction, and

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what they suggest for its improvement. These questions are essential to the research aim of designing a course to address deficiencies in the currently ACC.

The first question, "Have you been handed a copy of the official culture course at the beginning of the year?", can provide insight into the current implementation and dissemination of the course. This information can inform the development of policies and procedures for the new courses.

The second question, "What was your idea about culture prior to taking the course? i.e., what did you expect to study in this module?", can guide the creation of course descriptions and learning goals and objectives. Understanding students' prior knowledge and perceptions can help create relevant and engaging courses.

The third question, "What learning activities do you prefer in the culture module?", can help tailor the course design to meet the needs of students. Identifying preferred teaching and learning methods can enhance engagement and promote effective learning.

The fourth question, "What do you think of the assessment and evaluation methods used in the culture module?", can ensure that the designed courses use appropriate and effective assessment methods that align with students' learning outcomes. This information can be used to improve the grading criteria and policies for the designed courses.

The fifth question, "Would you like to have further reading materials provided for the culture module? and why? " can inform the selection of appropriate teaching and learning materials to supplement the courses. This information can ensure that students have access to relevant resources that enhance their learning experience.

Finally, the question "What were the main difficulties that you encountered while studying this module?" can provide valuable insight into the design of the designed courses. By understanding the difficulties that students faced in the current culture module can help

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identify areas where improvements can be made in the design of the new courses to reduce the number of challenges and create a more engaging and effective learning experience.

In conclusion, these questions are crucial for designing effective and engaging courses that meet the needs and expectations of students while addressing deficiencies in the currently ACC.

- ● *Focus Group Discussion Pilot Testing.* The FGD was subjected to a pilot test, similar to the interview, with the participation of three faculty members belonging to the Department of English Language and Literature at Mohamed Lamine Debaghine Sétif 2 University. The primary aim of this test was to gather constructive feedback and comments on the structure, clarity of questions, and the overall quality in obtaining the intended data. Table 4.3 below provides a summary of the modifications that were made after conducting the pilot test.

Table 4.3

Focus Group Discussion Pilot Testing

First Version	Final Version	Reviewer's Comments
Do you think the current reading materials provided in the official culture course are sufficient?	Would you like to have further reading materials provided for the culture module, and why?	What if students have not received any reading materials in the first place? It is advisable to ask a general question about reading materials instead of assuming that they have already been provided with some.
Please feel free to provide any further comments.	Please feel free to provide any comments or suggestions regarding the culture module.	Additional clarification is necessary. The additional comments requested should pertain to the culture module.

The table above summarizes minor modifications made to the FGD questions from the first version to the final version based on the reviewers' feedback.

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4.3.6.3. Design Phase Process. During the design phase, the study utilized the course design model of Fink (2013), which has been adapted to suit the current research. While there are other course design models, such as Graves' (1996), the study primarily focused on Fink's model for the following reasons.

- It is comprehensive: The course design process proposed by Fink (2013) includes six steps that cover all aspects of course design, from defining the learning outcomes to evaluating and revising the course. This makes it a thorough model that can be used to guide the development of a wide range of courses.

- It is learner-centered: The model places a strong emphasis on assessing the needs of the learner and tailoring the course to meet those needs. By considering the characteristics, preferences, and motivations of the learners, instructors can design courses that are more engaging and effective for their students.

- It emphasizes the importance of alignment: The model of Fink (2013) emphasizes the alignment between course goals, activities, and assessments. This ensures that all components of the course are working together towards a common goal and that students are able to see the relevance and value of what they are learning.

- It is well-respected: Fink (2013) is a widely-cited and well-respected resource in the field of education, which adds credibility to the model.

4.3.6.3.1. Utilizing Fink's Model for Course Design. The course design approach utilized in chapters six and seven is underpinned by an adapted version of Fink's (2013) model. However, the original model comprises a sequence of steps, which are depicted in Figure 4.2.

Figure 4.2

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Integrated Course Design Steps

Steps in Integrated Course Design

Initial Phase: Building Components Parts
1. **Situational Factors**
2. Learning Goals
3. Feedback & Assessment
4. Teaching & Learning Activities
5. Integrate the Component Parts

Intermediate Phase: Coherent Whole
6. Course Structure
7. Teaching Strategy
8. Overall Set of Learning Activities

Final Phase: Four Remaining Tasks
9. Grading System
10. Possible Problems
11. Write Syllabus
12. Evaluation of Course and Teaching

Note. This figure has been adopted from Fink (2013, p.68)

In brief, the figure portrays that Fink's (2013) model comprises three fundamental phases: the initial phase of constructing component parts, the intermediate phase of establishing a coherent whole, and the final phase of accomplishing remaining four tasks. Notably, each phase comprises multiple steps that need to be undertaken to achieve effective course design, as posited by Fink (2013).

4.3.6.3.2. Adapting Fink's Model for Course Design. The adapted course design process presented in this study represents a direct response to the core questions posed by Fink (2013) as the foundation for designing any effective learning experience. These questions are also in line with the design process depicted in Figure 4.2. Fink (2013) emphasizes the importance of addressing the following key questions when designing a learning experience.

1. What are the important situational factors in a particular course and learning situation?

2. What should our full set of learning goals be?

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3. What kinds of feedback and assessment should we provide?

4. What kinds of teaching and learning activities will suffice, in terms of achieving the

full set of learning goals we set?

5. Are all the components connected and integrated, that is, are they consistent with

and supportive of each other? (p.63)

Thus, based on these questions, the course design process employed in this study

follows an adapted version of Fink's (2013) model that encompasses the following steps:

- Identification of situational factors,

- Setting learning goals and objectives,

- Specification of content,

- Selecting teaching/learning activities and materials,

- Assessment and evaluation policy,

- Alignment of major course components.

The course design process has undergone changes in the adapted model with respect

to the original model. Specifically, the number of steps and level of detail provided in the

steps has been altered.

Table 4.4

Fink's (2013) Model Adaptation Details

Original Version	Adapted Version	Adaptation Type	Justification
Situational factors	Identification of situational factors	Renaming	More specific and clear wording.
Learning goals	Setting learning goals and objectives	Renaming	More specific and clear wording.
Teaching and learning	Selecting teaching/learning activities and materials	Renaming	More specific and clear wording.
Feedback and assessment	Assessment and evaluation policy	Renaming and reordering	Combines grading and assessment components. Also, this element has been put under the learning/teaching

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			activities because the "how to teach?" is believed to precede the "what is learnt?"
Integrate component parts	Alignment of major course components	Renaming	More specific and clear wording.
Course structure	Specification of content	Renaming and Reordering	This element has been put right under the element of goals and objectives as it represents the translation of learning goals and objectives.
Teaching and learning	Selecting teaching/learning activities and materials	Merging	Teaching and learning activities now encompass all the learning activities identified in the original model.
Possible problems	/	Removing	Possible problems are now addressed throughout the design process in chapters 6 and 7 rather than given a separate heading.
Writing the syllabus	/	Removing	Writing the syllabus is a natural outcome of completing all the previous steps.
Evaluation of course/teaching	/	Removing	The focus of the study is solely on designing the culture course.

In the adapted model, certain steps have been combined, such as feedback and assessment, which now includes grading as a component. Similarly, the step of teaching and learning activities encompasses the overall set of learning activities that are identified in step 8 of the original model.

Moreover, the step of creating a course structure has been renamed to "specification of content" and is placed directly below setting goals and objectives as it is considered a direct translation of the goals and objectives. For more clarity, the following elements have changed in their naming as follows.

"Situational factors" became "identification of situation factors"

"Learning goals" became "Setting learning goals and objectives"

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"Teaching and learning activities" became "Selecting teaching/learning activities and
materials"

"Feedback and assessment" became "Assessment and Evaluation policy"

"Integrate the component parts" became "Alignment of major course components"

In addition to the above differences, the adapted model reorganizes the order of the
steps. For instance, teaching and learning activities are identified before assessment, as it is
deemed important to identify the most effective ways to teach the generated content before
designing an assessment plan. This is because learning activities and content are interrelated
and work together.

Additionally, the potential issues have not been given a distinct heading but are
addressed throughout the design process. The syllabus creation step has been omitted as it
naturally follows the completion of preceding steps. Furthermore, course and teaching
evaluations are excluded from the adapted model, as this study exclusively focuses on
designing the culture course.

In conclusion, the design phase is pivotal in crafting an effective learning experience.
Fink's (2013) course design model is utilized in this study due to its comprehensiveness,
learner-centric approach, and esteemed reputation in education. The adapted model comprises
six steps: situational factor identification, establishment of learning goals and objectives,
content specification, selection of teaching/learning activities and materials, assessment and
evaluation policies, and alignment of key course components. While there are variations from
the original model, the adapted steps cover fundamental aspects of course design aligning
with the study's objectives.

4.3.6.4. **Validity, Reliability and Trustworthiness.** While research in accurate
sciences deals with validity and reliability concerns in a statistical fashion, social sciences
and humanities research, researchers should be just as concerned with trustworthiness as are

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chemists undertaking an experimental design. The subsequent two elements elucidate how the study approached matters of reliability, validity, and trustworthiness.

    4.3.6.4.1.   *Validity and Reliability.* Research measure validity, as emphasized by Gagnon (2010), is pivotal for ensuring accuracy in representing the intended concept or construct. Validity encompasses two primary categories: internal and external validity, each with its own subcategories. Internal validity, as defined by Gagnon (2010), assures that a study's outcomes result from the manipulation of the independent variable rather than external factors, establishing a cause-and-effect relationship between variables. Additionally, external validity, as noted by Gagnon (2010), concerns the extent to which study findings can be applied beyond the sample and setting, ensuring their relevance to real-world situations and populations. To establish external validity, researchers should consider sample representativeness and the findings' applicability to the target population. Conversely, reliability pertains to the consistency of the methodological process, ideally remaining stable over time and across different researchers or methods, as stated by Miles, Huberman, and Saldana (2014). In essence, reliability means maintaining consistent scores despite the instrument's repeated use.

    In the present study, much of the data has been collected through qualitative methods, posing challenges to upholding the validity and reliability as defined previously. While these concerns are likely shared across disciplines, the current study has employed five techniques to potentially enhance research validity and reliability.

    •   Triangulation: It involves the use of multiple data collection instruments and enhances both reliability and internal validity (Merriam, 1988, as cited in Creswell & Clark, 2017). In this particular study, data was gathered during the exploration and pre-design phases utilizing various sources namely: in-depth interviews, FGD, and document analysis checklist.

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•   Pilot testing of research instruments: It is a crucial step that enhances their validity and reliability. According to Phakiti (2015), pilot testing is conducted to determine the suitability, feasibility, and appropriateness of research tools. This process involves identifying potential issues and making the necessary changes to ensure that the instruments are efficient in collecting data. By conducting pilot studies, researchers can enhance the validity and reliability of their research, thus improving the overall quality of the findings (Phakiti, 2015, p.120). Therefore, teachers have been involved throughout the pilot testing process of the interviews and the FGD. The interviews and FGD were reviewed by three teachers from the Department of English Language and Literature at Mohamed Lamine Debaghine University. Based on their comments, revisions were made to the final versions of the research instruments. As for the checklist, it has been adapted with some changes, so it is believed to be already valid by the researchers who designed it.

•   Interrater reliability: There are also times where a single knowledgeable coder analyzes all transcripts or data once the coding scheme has been established and is then supported (or not) by secondary coders who can increase reliability (Campbell et. al, 2013). In this research, a co-researcher who is a doctoral student in the field of didactics of English language and culture was invited to participate in the coding of qualitative data. The purpose of this was to provide an additional perspective and ensure the credibility of the analysis. The second coding was crosschecked with the first one, conducted by the main researcher. Although there were slight differences in the themes generated by the end, particularly in the naming of themes, as the themes developed by the main researcher were more detailed than those developed by the co-researcher. As a result, the main researcher opted for a compromise between both versions of themes, taking into consideration the input of the co-researcher. The table presented below showcases the themes generated by

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both the main researcher and the co-researcher, highlighting their different versions of coding.

Table 4.5

Seeking Interrater Reliability for In-Depth Interviews' Themes

Main Researcher's Themes	Co-Researcher's Themes	Final Themes
• Teachers' perceptions of the usefulness of the OCC for students. • Teachers' perceptions of the axes of both semesters. • Teachers' perceptions of goals and objectives. • Cross-Cultural Communication course content • Teachers' perceptions of the evaluation and assessment plan. • Teachers' Perceptions and Experiences with Instructional Materials and Resources in the Classroom. • Teaching methods in the module of culture. • Teachers' perceptions of instructional time allocation. • Teachers' perceptions of students' need for theoretical groundings. • Teachers' perceptions of providing Reading Assignments before/after the session. • Teachers' perceptions of teaching the module before and/or after master 1 year. • Teachers' perceptions of culture module policies.	• Usefulness of OCC for students. • Culture Course Semesters' axes. • Goals and objectives of the course. • Culture course content. • Evaluation and assessment during the culture course. • Instructional materials and resources. • Course's instruction time. • Students' background knowledge. • Culture module policy. • Teachers' general recommendations for revising the ACC.	• Teachers' perceptions of the usefulness of the OCC for students. • Teachers' perceptions of the axes of both semesters. • Teachers' perceptions of goals and objectives. • Teachers' perceptions of course content. • Teachers' perceptions of the assessment and evaluation policy. • Teachers' perceptions of the instructional materials and resources. • Teachers' perceptions of instruction time. • The need for theoretical groundings. • Teachers' perceptions of assigning a reading activity. • Teachers' perceptions of teaching the module before and/or after master 1 year. • Teachers' Suggestions for Revising the Current Culture Course

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• Teachers' recommendations for revising the currently ACC.		

The table above shows the themes that emerged from in-depth interviews conducted with culture teachers during the interrater reliability process. These themes represent various topics discussed in the interviews, including the perceived usefulness of the ACC, the content and organization of the OCC course, instructional materials and resources, assessment and evaluation, and the policy of teaching culture module. The table provides the main researcher's themes, co-researcher's themes, and the final themes. Although the main researcher and co-researcher generated different themes, the final themes are similar in terms of their meaning, albeit expressed in slightly different wording. This suggests that there is a degree of interrater reliability in the coding of the interview data and that the final themes reflect a consensus between the two researchers.

• The use of rich, thick description to convey findings: Utilizing detailed descriptions to convey research findings has been shown to transport readers to the study setting and foster a sense of shared experiences. This approach can enhance the realism and depth of the results, thus increasing the validity of the findings (Creswell, 2009). In this study, the interviews were transcribed meticulously, leaving no words unrecorded. Moreover, the coding process was conducted carefully, featuring primary themes accompanied by detailed descriptions and examples from teachers' direct excerpts.

4.3.6.4.2. Trustworthiness. Given that the primary data collection tools employed in this study are qualitative in nature, namely interviews and an FGD, it is important to consider the issue of trustworthiness. In qualitative research, trustworthiness refers to the systematic rigor of the research design, the credibility of the researcher, the believability of the findings, and the applicability of the research methods (Johnson & Parry, 2015).

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Harrison, MacGibbon, and Morton (2001) have suggested that trustworthiness is a key element in maintaining the position of qualitative research in the academic world. There is a general consensus that qualitative inquirers need to demonstrate that their studies are credible (Creswell & Miller, 2000, p.124).

The trustworthiness of a qualitative research study can be enhanced in various ways, such as through a thorough review and engagement with the existing literature, appropriate theoretical positioning of the argument, careful selection and deployment of data collection and analytical procedures, and linking empirical material to larger theories and discourses. In the present study, the design of the first and second semester's courses not only incorporated the views of teachers and students on culture teaching/learning in the EFL context but also drew heavily on the relevant literature in this field. The literature has likely played a significant role in governing and strengthening the decisions made throughout the design process. Therefore, this study is believed to be credible given the extensive literature that has been reviewed and engaged in decision-making.

4.3.6.5.   Administration of the Research Instruments. The administration of the research tools entails a concrete interactional network between the researcher and the participants involved in the study. The tools have been administered chronologically from the exploration phase moving to the pre-design phase.

As for the interviews either in-depth or the ones of the exploration phase, two teachers agreed to be recorded while one teacher refused to be recorded so active note taking process has been implemented. The in-depth interviews have been held on Monday, May 17, 2021; Tuesday, June 1, 2021; and Tuesday, June 15, 2021. Within a time span of approximately 1 hour for the in-depth interviews. The confidentiality matters have been

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ensured to all participants. and the ability to view the transcripts as well as the audio materials have been ensured to participants.

The FGD with students has been held on Wednesday, 21 of April, 2021, from 14.30-15.30 pm. The participants did not agree upon recording the FGD. Some students agreed while others refused to be tape recorded. As a response, the researcher used active note-taking to record essential and relevant observations that serve the study's objectives.

The various respondents to the instruments were informed about the purpose of the study and also assured of the confidentiality of their responses.

4.3.7. Data Analysis Procedures

Analyzing data represents the transformation of raw data into well-organized meaningful set of information.

4.3.7.1.   Analysis of the Exploration Phase Data. Analysis gives meaning and value to the information mentioned in the different tools (Mckay & Gass, 20011). As for the document analysis checklist, the researcher carried out a simple analysis using of the total of items. Finally, for the structured interview, the process of producing themes and themes was used.

4.3.7.2.   Analysis of the Pre-Design Phase Data. In this phase of the study, qualitative data collection instruments were utilized exclusively. Thematic analysis and microanalysis were employed to ensure that no essential ideas or constructs were overlooked during the in-depth interviews and the FGD. According to Kumar (2011), thematic analysis involves examining the content of interviews or observational field notes to identify the primary themes emerging from the responses of the respondents or observation notes. Themes were created for each new idea, and themes that were

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conceptually similar or related in meaning were grouped together as concepts. These concepts were then developed through constant comparison, with the most relevant ones being integrated to form a theoretical framework. Therefore, the findings in the next chapter are presented descriptively and narratively rather than as a scientific report, which typically includes comparing the findings with literature and theory, posing questions, and making decisions for course design.

4.4. Ethical Considerations

In the context of educational research involving human subjects, it is imperative to address ethical considerations. The researcher's conduct is of paramount importance as it lays the foundation for building a diverse social network with the individuals involved in the study. Hence, ethical principles must be integrated into every step of the research process. The researcher initially obtained informed verbal consent from all participants, elucidating the research procedures, objectives, and their roles. Subsequently, the anonymity of participants' reports and the confidentiality of their written and/or recorded responses were strictly maintained to ensure their identities remained confidential and anonymous. Verbatim transcriptions and written interpretations and reports were made available to the participants, adhering to the principle of transparency in research. Furthermore, the participants' preferences regarding video or audio recording were given due consideration. Consequently, some participants declined to be recorded, and an active note-taking strategy was implemented for such cases. Finally, it is paramount to ensure that the collected data is not altered or rectified for any reason during the analysis process, guaranteeing the credibility and validity of the research.

4.5. Limitations

Several limitations are associated with the research methodology in this study.

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- The sample size was restricted, involving only three teachers in the interview process, which may not fully represent the entire population. A larger and more diverse sample, including additional student participants in focus group discussions, could have provided richer insights.

- During the focus group discussion, note-taking was employed instead of tape-recording, potentially resulting in the omission of certain information. If all participants had consented to tape-recording, a more comprehensive dataset might have been achieved.

- Researcher bias is evident at various stages of the study and cannot be entirely eliminated. To address this, it is essential for the primary data collector to acknowledge personal values, assumptions, and biases from the outset of the research.

- The validity of the collected data may be influenced by both potential participant bias and researcher bias. These biases should be recognized and managed to ensure the robustness of the research findings.

These limitations underscore the importance of considering potential biases and the need for a more extensive and varied sample size in future research endeavors.

Conclusion

The current chapter expounds on the methodology utilized in this study, which includes the research design, participant selection, and instrumentation employed. It also elucidates the data collection procedures implemented during each research phase and their relationship to the data analysis procedures. Additionally, the chapter underscores the ethical considerations relevant to the study. Subsequently, the ensuing chapter concentrates on the data analysis, interpretation, and discussion of the findings obtained from the exploration and pre-design phases.

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Chapter Five: Results and Discussions

Introduction

The current chapter undertakes the analysis and discussion of data obtained from the exploration and pre-design phases. The exploration phase results stem from the document analysis of checklist data and structured interview data, which are explicated herein. Furthermore, the in-depth interviews and focus groups conducted during the pre-design phase are also presented in this chapter. Ultimately, this chapter culminates in a summary of the most noteworthy findings derived from both research phases.

5.1.   Results of the Exploration Phase

The data acquired from the document analysis checklist and structured interviews are analyzed below.

5.1.1. *Document Analysis Checklist Results*

This section presents the results of the adapted document analysis checklist that was used to analyze the OCC in terms of its inclusion of essential elements of well-deigned courses.

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Table 5.1

Analysis Checklist Grid: Ticked Items for Course Elements in Semesters One and Two

	Semester One		Semester Two	
Instructor Information	**Not Included**	**Included**	**Not Included**	**Included**
1.Instructor's Name	-		-	
2.Instructor's Meeting Hours and Location	-		-	
Course Information				
1.Course Name		+		+
2. Course Coefficient		+		+
3. Course Credits		+		+
4.Course Time	-		-	
5. Course Location	-		-	
6. Course Description	-		-	
7.Course Goal (s)		+		+
8.Course Objectives	-		-	
9.Topics covered each week (content)	-		-	
10.Prerequisite requirements		+		+
Description of Grading Criteria				
1.Grading Policy (Explanation of how student work will be assessed)	-		-	
2.Assignment Names and descriptions (a listing of graded items such as quizzes, tests, participation, projects, etc.)	-		-	
Teaching/ Learning Materials				
1. Required textbooks and resources: Title, author, edition, ISBN	-		-	
2. Recommended texts and resources: Title, author, edition, ISBN, and how to access them		+		+
Course Policies				
1. Late Work Policy	-		-	
2.Attendance Policy	-		-	
3. The Use of Electronics Policy	-		-	
4. Academic Integrity Policy	-		-	
Total (20/20)	**14**	**06**	**14**	**06**

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The data indicate that various course components are currently present in the OCC for both semesters, comprising the course name, course goal(s), course coefficient, course credit, prerequisite requirements (as recommended prior knowledge), learning/teaching materials (represented as references), and assignment names such as readings, class discussions, and term exam. Nonetheless, several sections of the OCC are entirely absent, encompassing instructors' information and course policies. Additionally, certain elements are missing from the already existing sections, including course description, course objectives, course time, course location, and the topics covered each week/module. Moreover, the Description of Grading Criteria segment lacks the grading policy and assignment names. Therefore, it can be inferred that both OCC for both semesters lack 14 components of well-designed courses, while only 6 elements are present according to the adapted checklist elements (Doolittle and Siudzinski, 2010; Fink 2013).

5.1.2. Structured Interview Results

Interviews have been held with three teachers that are in charge of teaching the culture module to first-year Master's students. The interviews have been thoroughly transcribed, coded, and the following results have been found.

Teachers have been first questioned if they provided students with the OCC at the beginning of the academic year. The question was as follows.

Q1: Did you provide your students with a copy of the official culture course at the beginning of the year? If no, please mention why?

All three teachers agreed that they did not provide students with a copy of the OCC at the start of the academic year, as they did not believe that the current version of the OCC would be helpful to students throughout the year.

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Then the participants were asked to mention if the OCC include elements regarded fundamental to any good course (based on the research of Fink, 2013; Doolittle & Siudzinski, 2010). The question was as follows.

Q2: Does the currently official culture course include the following components for both semesters?

Table 5.2

Teachers' Responses to the First Structured Interview Question Of Course Components Presence/ Absence

Course Element	Participant 1	Participant 2	Participant 3
Course Prerequisites	+	+	+
Course Description	-	-	-
Learning Goals and Objectives	-	-	-
Course Schedule (topics covered each week)	-	-	-
Description of Grading Criteria	-	-	-
Teaching/Learning Materials	+	+	+
Alignment between Learning Objectives, Teaching/ Learning Activities, and Assessment Methods	-	-	-
Course Policies including: • Late Work Policy • Attendance policy • The Use of Electronics Policy • Academic integrity policy	-	-	-
	-	-	-
	-	-	-
	-	-	-

Note. In the table, a (+) signifies the presence of an item in the ACC, while a (-) indicates that the item is absent.

The table above indicates the presence or absence of different course elements in both semester one and semester two ACCs. The course prerequisites and teaching/learning materials were present in both ACCs, while the course description, learning goals and

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objectives, course schedule, description of grading criteria, and alignment between objectives, Teaching/Learning Activities and materials, and assessment methods were absent in both ACCs. The course policies, including late work policy, attendance policy, use of electronics policy, and academic integrity policy, were present in neither ACC. It is noteworthy that the OCC in both semesters shared identical structures in its original versions, resulting in identical responses from the teachers.

Similar to the checklist findings, teachers claimed that this course lacks information in key sections. For instance, the section titled description of grading criteria is poor in details. The section of goals and objectives has a broadly written goal statement with no specificity to the objectives that need to be covered. Similarly, the section of content has been described in bullet points without elaboration of what to teach at each level, nor is the information delivered in the form of a week-by-week timetable to assist teachers and students in monitoring their progress. Regarding the resources section, a teacher pointed out that the majority of the supplied materials are inaccessible as most of them are paid, questioning the point of providing titles for paid materials that neither teachers nor students could download or access. Some sections were completely absent according to teachers namely the course policies section, the alignment between various course components, and description of grading criteria for such activities. All in all, according to teachers, the currently OCC lacks the requisite level of specificity to make it easy for them to incorporate it into their lesson plans. These findings corroborate those from the checklist, namely that the existing OCC is deficient in many critical components compared to well-designed courses.

Teachers then have been asked about whether they use the of the currently OCC in devising their lesson plans. The question was as follows.

Q3: Do you use the currently official culture course in planning your lessons?

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The response from all teachers indicated that they do not utilize the OCC as a tool for planning their lessons. Instead, they rely on external resources such as the internet and books. However, one teacher reported that they use the OCC primarily as a reminder of key content areas, which are presented in bullet-point format in the ACC.

After that, it was investigated whether or not the teachers find the currently OCC practical tool. The question was as the following.

Q4: Do you find the currently official culture course to be practical for you?

When asked about the practicality of this course, teachers all agreed that they refer to this course for two main reasons. First, they should adhere to the course's major orientations, "Cross-Cultural Communication" and "Teaching Culture in the EFL Classroom" during the first and second semesters, respectively. Thus, their instruction is regulated by these two orientations. Second, they attempt to understand the statements of content to ensure that their lessons fit inside the mentioned content. This shows that the present OCC is only marginally applicable, which is a reasonable conclusion that supports the prior question's findings. Due to the fact that the present OCC lacks essential information, teachers will not consider it a meaningful and useful resource for lesson planning.

Subsequently, the teachers were queried regarding the practicality of the OCC for students. The specific question posed was:

Q5: Do you find the currently official culture course to be practical for your students?

In response to this question, all teachers agreed that the OCC is not practical for students either since it is deficient in information and does not reflect actual classroom practices. Teachers think that the course should be constructed in such a way that students

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refer to it several times during the academic year, which is not the case with the present course.

Finally, when providing teachers with a room for additional comments, one of them mentioned that the currently OCC need to be revised by specialists in the field in order to increase its practicality, otherwise, it would remain an impractical document.

5.2. Discussion of the Exploration Phase Findings

The structured interview and checklist analyses conducted on OCC for first-year Master's students have revealed that the course fails to meet the expectations of culture teachers. Specifically, the course is found to be deficient in its structure and lacks significant details that are necessary for effective teaching and learning. The research gap identified in the OCC refers to the difference between the existing course and the expectations of culture teachers. This gap indicates that the course does not fulfill the needs of teachers and students. This research gap emphasizes the necessity for further research and course revision to address the identified inadequacies and enhance the course's usefulness.

5.3. Results of the Pre-Design Phase

This element represents the analysis of the data obtained from teachers' interviews and students' FGD.

5.3.1. In-depth Interviews Results

The objective of this phase is to obtain the perspectives of teachers on the existing ACC, with a focus on their suggestions for its enhancement. Given the extensive nature of the interviews, the analysis generated multiple themes, which are discussed below in accordance to the interview questions. The questions are enumerated in the same order as they appeared in the in-depth interview instrument (see Appendix F).

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5.3.1.1. Teachers' Perceptions of the Usefulness of the OCC for Students.

The question that led to the emergence of this theme is as follows.

Q1: Have you handed the official course to first-year Master's students at the beginning of the year?

All teacher participants agreed that they did not provide students with the official official course, but rather a course that they had developed themselves. One teacher said,

"I did not hand them the official official course because I have made some revisions concerning the axes, and the chapters that should be included in the semester... I have handed them the revised one"

Another teacher claimed:

"For me, I made core changes at the level of content in terms of the order to the elements to teach."

The above excerpt also touches on an important point, namely the disparities among teachers in terms of content, sequencing of contents, and assessment plan, but all teachers they maintained the axes and plan the modifications based on the axes established for both semesters.

One teacher stated, in response to Q1, that he only verbally informed students about this module's content and what to expect from it in the first session.

"Nope, I didn't. I just explained to them, uh, orally, uh what they have expected from this module and some policies related to classroom and project work."

Teachers also responded that they do not think it is essential to provide students with the existing course since it is deficient in information and does not include important information that students might want to know. Teachers think that the course should be constructed in such a way that students revisit it several times during the academic year.

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5.3.1.2. **Teachers' Perceptions of the Axes of both Semesters.** This theme has emerged from the teachers' responses to the following question.

Q2: How do you find the axes of the current course? do the axes align with the overall focus of the module and the level of students?

The three teachers agreed that the axes are appropriate. They believe the axes are aligned with the course objectives, but not with the students' prior knowledge of culture. According to one teacher:

"I do believe that the axes go hand in hand with the overall purpose of the module"

Teachers agreed that the general axis of each semester governs their instructional decisions when choosing relevant content and developing lessons. Another key concern identified by teachers is the inability to adhere to official course guidelines. One teacher described it as follows.

Although we try really hard to stick to the official program, to the guidelines in the official program, you find that there are a lot of things missing, so you as a teacher should do something about it. You should try to include new material, new objectives, new evaluation methods ...etc.

In addition, teachers emphasized that module titles in each semester should accurately reflect the module's objectives and content, as well as align with assessment and evaluation procedures. One teacher pointed out that the issue is that those who proposed titles are not the ones who proposed content. The teacher further explained her idea:

"Most of the time the title of the course is pretty much very far from what you read inside and far from what we do in the class."

5.3.1.3. **Teachers' Perceptions of Goals and Objectives.** This theme has been derived from the answers provided by teachers in response to the following question.

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Q3: Do you think that the official course of culture focuses mainly on theoretical knowledge i.e., teaching about cross-cultural communication (definitions of culture, models of CCC, CC theories...etc.) rather than teaching what does it mean to communicate cross-culturally more practically?

The teachers' answers to this section focused on two primary areas: structure and content.

Structure: teachers claimed that (a) the objectives should be clearly communicated. (b) The goal here is wide in scope. Teachers may have various interpretations of this one goal, which might lead to different objectives. (c) The wording used is broad and imprecise. Teachers claimed that using verbs in the statement of course goals such as "aware", "stimulate", and "improve" to describe a mental behavior (critical thinking) is inappropriate. Stimulating and improving students' critical thinking is a broad goal that needs detailed specifications of objectives on how to accomplish this broad goal.

Content: Teachers claimed that they attempted to define their own objectives based on their interpretations of the broad statement of goal in the official course. They emphasized that the module's objective should be to teach students practical ideas linked to CCC and how to use these concepts in real-life situations, rather than just to compel them to read about these topics. In other words, the content should be reflected through clear statement of the objectives.

5.3.1.4. **Teachers' Perceptions of Course Content.** Teachers' responses to the following question led to the emergence of this theme.

Q4: Does the course help students improve cross-cultural communication? if yes, in which way?

The teachers imparted varying views on the kind of content that should be included in the module and, more specifically, on its orientation. According to one teacher, course

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content should be skill-based, with a focus on developing students' intercultural competence rather than on lecturing them about cultural notions (the what). For instance, as the teacher stated:

What to do in the appropriate situation and how to behave in an appropriate situation in a certain culture. i.e., communication skills, intercultural communication skills, dealing with the other and understanding your body language, how does this affect the other, how other people understand your culture, how to be more aware of your culture, how to make the others understand why you behave in a certain way.

Another teacher argued that the current course should be knowledge-based and that it is necessary to deliver it exclusively theoretically owing to students' lack of previous knowledge. This signifies that the ultimate goal of learning here is to equip students only with knowledge of culture rather than how this knowledge can help students develop their communication skills i.e., knowledge of culture rather than knowledge of communication.

However, another teacher noted that the content should not only educate students on how to be global citizens but also equip them with relevant real-world experiences.

5.3.1.5.   Teachers' Perceptions of the Assessment and Evaluation Policy. The emergence of this theme resulted from the answers provided by teachers to the fifth question of the in-depth interview.

Q5: What is your opinion on the assessment methods in the official culture course? All teachers agreed that the evaluation plan should align with the module's objectives. Their responses addressing how to evaluate students in this module revealed a degree of uncertainty and obligation to stick to the traditional end-term exam testing method and continuous assessment via quizzes and projects. A teacher explained her dissatisfaction with the evaluation procedures claiming that:

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When it comes to evaluation and assessments, they should be reconsidered entirely. Not only for this module, but I still believe that we are very far from being able to evaluate or assess students in the best way possible, in the most valid and reliable way.

Importantly, this discussion also highlighted the restrictions put on teachers in terms of how they evaluate students. A teacher said the following.

For the CCC [Cross-Cultural Communication] this year, no continuous assessment. And there are some restrictions on the way, uh, that you devise your exam questions, like QCMs [Question à Choix Multiple" in French, which translates to "Multiple Choice Question" in English] are not allowed, one question over 20 is not allowed. The question should be directed [SIC], should be clear, and preferably true or false, multiple-choice questions preferably. The exam is only one hour, not like in previous years.

Teachers claim that paragraph or essay questions are suitable assessment options for this module. One teacher asserted:

So, you cannot be able to evaluate students in the right way or know their true level except when they write okay? particularly with this module. Differences in students' understanding, their way of approaching, arguing, cannot be done except for essays.

Another teacher stressed that assessment should be more interesting and meaningful. She likes to have students engage in cross-cultural situations and then evaluate them based on their experiences, as opposed to having them read and answer comprehension questions. She claimed:

The evaluation plan has to be more practical. Students should be more engaged so reading a paper is not an evaluation that meets the objective of a module like that. In the mode of evaluation, there should be more engagement from students.

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5.3.1.6. **Teachers' Perceptions of the Instructional Materials and Resources.** This theme has emerged after teachers responded to the following question.

Q6: How useful were the references provided in the official course?

The teachers believe that tools and references should be up-to-date, considering students' attachment to technology today. They should be more interactive and make use of technology to assist students in developing their intercultural communication skills. The results also indicated that the references in the course are ineffective because most of them are paid and inaccessible.

One teacher put it this way.

"The tools are not really necessary, we teachers most of the time rely on different other sources that are not listed in the official program."

5.3.1.7. **Teachers' Perceptions of the Teaching Methods.** This theme has emerged as a result of a pop-up question that was asked during the interview. The question is as follows.

Do you think that this point of source and foreign culture has to be included in terms of content or in terms of teaching strategies, like you have to, when making comparisons, you have to bear in mind, the source culture of students?

Two teachers repeatedly claimed that the teaching of culture cannot and must not be separated from teaching students' native culture. According to them, for students to develop intercultural awareness, there must be a process of ongoing comparison and contrast between the home culture and the foreign culture. By comparing and contrasting the similarities and differences between several facets of both cultures, students will get a deeper awareness of human diversity. One teacher claimed the following.

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"I think, when they deal with the similarities and differences between their own culture and the foreign one, they start to shape some sort of awareness, cross-cultural awareness."

Another teacher stressed the necessity of integrating the home culture by stating that teaching this module without involving the home culture entails the possibility to teach the same course to students from all over the world, regardless of their cultural backgrounds. She explained:

"We can say that teaching culture (the American culture) to a Japanese is the same as teaching culture to an Algerian and it is the same as teaching culture to a Russian."

However, teachers also agreed that, regardless of the effectiveness of this method, there is nothing more effective than true CC interactions. Such interactions will enable the learner to experience the discomfort associated with communicating with a culturally different individual. A teacher elaborated.

So, the classroom teaching will help them shape this awareness, but not like the real situations of cross-cultural communication… you communicate with someone who's different, you will feel uncomfortable. There is this cultural sensitivity, identity issues, uh, you will just feel unease [SIC].

5.3.1.8.   Teachers' Perceptions of Instruction Time. This theme has emerged based on teachers' responses to the following question.

Q7: Do you think that the instructional hours devised to this module (21 hours per semester) are enough?

The teachers believe that a balance should be created between the time allotted to teach the module and the number of students in Master One. Due to the large classes size, teachers had to offer only lectures and not TSs from the 2016-2017 academic year onwards.

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By 2021, TSs have been eliminated in favor of lectures delivered entirely online. This raises the question of whether the instructional time corresponds to the length and depth of the module and whether or not this affects students' learning. One teacher claimed that the number of hours is not even enough to finish the first semester's content.

The teachers believe that limited time has deprived students of greater opportunities to practice newly acquired knowledge in TSs. One teacher claimed:

"But, today with how the module is being taught, I think according to what I have understood from students, uh, the practical part is fully missing,".

5.3.1.9. **The Need for Theoretical Groundings.** This theme has emerged from teachers' responses to this question.

Q8. Do you think that students have the sufficient prior knowledge required before starting this module?

Students' lack of basic knowledge was particularly apparent in their broader interpretation of the term 'culture'. Teachers asserted that students understand the culture in terms of tangible elements such as art, music, and history. One of the teachers said:

"…students only think of big C elements of culture. So, uh, this is their initial understating at the beginning of the year which means, they need to know other notions like the small c culture"

Due to this lack of prior knowledge, teachers have recommended that an introduction to theoretical notions be undertaken in order to acquaint students with fundamental cultural concepts. One teacher stated:

"It is not possible yet [not] feasible to address the teaching issues of culture in the classroom without being acquainted or familiarized very well with all the indispensable elements of culture and cross-cultural communication"

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Due to time limits, challenges related to the number of students, and coronavirus circumstances, one teacher reported that she was unable to deliver all of the first semester lessons:

For one semester, it is not possible to address all the indispensable elements of cross-cultural communication and even when within this year and those exceptional circumstances…we could not even manage to address the elements that were defined … the beginning of the year.

The same teacher suggested a solution for transitioning from teaching theoretical foundations to practical conceptions by emphasizing that the concentration on cultural fundamental concepts should not exceed two sessions. He elaborated.

Such notions [theoretical notions of culture] can be taught in one or two sessions, not more not less, you know, especially when it comes to definitions. I think they will help students understand; students do not have to practice or communicate with these definitions! But for the rest of the sessions, other notions that have a relationship to communication need to be focused on.

5.3.1.10.   Teachers' Perceptions of Assigning a Reading Activity. This theme has emerged after teachers responded to the question below.

Q9. Do you support assigning reading tasks outside of the classroom for the sake of getting students prepared for the upcoming lesson(s)?

The researcher investigated the possibility of including a reading assignment to compensate for students' lack of prior knowledge. All three teachers agreed that as much as they supported the idea of providing students with additional reading material for students to read either before or after the lesson, they were discouraged from doing so for the following reason.

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"I always provide students with the main references that they can access… in order to make further reading outside the classroom, I do that, but the issue is that they do not read."

Another teacher thought that the issue is not about reading. She believed that reading cannot improve critical thinking. Rather, she believed that the true challenge is providing students with the opportunity for meaningful practice. When teaching the module, she favored real-life scenarios and applications. She explained:

You think reading can improve critical thinking in a module like culture?! Give them a text to read and they will become critical thinkers!!! No! We should encourage students to be more engaged, to do some kind of projects, go and find out about this culture; find an international student and ask him these things and make a comparison with your home culture.

5.3.1.11. Teachers' Perceptions of Teaching the Module Before and/or After Master 1 Year. This theme has emerged from teachers' responses to questions 10 and 11 of the interview.

Q10: Do you agree that the module should be taught before reaching the master 1 level?

Q11: Do you think that the module should be extended to the year of Master 2?

Since students lack the necessary background knowledge and in order to address this issue, the researcher investigated teachers' views on the feasibility to integrate the module of culture before the first-year of Master's or extending it to the second year of masters. On the one hand, teachers recommended extending the second axis, i.e., teaching culture in the EFL classroom, to the second year of the Master's degree so that students may acquire a great deal of the essential culture information. During the first-year, CCC should be the

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exclusive focus. Only one teacher argues that second-year Master's students should prioritize research-related courses. On the other hand, all the teachers, without exception, suggested that the culture module be taught before reaching the Master's level. They all agreed that this may compensate for their lack of background knowledge. One teacher stated:

I had an idea in mind, uh, which is to introduce, for example, a module in the third year about culture, something like a general culture….in the classical system, we had a module called general culture in which we were introduced to the elements of culture… So, I believe, yes. Why not? If we could introduce a module that prepares the students for this course, it would be really helpful.

5.3.1.12. Teachers' Suggestions for Revising the Current Culture Course.

This final theme has emerged from the responses of teachers to the ultimate interview questions, which reads as follows.

Q12. Overall, what do you suggest to make this course document handy for both teachers and students?

Teachers agreed that for the existing course to be evaluated and modified in a way that is beneficial for both teachers and students, there should be department-level cooperation amongst field specialists. Therefore, if the adjustments do not originate from the ministry, the module-specialized teachers must cooperate. One teacher stated:

"Teachers who are specialized … who have been working on the topic of culture and intercultural communication can do some kind of coordination meetings ...to come up with a unified content for all students."

Another teacher recommended that the same content in the culture module should be standardized nationwide, regardless of how teachers choose to present the module. She

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argued that is advantageous in several ways, including for students who plan to sit for doctoral contests in the future. She mentioned:

I am for having a very well-detailed course at the national level to all teachers. So, the Algerian students at Sétif 2 University, when proceeding for a Ph.D. [Doctor of Philosophy] at any university, will be having almost the same necessary elements that they covered.

Regarding the module's instructional time, one teacher proposed that the teachers in charge of the module adhere to the criteria laid forth in the "canevas" by the Ministry of Higher Education. According to her,

"I do believe one of the recommendations for revising this module is to add or at least make it like the original instructional hours devised for this module in the "canevas" which is [SIC] actually 42 hours per semester".

5.3.2. Results of Students' Focus Group Discussion

The FGD aims to explore the preferences and of first-year Master's students regarding learning the culture module. It revealed a diverse spectrum of viewpoints as presented below in accordance with the questions of the FGD.

5.3.2.1.   Usefulness of the Official Culture Course. This theme has emerged in response to the first FGD question below.

Q1: Have you been handed a copy of the official culture course at the beginning of the year?

The first point students raised was that they did not receive a copy of the course at the beginning of the year. They were directed to download a lengthy PDF document from the Moodle platform in the university's website, which included all of the lessons they would be taking over the two semesters. This document had been created by one of the module

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teachers. Therefore, other aspects of the official course document itself cannot be addressed from the students' perspective in terms of components and what they think of them. Nonetheless, students' views continue to be a significant source of information on specific areas of the module and choices regarding the culture content in light of their requirements and learning preferences. In response to the first interview question, teachers already disclosed that they did not provide students with the official course.

5.3.2.2. **Students' Expectations and Preferences of the Content.** Students' responses to Q2 resulted in this them.

Q2: What was your idea about culture prior to taking the course? i.e., what did you expect to study in this module?

This element has been tackled in terms of students' knowledge of content before and after taking the course. Concerning their expectations before the course, all students agreed that they had no idea what would be covered. They only had a general idea that the content is about culture in the sense that they would study elements of history and literature, comparable to the topics covered by students enrolled in the Civilization and Literature major. The students seemed to have a superficial understanding and lack fundamental knowledge about the concept of culture. After taking the course, the students claimed that the points covered in the module were interesting but theoretical in nature. They have been exposed to notions about culture, including the aspects, categories, and models of culture, but they did not learn how to develop CCC skills necessary to effectively engage with someone from a different cultural background. Instead, the majority of the students (six) claimed to prefer more practical learning experiences.

5.3.2.3. **Students' Perceptions of the Learning Activities.** This particular theme has arisen as a response to the following question.

Q3: What learning activities do you prefer in the culture module?

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According to the students' responses to this inquiry regarding their favored learning activities in the culture module, some students expressed a concern that the current teaching methodology is somewhat passive and not aligned with their personal experiences. They expressed a desire for more active learning techniques, such as role-playing exercises and learning from movies, which would enable them to engage more actively with the subject matter and apply it to practical situations. Additionally, they proposed that the integration of technology, such as online discussion forums and multimedia presentations, could improve the interactive and engaging nature of the learning experience.

5.3.2.4. Students' Perceptions of the Assessment Methods. The theme in question has emerged from the students' responses to the following inquiry.

Q4: What do you think of the assessment and evaluation methods used in the culture module?

Regarding the assessment method, the first-semester examination included an essay question, which five students, specifically, considered a good way to examine many points simultaneously. The second semester's examination was held online due to the outbreak of the coronavirus (data from 2020) and the transition to online teaching. The questions were multiple-choice format. According to five students, they preferred the essay format since it enabled them to exhibit their comprehension and express their opinions with less restrictions. In the first semester, students' continuous assessment grades were based on in-class participation, attendance, and in-class presentations. However, in the second semester, the continuous assessment score was similar to the exam score.

5.3.2.5. Necessity for Content-Based Supplemental Reading. The students' responses to the following question resulted in the emergence of this particular theme.

Q5: Would you prefer to have access to supplemental reading materials related to the content of the culture module, and how would it benefit your learning?

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Students mentioned that they were not given any supplementary reading materials before class. They expressed that it would have been beneficial to have access to pre-lecture preparatory materials that are relevant to the content of the lecture. They suggested that providing such resources would allow them to become more familiar with the topic and better prepare for class discussions. As a result, students believe that they would be better equipped to ask relevant questions and participate more actively in classroom debates, leading to a deeper understanding of presented notions of culture.

5.3.2.6.   Potential Challenges Faced by Students in Studying the Culture Module. This theme has arisen from students' responses to the last FGD question:

Q6: What were the main difficulties that you encountered while studying this module?

Students have reported several difficulties, including the following.

- Difficulty understanding how concepts learned in class apply to real-life situations.

- Examples provided were abstract in nature and not relevant to their own experiences.

- Lack of diversity within the classroom limiting ability to learn from different perspectives.

- Lack of sufficient background knowledge on cultural topics, making it difficult to participate actively in classroom debates.

- Content is intense with gaps in students' understanding.

- Insufficient time with overloaded content.

The students suggested the following solutions in response to these challenges.

- Providing more case studies or real-world examples.

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• Providing more case studies or real-world examples to better understand how the concepts learned in class apply to real-life situations.

• Directing students to online sources where they can interact with people from diverse cultures to address the lack of diversity within the classroom.

• Using more interactive elements such as videos, group discussions, and realia to aid in understanding cultural topics.

• Providing additional resources or pre-requisite materials to address the lack of sufficient background knowledge on cultural topics.

5.4. Discussion of the Pre-Design Phase Findings

This section represents a discussion of the findings obtained from in-depth interviews with the culture module teachers and students' FGD.

5.4.1. Discussion of In-Depth Interviews Findings

The purpose of conducting in-depth interviews is twofold: first, to investigate the usefulness of the OCC for first-year Master's teachers, and second, to solicit recommendations from teachers on how to improve the existing ACC.

Despite the fact that the initial question was addressed during the exploration phase, the results obtained in the pre-design phase validate the impracticality of the ACC. The investigation revealed that the current course is only beneficial for axes and is not being utilized by teachers or students in its current state. Furthermore, the course is perplexing for teachers, which reinforces its lack of practicality.

In regards to statements outlining goals and objectives, there exists variance in interpretation among teachers due to imprecision and breadth of terminology used to describe the goals and objectives. This observation aligns with the position asserted by Johnson and Ferguson (1998) emphasizing the significance of clear and defined objectives

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over vague ones. The usage of terms such as "know", "appreciate", and "understand" should be avoided in favor of more specific terms like "identify", "analyze", and "implement".

Regarding the module's content, teachers had divergent viewpoints on what should be included. Each teacher interprets the content of the OCC which is presented in bullet points (see Appendices A and B) differently. For this reason, it is crucial that course contents be clear and comprehensive. The teachers have also mentioned that the theoretical conceptions presented in this module are the primary emphasis in classroom practice, making instruction more "about culture" than "culture itself." This suggests that teaching students only theoretical concepts about culture has replaced the teaching of CCC notions.

On assessment and evaluation, the teachers' responses regarding how to evaluate students in this module revealed a certain degree of uncertainty, as well as the necessity of using both the traditional end-of-term exam testing technique and continual assessment via quizzes and projects. This implies that the assessment procedure is mostly didactic, since it focuses on students' knowledge. This is one of the reasons why the existing course is impractical, since teachers believe that the nature of the module demands more hands-on activities that enable students to perform and demonstrate certain communication-based behaviors, such as ethnographic interviews and reports. This is consistent with Bateman's (2004) assertion language learners who engage in ethnographic interviews enhance not just their positive perspective and improved communication skills with native speakers of the target language, but also a deeper understanding of the significance of their own culture.

In terms of prior knowledge, it was determined that students' understanding of culture is confined to the broad notion of culture portrayed by the big C aspects. This is consistent with the findings of Smaoui (2020), who found that EFL students had a limited grasp of culture in terms of artifacts, music, food, and other major C elements. This implies that teachers could not proceed straight to the principles of CCC without providing students

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with adequate culturally-relevant theoretical underpinnings. Therefore, it was previously disclosed that the teaching of CC notions has been abandoned in favor of teaching "about culture" concepts. This leads to an important element which is supplemental reading. Findings revealed that assigning some reading for students would compensate the lack of students' background knowledge.

In light of their actual teaching experiences, teachers' suggestions for course improvements should be considered in the course design phase of this study. The following is an overview of their suggestions.

- Collaboration should be established between course designers and module teachers in order to allow room for teachers' voice to be heard.

- Teachers agreed that cooperation amongst department-level subject matter specialists is necessary for a comprehensive examination and updating of the OCC in order to make it valuable for both teachers and students. Therefore, in the absence of ministerial adjustments, teachers specialized in the department should collaborate in order to harmonize their teaching practices for the culture module.

- Regarding the module's instructional time, one teacher proposed that the teachers in charge of the module adhere to the criteria laid forth in the "canevas" by the Ministry of Higher Education.

- Teachers suggested, as a learning activity, that students establish online connections with persons from other cultures in order to practice the concepts they are taught in class and to learn how to manage the discomfort produced by CC encounters.

- Students may make up for their lack of prior knowledge with supplemental reading.

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- All teachers highlighted the need of incorporating students' native culture into culture instruction.

- Teachers believe that resources and materials should be updated and accessible to both teachers and students.

- Teachers suggested that paragraph and essay questions are appropriate methods for evaluating students' learning in this module.

- The objectives of the module and the assessment procedures should be aligned.

- Given its significance, teachers agreed that cultural education should be integrated into all modules rather than being confined to a standalone module.

The course' s importance for teachers has been documented in the literature which reveals that the current state of the culture course is inconsistent with the features of a well-designed course established in the literature. According to Nehring (2009), a well-designed course "is useful to the professors because it helps them think through how best to organize the course content" (p.53). An equally important role of a well-designed course, according to O'Brien et al. (2009), is to increase teachers' professionalism, not to constrain or de-professionalize them. Therefore, teachers' feedback aids in the remediation of the present course in order to fulfill teachers' expectations and address noted deficiencies.

5.4.2. Discussion of Students' Focus Group Discussion Findings

The aim of the FGD is to elicit the perceptions and learning preferences of first-year Master's students regarding the culture module.

Findings revealed that students have not been handed a copy of the official course at the beginning of this module. Students who have not been handed courses at the beginning of classes are being deprived of the plethora of benefits well-designed courses

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bring. Students lack a clear understanding of what they were expected to accomplish by the end of the course, how they would be evaluated, and how the course would be run in general. This vagueness might have a negative effect on students' performance. Therefore, course documents with clear objectives, content, teaching resources, and grading criteria make it simpler for students to understand what they are studying and enhance their grades potentially.

With regards to the background knowledge, the findings are in accordance with the ones obtained from teachers' interviews that students do not have a sufficient background knowledge with regards to culture notions. Therefore, students believe that culture courses should be offered before reaching the Master's level. They suggested that a pre-course would include definitions, culture elements, models of culture, and other fundamentals of any culture education. Students believe that by doing so, they will be able to address more practical aspects of intercultural communication. Interestingly, The State of Queensland's Department of Education (2002) (as cited in Campbell & Campbell, 2008) has addressed this issue, referring to this viewpoint as "high connection" and "low connection" learning. The former enables students to connect their existing knowledge to the classroom's topics, skills, and competencies. By contrast, low connection learning introduces new content without engaging students' prior knowledge directly or explicitly. Other studies emphasized the important role prior knowledge plays in students' academic success (Marzano et al., 2000; Smith et al., 2001). Students' firsthand experiences with the negative consequences of inadequate prior knowledge on their classroom learning and comprehension are essential to consider while reviewing the current culture course.

With regards to content, findings revealed the theoretical groundings and orientation of this course. This may be due to the fact that the content aims at forming students' theoretical background knowledge. Moreover, FGD results revealed that students have a

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general understanding of the notions of culture. This is consistent with results from multiple studies indicating that EFL students have a limited grasp of culture, with a focus on observable big C items such as literature, arts, and cuisine (Drewelow, 2012; Smaoui, 2020). Consequently, students are unable to provide informed opinions on the module's goals and objectives, as well as its content, which should be relevant to their target needs, since they lack a clear understanding of what culture means in the first place.

After taking the course, students expressed dissatisfaction because, despite the course's theoretical richness, there were only a few concepts linked to CCC, which is the first semester's main axis "Cross-Cultural Communication". As a result, the students suggested that it might be possible to briefly discuss fundamental cultural concepts and then focus mainly on CCC. However, given the students' lack of prior knowledge, the module's limited duration, and the broad description of the module's goal in the course document, it appears reasonable to concentrate on theoretical aspects of culture. What is crucial, presumably, is to connect these theoretical notions such as prejudice, stereotypes, and students' native culture values to their communication-related implications and how they influence one's CCCs.

With regards to learning activities, findings indicated students' preferences toward hands-on learning and opportunities to apply what they have learned in class. The results are in line with the findings of research conducted by Ingram and O'Neill (2001) which showed that students strongly preferred interactive learning approaches and enhanced interaction with native speakers, both in-person and online. It is critical for students to engage in exploratory interactions with their teachers, peers, and others outside the classroom, particularly through activities such as discussions and role-playing that allow them to learn about culture while also developing their intercultural awareness and flexibility — two dimensions of intercultural competence identified by Byram (1997).

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With regards to assessment and evaluation, the findings correspond with the ones of the interview that the assessment was mainly didactic through end-term exams and project work. This signifies that the ultimate goal of learning here is to equip students only with knowledge of culture rather than how this knowledge can help students develop their communication skills i.e., knowledge of culture rather than knowledge of communication. This contrasts with the idea of Finkbeiner and Koplin (2002) that intercultural language instruction helps students to discover their own values and ideas, as well as the social, cultural, and historical contexts reflected in cultural input.

Regarding further reading, students seemed to support the idea. This aligns with the element of the need for sufficient background knowledge. Students assume they must learn something beforehand since their previous knowledge is limited. Various previous studies have shown comparable results (Chen, 2008; Hwang & Hsu, 2011). These studies found that before-class supplemental reading helped students capture key points and novel concepts before class, allowing them to concentrate their attention on the parts of the lecture related to those concepts that they had previously struggled to grasp. In their research, Wu-Yuin Hwang and Guo-Liang Hsu (2011) found that supplemental reading had a positive effect on learning performance in the sense that it aids students to better understand lectures and increases their confidence in their test performance.

Finally, the findings from the FGD indicate that there are certain issues with the current OCC that require attention, particularly in terms of content, background knowledge, and teaching methods. The FGD findings cross-validate those of teachers' interviews, which all affirm the need to revise the present ACC.

Conclusion

This chapter presents the findings from both the exploration and pre-design phases, with a particular focus on the pre-design findings. These findings will be used to revise the

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current ACC, which has been found to be impractical. Instructors have suggested several ways to enhance the course, such as incorporating students' native culture into the instruction and providing easy access to up-to-date resources. Moreover, students have also shared their learning preferences for the culture module. These findings highlight a consensus between teachers and students that the culture course requires revision. As such, any revision should consider the suggestions of the teachers, the preferences of the students, and the existing literature in the field.

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Chapter Six: Cross-Cultural Communication Course Design

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Introduction

The chapter focuses on the design phase of the "Cross-Cultural Communication" course for the first semester, which marks the final stage of the research process. The design phase draws upon various sources, including the perceptions of teachers, the learning preferences of students, and relevant literature on the subject. The chapter details the specific decisions made in regard to the course and provides justifications for their inclusion. A sample lesson plan is also included to guide teachers in lesson planning.

6.1.   Approach Implemented for the Course Design

The design process has embraced a learner-centered approach as the main approach, whereby the learner has been considered at every stage of the design process. The design of course content, activities, and assessment methods have been carefully fashioned to foster the active engagement and integration of the learner. To illustrate, the course activities have been thoughtfully tailored to promote active learning and enhance the learner's cognitive, affective, and behavioral skills in CCC. The assessment methods have also been devised to appraise each learner's progress and accomplishments toward the learning objectives. Furthermore, the course design process has been inclusive and accessible, taking into account the learner's background and experiences. As a consequence of the learner-centered approach, the course may empower learners to take control of their own learning, and create an environment where learners can cultivate their CCC skills and accomplish the learning objectives.

The design of this course is systematic, with each step completed before moving on to the next one. This ensures that the process starts at the "end" of the learning operation and works back toward the beginning. This approach is important because the later steps build on the earlier ones, and alignment between goals, objectives, assessment and learning activities is

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considered from the beginning. Therefore, the design of the CCC course follows the following steps in order, as adapted from Fink' s (2013) namely: identification of situational factors, setting learning goals and objectives, specification of content, selecting teaching/learning activities and materials, assessment and evaluation policy, and alignment of major course components.

6.2. Identification of Situational Factors

The course design process is influenced by various situational factors, including the student's background knowledge, the time allotted for the module, the sensitivity of cultural notions, the learning context (EFL), and the characteristics of the learners and teachers. These factors are essential to consider to ensure that the decisions made are meaningful. Throughout the upcoming sections, these elements will be discussed in relation to the presented information.

One critical situational factor that needs to be emphasized from the beginning is the student's background knowledge. The teacher participants in this study have expressed concerns about the lack of foreign culture background knowledge among students. This course aims to raise students' awareness regarding CC differences, regardless of the culture. Thus, examples brought into the classroom should not prioritize American or English cultures. It is not necessary for students to have prior knowledge of foreign cultures, although they are at a master's level, which implies some understanding of the second culture to some extent.

6.3. Course Description

The study suggests the subsequent exposition as the formal description for the proposed CCC course.

The course entitled "Cross-Cultural Communication" introduces first-year master's students to the phenomenon of culture in the broad sense of the term and focuses on

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fundamental conceptual and practical dimensions of cross-cultural communication in everyday life in social interactions in both the source culture and foreign cultures contexts. Major theoretical issues and cultural dimensions are studied to illustrate the challenges of dealing with cultures and identities in all of their complexity. Throughout the semester, students will study how to address cross-cultural challenges properly and how to increase the likelihood of successfully addressing or resolving such issues. By the end of the course, students will be expected to have covered the notion of cross-cultural communication comprehensively from the cognitive, affective, and behavioral perspectives. Students at this stage are expected to have understood the inescapable necessity of developing and implementing a frame of reference within which they analyze cross-culturally diverse and unfamiliar communicative situations. Furthermore, students are expected to have understood that effective cross-communication competence develops through a long-term process of continuous reflection, as opposed to the restricted, relevant information presented in the classroom.

The underlying philosophy of the course, upon which the objectives and contents are established, is that culture is viewed as an active process of meaning-making rather than as a fixed list of facts and behaviors to be memorized. This course relies primarily on experiential learning by actively engaging students in challenging intellectual reflections and emotionally involving experiences. In general, it is anticipated that the likelihood of students' level of cross-cultural understanding and openness will increase upon the completion of this course.

6.4. Setting Learning Goals and Objectives

This section delineates the decision-making process employed in establishing the goals and objectives of the designed CCC course.

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6.4.1.   Rationale for Setting Learning Goals and Objectives

To set the goals and objectives for this course, several interrelated factors need to be carefully considered namely: the foundational orientation of the course, the classification of goals and objectives, the use of bloom's taxonomy for setting clear and measurable objectives, the focus of the course under design, Byram's model of savoirs, and learning culture as a process of meaning-making versus facts imparting. The following thoroughly details each element.

6.4.1.1.   Foundational Orientation of the Course. To being, the study suggests that the foundational orientation of the course is critical for shaping the objectives of the designed course. The study argues that the axis or orientation of the course "Cross-Cultural Communication" should be relevant and appropriate to the student's cultural identity, and teaching culture should be focused on fostering understanding rather than love or affiliation. As Briere (1986) has suggested, the goal of culture teaching is to foster understanding, not necessarily love or affiliation. Therefore, the Cross-cultural communication axis is being taken as the compass for the rest of the decisions made at the level of each section and subsection for this course.

6.4.1.2. Classification of Goals and Objectives. Moreover, the study proposes the classification of goals and objectives according to a three-fold classification of cognitive, affective, and behavioral objectives as supported by several scholars (Byram, 1997; Risager, 2007). This classification is important because it recognizes that intercultural learning is a cognitive, affective, and behavioral affair. Risager (2007) further clarified that these dimensions are very strongly connected in practice. Therefore, the use of this classification ensures that all three dimensions of intercultural competence are taken into account, which enhances the overall effectiveness of the designed course.

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In light of the deficiencies identified in the currently OCC for the first semester, the study recommends the following set of goals and objectives.

6.4.1.2.1. Learning Goals. This course has three broad aims. It attempts, from a cognitive standpoint, to raise students' cross-cultural awareness. From a behavioral standpoint, it aims to improve students' ability to engage in effective and appropriate cross-cultural communication. From an affective standpoint, it seeks to promote students' cross-cultural sensitivity and cultivate an attitude of open-mindedness and appreciation for diversity.

6.4.1.2.2. Learning Objectives. By the end of the course, students are expected to be able to perform the following objectives.

A. Cognitive Objectives

- Understand the nature of culture and its constituents: big C and small c elements.

- Understand and explain the notion of cultural identity and how culture determines human behaviors.

- Understand the interrelationship between language and culture in communication.

- Become aware of the verbal and nonverbal aspects of communication across cultures.

- Understand the contextual factors affecting the appropriateness and effectiveness of cross-cultural communications.

- Recognize their stereotypical ideas and prejudice.

- Cognitively mediate between their source culture and the host cultures in unfamiliar communicative situations.

B. Affective Objectives

- Be curious about differences and similarities across cultures.

- Suspend judgment when exposed to culturally different behaviors.

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- Emotionally empathize with others and attempt to feel like culturally diverse others feel.

- Develop respect towards cultural diversity.

- Appreciate cultural diversity.

C. Behavioral Objectives

- Use cross-cultural communication concepts and knowledge to develop strategies (personal observation, online searching, reading, library, and mass media) to communicate appropriately and effectively.

- Demonstrate behavioral patterns of effective cross-cultural communication.

It is worth mentioning that the sequencing of objectives, from cognitive to affective to behavioral, is based on the assumption that intercultural awareness and sensitivity culminate in intercultural competence. Nevertheless, Risager (2007) posits that the affective dimension is the most fundamental since it takes shape early in life. Byram (1997, pp.34-35) contends that attitudes, cognitive, and behavioral factors are interdependent and that increased knowledge does not necessarily result in positive attitudes. The present study follows the logic that knowledge and attitudes bring about behavioral change, but instruction is not confined to a single category. There is an overlap between categories when presenting content and approaching cultural notions in experiential learning, as later discussed.

6.4.1.3. Bloom's Taxonomy for Setting Clear and Measurable Objectives. The study proposes the use of Bloom's taxonomy for setting clear and measurable objectives. Using Bloom's taxonomy ensures that the objectives are structured clearly and concisely, which reduces ambiguity and confusion among both teachers and learners. According to this taxonomy, it is more efficient to use a verb directly that is related to a level of thinking or a stage of learning. A brief examination and comparison with the norms of objectives

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formulation will elucidate, at a surface level, an issue. The objective mentioned in the OCC is as follows.

> By dealing with western perceptions of the Arab world and vice-versa, this course aims at making the students aware about misconceptions and distortions that arise among differing cultures; thus, it provides them with the necessary tools that intellectually stimulate and improve their critical thinking (see Appendix B).

One issue identified in the currently OCC objectives is their broad and unclear nature.

The objectives presented in the course are too general and could function better as a general goal for the module. This can be problematic as it may lead to various interpretations of the same goal, which could result in different sub-objectives and content. This lack of clarity in the objectives may ultimately lead to confusion among both teachers and learners, making it difficult for them to understand the expectations of the course and impeding their ability to attain the intended learning outcomes. Therefore, the importance of creating measurable and observable objectives is that the statements of objectives will be later used to decide upon appropriate learning activities, assessments, and related teaching methods.

6.4.1.4. Byram's Model of Savoirs. Byram's model of savoirs has relevance to the learning objectives of the course designed for achieving ICC. This model aids in making decisions regarding goals, objectives, and course content. Its main focus is on cultivating critical cultural awareness and mediation skills between cultural groups. The study emphasizes the importance of developing students' autonomous learning capabilities, which includes exploring and interpreting phenomena in other cultural groups. Byram's model highlights the need for students to develop the ability to decenter, critically evaluate perspectives and practices, and foster respect for diversity. These ideas align with the cognitive, affective, and behavioral objectives of the designed course, which include understanding culture and its constituents, recognizing stereotypical ideas and prejudice,

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suspending judgment, empathizing with others, and developing respect toward cultural diversity. The course also aims to develop CCC concepts and knowledge to communicate appropriately and effectively and demonstrate behavioral patterns of effective CCC.

6.4.1.5.   Learning Culture as a Process of Meaning-Making Versus Facts Imparting.

The learning objectives are aligned with the notion of teaching culture as a process of meaning-making rather than rote learning of facts. This approach is deemed necessary as cultures and cultural patterns undergo constant change, and acquiring the skills to learn or adapt to evolving cultures takes precedence over simply committing facts to memory (Seelye, 1993). While the didactic model of teaching, emphasizing cognitive goals, facilitates the transfer of factual and analytical knowledge, it falls short in promoting meaningful changes in attitudes or behaviors. Hence, the learning objectives strive to engage students' affective domain and cultivate the requisite abilities to make sense of the profuse cultural information they encounter, thereby enhancing their ability to handle CCC situations. In essence, the overarching aim is to equip students to view cultures as a dynamic process of meaning-making rather than a static set of facts to memorize.

In conclusion, this section presented several factors that influenced the setting of goals and objectives for the designed CCC course. These include the foundational orientation of the course, the classification of goals and objectives according to a three-fold classification of cognitive, affective, and behavioral objectives, the use of Bloom's taxonomy for setting clear and measurable objectives, the focus of the course under design, and Byram's model of savoirs. The study emphasizes the need for clear and concise objectives that are structured in a way that reduces ambiguity and confusion among both teachers and learners. Overall, the study underscores the importance of developing CCC competence through experiential learning, autonomous reflection, and critical cultural awareness.

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As a result of establishing clear and concise objectives, it became possible to identify and develop the specific content elements that align with those objectives. The subsequent section examines the content elements in detail, elucidating the rationale behind their choice.

6.5. Specification of Content

The following table outlines the topics covered in the CCC course over seven weeks according to the time norms presented in the official "canevas" which is 21 hours per semester. Each week consists of a three-hour lecture/TS, where different content is taught and learned through various activities such as critical incidents, real-life examples, role plays, and group work. The assessment methods include in-class questions, debates, reading reports, written assignments, and final examinations, among others. The course covers various topics, including the relationship between language and culture, how culture affects behavior, verbal and nonverbal communication in CC encounters, contextual elements governing the process of CCC, culture shock, the acculturation process, CC awareness, stereotyping, and CC sensitivity.

Table 6.1

Overview of Cross-Cultural Communication Course Schedule

Week #	Lecture / Tutorial (L/TS)	Content	Teaching/ Learning Activities	Assessment Methods

Week 1	1h 30 minutes (L)	Introduction to the course and course's policy
		
		• Definition of Culture
		
		• Classification of Culture
		
		   o Elements of Culture (big C, small c)
		
		   o Layers of culture (deep/ surface C) = Culture as an iceberg
		
		   o Most importantly culture is dynamic and changing
		
		Explanation of project work, the what, why, how, and when? (ethnographic interview/ movie report/ presentation) and Group work policy.
			• Lecture: theoretical notions
			
			• Critical incidents (group/ pair work)
			
			• Real-life examples and Stories
			
			• Kolb's Cycle
			
			• Group/ pair work
			
			• Audiovisual materials such as videos, audio pictures... etc.
			
			• Extra Reading specifications
			
			• Outside of class materials (videos, PDFs, websites to
				• In-class questions
				
				• Debates
				
				• Critical incidents
				
				• Reading report
				
				• Written assignments
				
				• Reflection homework
				
				• Ethnographic interview/ Movie Report
				
				• Student peer/ group assessment

Week 2	1h 30 minutes (TS)	The TS should be devoted to practicing the information presented in the lecture.		
Week 3	1h 30 minutes (L)	• The Relationship Between Language and Culture (language mirrors culture and is a part of it) • How Does Culture Affect Behavior? (the notions of a culturally bound behavior and cultural identity)		
Week 4	1h 30 minutes (TS)	The TS should be devoted to practicing the information presented in the lecture.		

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Week 5	1h 30 minutes (L)	• Introduction to Cross-Cultural Communication (low-context and high-context communication systems)
		
		   o Verbal Communication in Cross-Cultural Encounters
		
		   o Nonverbal Communication in Cross-Cultural Encounters
			contact people from other cultures, a TV program, important links… etc.)	• Multiple-choice questions
				
				• Essay question (final examination)

Week 6	1h 30 minutes (TS)	The TS should be devoted to practicing the information presented in the lecture.	• Role plays	
Week 7	1h 30 minutes (L)	• Contextual elements governing the Process of CC Communication • Cross-Cultural Communication Failure: Contributing Elements	• Assimilators • Open debates	
Week 8	1h 30 minutes (TS)	The TS should be devoted to practicing the information presented in the lecture.	• Reflections: comparison and contrast	
Week 9	1h 30 minutes (L)	• Culture Shock, What to Expect? • Acculturation Process		
Week 10	1h 30 minutes (TS)	The TS should be devoted to practicing the information presented in the lecture.		
Week 11	1h 30 minutes (L)	• Cross Cultural Awareness and Its Importance (definition, importance) • Stereotyping and the Process of Modification of Thoughts Towards Openness		
Week 12	1h 30 minutes (TS)	The TS should be devoted to practicing the information presented in the lecture.		

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Week 13	1h 30 minutes (L)	• Cross-Cultural Sensitivity (definition and importance)		
Week 14	1h 30 minutes (TS)	The TS should be devoted to practicing the information presented in the lecture.		

It is to be noted that the submission of project work may occur over many sessions. For instance, beginning in week 7, students may present their work during TSs. One group each session, with the remainder of each session allocated to additional module-related activities.

It is important to mention that although important elements such as CC awareness and sensitivity are left as final elements in this course, these elements are more practical in nature and are supposed to be experienced by students at the early stages of the course delivery. Students will experience CC awareness through activities structured by experiential learning. Only theoretical notions of CC awareness and sensitivity for example are meant to be presented in later stages of the course.

In addition, the time allotted for the course and how to use that time is dependable on several factors such as teachers' preferences and orientations, the details provided in the lesson, unexpected holidays, absence of the teacher, and national holidays. These uncontrolled variables made it impossible to specify a precise timetable for the content to be covered. Instead, this study provides a flexible week-by-week schedule allowing the possibility for the intervening of any kind of factors from the part of students, teachers, administration, or national events to take place. Moreover, the current study does not entail a certain order of the element nor does it specify the time given to each topic. After all, it is left to teachers to decide which order to go with and how much time they would specify for each topic.

6.5.1. Rationale for Specification of Content

This section discusses the factors that contributed to the specification of contents for the CCC course, which aims to enhance students' general cultural awareness. Since culture is an ever-changing and elusive construct, the course's contents need to consider teachers' preferences and recommendations, students' needs and perceptions, and the context of the Algerian classroom. Several parameters need defining in the CCC course design, including aspects of culture to be presented, specific CC circumstances to concentrate on, cultural non-verbal ways of communication, required skills, and how students will implement this knowledge after the course is completed. The section also highlights the challenges of

building culture learning inside the classroom and suggests viewing the language classroom
as an intercultural environment to exchange cultural notions. The cultural notions to include
and their determinant factors for the attainment of the set goals and objectives are discussed
below.

     6.5.1.1.   **Culture-Specific Versus Culture-General Content Domains.** In the field
of culture learning, a significant distinction is made between culture-specific and culture-
general learning. Culture-specific learning involves the learning of knowledge and skills that
are specific to a particular cultural group or community, often referred to as the "target
culture." Conversely, culture-general learning encompasses knowledge and skills that have
broader applicability and can be transferred across cultures (Paige et al., 2003). This
information was instrumental in shaping the content presented in the table, emphasizing the
importance of distinguishing between the two domains when creating a culture course. The
designed course prioritizes making students familiar with the notion of culture, its
components, and layers, before delving deeper into cultural stereotyping and sensitivity. This
notion helps to stimulate students' reflection and awareness, which are essential for CCC and
developing a better understanding of human behavior. Also, this notion supports the absence
of prerequisites for this course from students.

     6.5.1.2. **Culture (s) to Present Inside the Foreign Language Classroom.** The
question of which culture to present within the classroom, whether American or British, or
whether such a decision is even necessary, has been a topic of ongoing debate. The objective
of this study is to enhance general cultural awareness from a process-oriented perspective,
without confining the selection of cultural notions to either the United States or the United
Kingdom exclusively. It is crucial that this orientation is reflected in classroom practices. As
noted by Byram (1997), studying British and American societies is still relevant, given their
status as dominant global powers. Thus, their cultures cannot be disregarded entirely.

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However, the increasing prevalence of "culture-free English" or "Offshore English" calls for a shift in focus toward raising the awareness of EFL students. This will enable them to communicate effectively in a variety of intercultural encounters, regardless of their interlocutors' cultural backgrounds (Dudley-Evans & Jo St John, 1998).

6.5.1.3.   Consideration of the Source Culture. The factor of cultural identity is a crucial aspect of intercultural education and development, as it highlights the importance of comprehending one's own cultural identity in relation to the target culture(s). In Week 1 of the course, this element is specifically covered during the discussion of culture's definition and classification. The course underscores the significance of an ongoing process of reflection and comparison between the home culture and the target culture(s) to cultivate intercultural competence and awareness. The purpose of this process is to promote self-awareness of culturally bound behaviors and facilitate a deeper understanding of cultural identity. Scholars such as Liddicoat et al. (2002) support this perspective, arguing that learners must first grasp their own culture before they can develop intercultural competence. To encourage students to engage in this process of reflection and comparison, the course employs various teaching methods such as critical incidents, real-life examples, role-plays, and assimilators.

In conclusion to this section, the specification of content for the CCC course plays a pivotal role in course design, as it provides a clear direction for both instructors and students on the expected course material and learning outcomes. Various factors were taken into account while determining the course content, including the distinction between culture-specific and culture-general content domains, the decision-making process regarding which culture(s) to present within the EFL classroom, and consideration of the source culture. The proposed course content encompasses a broad range of topics, including the relationship

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between language and culture, CC sensitivity, and cultural awareness. The course is designed to impart a comprehensive understanding of CCC to students.

6.6.   Selecting Teaching/Learning Activities and Materials

To achieve active learning, an enlarged and more holistic view of active learning is needed, one that includes "getting information and ideas" as well as "experience" and "reflection" Fink, 2003). However, the findings of teachers' interviews and FGF with students suggest that culture teachers prioritize cognitive learning over affective learning and rely mainly on didactic methods like lectures, readings, and presentations rather than experiential methods like field-based contact, simulations, and case studies. Despite this, the traditional education model does not prepare learners to navigate culturally diverse environments independently, according to Harrison and Hopkins (1967).

To address this, the study proposes incorporating activities that simulate CCC situations and prompt learners to reflect on their experiences, such as critical incidents, ethnographic interviews, role plays, and assimilators. Meanwhile, some materials in the currently OCC are said to be insufficient, irrelevant, and inaccessible by teachers. The study proposed and provided accessible materials through which teachers can select activities to adopt/adapt for classroom use. These materials are easy to access and provide a variety of options to engage learners actively in the CCC course. The utilization of such materials can enhance the learning process and improve the overall quality of course delivery. A detailed list of materials is the proposed CC

The importance of using appropriate activities and materials when teaching culture cannot be overstated. Depending on the objectives, certain activities and materials are better suited for lectures, while others are more suitable for TSs. Lectures are ideal for cognitive objectives, and the instructor can provide theoretical information and practical examples from both the source and target cultures. Brief debates and targeted audiovisual materials can be

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used to facilitate comprehension. Conversely, TSs are more appropriate for emotional engagement, such as the affective objective of "suspending judgment when exposed to culturally different information or behavior." In TSs, students can participate in experiential learning, analyze critical incidents, and engage in focused debates with peers. Didactic approaches should be utilized during lectures, and TSs should focus on experiential learning through various activities. However, it is crucial to note that the type of activities and materials selected for teaching culture should aim to trigger active reflection among students. By encouraging students to analyze, question, and evaluate the information presented, educators can promote deep understanding and critical thinking skills regarding CCC notions.

Effective teaching requires not only the utilization of appropriate learning activities and materials but also the implementation of adequate measures to assess students' progress. Through assessment, teachers can determine the effectiveness of their teaching methods and identify areas that require improvement. In the subsequent section, a comprehensive discussion of the assessment policy will be presented, including a detailed rationale for the selection of specific assessment methods and criteria employed in the course.

6.7. Assessment and Evaluation Policy

An advantage of addressing assessment during course development, subsequent to establishing goals, objectives, and content, is the enhanced clarity on successful student performance that facilitates the development of a sound assessment plan (Fink, 2013). However, assessing the cultural aspect in FL education represents a challenging task due to the multifaceted objectives and contents that incorporate cognitive, behavioral, and affective aspects (Forsman, 2006). Valdes (1990) highlights that despite the challenges, assessing cultural understanding is crucial because it not only informs students of their cultural knowledge but also provides valuable feedback to teachers about the nature of the cultural

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understanding gained by students. Thus, the study suggests the following assessment and evaluation policy.

6.7.1. Continuous Assessment Policy

This type of assessment takes place throughout the semester and involves students in activities that demonstrate their attainment of cognitive, affective, and behavioral objectives either in individual, pair, or group work. It is divided into three parts in this proposed course namely: project work, attendance and participation, and in-class activities.

6.7.1.1. Project Work. While project work can encompass various types of activities such as movie reports and country representativeness (see Section 3.5, p.88) to use for assessing students' understanding and learning of course material, the proposed course has opted for the use of ethnographic interviews as the primary assessment activity in continuous assessment for several reasons. Firstly, ethnographic interviews offer a unique opportunity to challenge students' comfort zones and trigger emotional responses, fostering a deeper level of engagement with the course material. This engagement is crucial for a more profound understanding and appreciation of cultural diversity, which is one of the primary goals of the course. Secondly, the use of ethnographic interviews allows for the practical application of the theoretical knowledge gained throughout the semester. This practical application is important as it enables students to develop a broader perspective on human and cultural diversity, going beyond mere theoretical knowledge. The proposed ethnographic interview project requires students to conduct interviews with culturally different individuals at an international level, exploring daily life aspects of the target culture. This focus on daily life aspects rather than just big cultural elements provides a more nuanced understanding of the target culture, further promoting cultural appreciation and understanding. Overall, while project work can take many forms, the use of ethnographic interviews aligns well with the overall goals of the course and provides a valuable opportunity for students to engage with

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and apply the course material in a practical and meaningful way. Teachers can assign 25% of the grade to each presentation, whether written or oral, ensuring that students take the project seriously and put in the necessary effort to achieve a good grade.

Detailed information regarding the conduct and the grading of this activity are being provided in the proposed CCC course.

6.7.1.2. Attendance and Participation. Assessing students based on regular attendance and active participation is a common practice that is critical for achieving learning objectives and ensuring a seamless course experience. In order to meet these criteria, it is essential that students attend classes regularly, except for medical emergencies, and provide evidence for any missed classes. Additionally, punctuality is expected, with students arriving no later than 15 minutes after the start of the lesson as declared by the English Language department at the University of Mohamed Lamine Debaghine, Setif 2.

Participation is also a significant factor in assessing students' progress and interest in the subject matter. In-class participation, note-taking, and engaging in debates and discussions all contribute to identifying gaps in knowledge and addressing them. Regular attendance, active participation, and timely submission of assignments will positively impact students' final grades and demonstrate their hard work, commitment, and seriousness. Conversely, poor attendance, late submission of homework, and a lack of engagement in class will negatively impact students' grades.

6.7.1.3.   In-Class Activities. This particular study emphasizes the crucial role of students in the learning process and positions the teacher as a facilitator and guide rather than a controller or input provider in the classroom. As a result of this shift in roles, learners are expected to engage in various activities such as self-reports of progress, culture learning journals, portfolios, case studies, critical incidents, simulations, and role-plays, among others. These activities are aimed at enhancing their understanding and addressing knowledge gaps

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or any other learning difficulties related to the CCC module. Furthermore, the engagement of students in these activities can also be assessed as it demonstrates their level of interest, self-awareness, and commitment to learning. Therefore, incorporating such activities and encouraging students to engage actively in them can not only enhance the learning process but also facilitate the assessment of their progress and understanding.

6.7.2.   Final Examination Policy

This study advocates for the use of an essay question as the final exam for the CCC course. This assessment method will test students' ability to comprehend and communicate factual, conceptual, and theoretical knowledge, synthesize and apply concepts and theories to concrete cases, and develop a systematic argument based on theory and practice. The decision to use an essay question is supported by the teachers' responses in the interviews, which suggest that it offers more than just a test of students' ability to memorize information; it also reflects their critical thinking and cultural competence understanding. Trimmer (2004) contends that open-ended questions are an effective means of assessing a student's comprehensive understanding of a topic, knowledge of related areas, synthesis, analysis and evaluation skills, and written communication skills. Essay questions, therefore, serve as a useful tool to stimulate critical thinking and reflection on authentic situations. The proposed CCC course outlines grading criteria that should be used to evaluate essay exam responses in the culture module.

6.7.3.   Description of Grading Criteria

In this course, 50% of the grade goes to final examination and 50% goes to continuous assessment (in the TSs). According to the information in the official "canevas" pertaining to the culture module (see Appendix C), students will be evaluated based on their performance as follows.

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6.7.3.1.   Continuous Assessment. In this course, the continuous assessment accounts for 50% of the final grade and is divided into three components. Firstly, attendance and participation in the TSs carry a weightage of 25% or 5 points. Secondly, in-class activities such as role plays and presentations also carry a weightage of 25% or 5 points. Finally, project work is graded on a 50% weightage or 10 points, with 5 points allocated for the written form and 5 points for the oral presentation. However, the allocation of points for the oral presentation may vary depending on the teacher's preferences. The total weightage for continuous assessment is 100% or 20 points. Below is the summary of the continuous assessment policy.

- Attendance and participation 25% = 5 points

- In-class activities/ role plays / presentations: 25% = 5 points

- Project work 50% = 10 points (5 points for the written form and 5 points for the oral presentation of the project or it depends on teacher's preferences)

- Total: 100% = 20 points

6.7.3.2.   Final Examination. The final examination in the CCC course carries a weightage of 100% and is worth 20 points.

In the end, there are two grades: one from the TS and the other from the exam; both grades are summed together and divided by 2 to get a single grade representing the grade for the entire module. For example, if the TSs grade was 15/20, and the exam grade was 14/20, then the module's score would be (15 + 14) / 2 = 14.5/20

It is important to note the culture module has coefficient of 2 (see Appendix C). In this case, the weight of the module is doubled, and its score is multiplied by 2 before being added to the other module scores. For instance, if a student scores 16/20 in the culture module, and the coefficient is 2, then the score for the culture module becomes 16 x 2 = 32.

This score is then added to the scores of the other modules, and the total is divided by the

sum of the coefficients to calculate the final grade.

This study emphasizes the importance of recognizing that the quality of education

goes beyond test scores and quantitative measures. van Lier (2004) argues that some of the

most critical elements of a rich educational experience cannot be immediately evaluated or

traced back to the original teaching event. While the proposed CCC course includes

assessment measures such as quizzes and a final essay exam, it also aims to cultivate

students' long-term awareness through autonomous learning and constant reflection. This

process of reflection and critical thinking cannot be fully measured by traditional testing

methods but is essential for developing intercultural competence. As Kramsch (2014) notes,

teachers play a critical role in mediating between what can be taught and tested and what

must be taught but cannot be tested, highlighting the importance of incorporating both

quantitative and qualitative measures to evaluate the effectiveness of the educational

experience.

At the conclusion of this section, the assessment and evaluation policy proposed in

this study aims to provide a holistic evaluation of students' progress in the CCC course. The

inclusion of various assessment components, such as continuous assessment, project work,

and final examination, ensures that different aspects of students' learning are evaluated. The

use of essay questions in the final examination is a suitable method for assessing students'

ability to apply their learning to real-world situations and demonstrate critical thinking skills.

The continuous assessment components, such as attendance and participation, also emphasize

the importance of regular engagement with course content and promote the development of

intercultural competence. The use of ethnographic interviews as the primary assessment

activity in project work provides students with practical experience in engaging with different

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cultural perspectives and conducting research, which is valuable for their overall development.

6.8. Alignment between Learning Objectives, Teaching/ Learning Activities and Materials, and Assessment Methods

In the realm of course design, alignment and integration are vital concepts that have been widely investigated by scholars. One such approach is the constructive alignment, introduced by Biggs (2014), which prioritizes the integration of learning goals, assessment and evaluation policies, and Teaching/Learning Activities and materials to ensure high-quality learning outcomes. According to Biggs (2014) when assessment tasks, learning activities, and objectives are aligned, students are more likely to achieve the intended learning outcomes. However, the currently OCC lacks such alignment between the assessment plan and the learning objectives or activities, which makes it unclear how the assessment plan measures learning outcomes or how teaching activities help students grasp the content. To address this issue, this study adopts Fink's (2013) model to align goals and objectives, learning materials, and assessment methods in the deigned course. Fink (2013) suggests that sometimes assessment and learning activities can be combined, serving as a useful tool for verifying students' understanding, ability to apply learned knowledge, and deep reflection ability. The following table illustrates the established alignment between the various elements of the designed course.

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Table 6.2

Alignment between Learning Objectives, Teaching/Learning Activities, and Assessment Methods in the Cross-Cultural Communication Course

	Learning Objectives	Teaching/ Learning Activities	Assessment Methods
Cognitive Objectives	Understand the nature of culture and its constituents: big C and small c cultures.	Lectures Comparison/ contrast Kolb's Cycle	In-class questions Debates Multiple-choice questions,
	Understand the notion of cultural identity and how culture determines human behaviors.	Lectures Critical incidents	Critical incidents Role plays Assimilators
	Understand the interrelationship between language and culture in communication.	Lectures, in-class discussion Comparison/ contrast	In-class discussion
	Become aware of the verbal and nonverbal aspects of communication across-cultures.	Lecture Reflection questions In-class debate	Critical incidents
	Understand the contextual factors affecting the appropriateness and effectiveness of cross-cultural communications.	Lectures In-class discussion	Critical incidents
	Become aware of their stereotypical ideas and prejudice.	Lectures In-class discussion	Critical incidents
	Cognitively mediate between their source culture and the host cultures in unfamiliar communicative situations.	Lectures In-class discussion	Critical incidents Essay question
Affective Objectives	Be curious about differences and similarities across cultures.	The Something's Up! Cycle In-class discussion	Movie report Reading report
	Suspend judgment when exposed to culturally different behaviors.	Lectures In-class discussion	Critical incidents
	Emotionally empathize with others and attempt to feel like culturally diverse others feel.	Lectures In-class discussion	Critical incidents
	Develop respect towards cultural diversity.	Lectures In-class discussion	Written assignments
	Appreciate cultural diversity.	Lectures In-class discussion	Critical incidents Classroom discussions
Behavioral Objectives	Use cross-cultural communication concepts and knowledge to develop strategies (personal observation, online searching, reading, library, and mass media) to communicate appropriately and effectively.	Lectures In-class discussion	Critical incidents Ethnographic interview Movie report
	Demonstrate behavioral patterns of effective cross-cultural communication.	Lectures In-class discussion Peer-assessment after presenting the project work	Ethnographic interview Presentation Role play

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The table presented above depicts the alignment between learning objectives, assessment methods, and teaching/learning activities and materials in the designed course. The table demonstrates how alignment is established in the course. Each learning objective is assessed through appropriate assessment methods and taught using Teaching/Learning Activities and Materials that reinforce the objective. For instance, the cognitive objective "Acknowledge the value of teaching culture alongside language" is assessed through in-class questions, debates, and critical incidents, and is taught through lectures, critical incidents, and Kolb's Cycle. This alignment ensures that students have multiple opportunities to learn and demonstrate their understanding of the objective.

Similarly, the affective objective "Appreciate the integration of culture in the EFL classroom and their role in their future roles as culture teachers in addition to language teachers" is assessed through classroom observation, interviews with teachers, and critical incidents, and is taught through lectures, in-class discussion, critical incidents, and Kolb's Cycle. The use of multiple assessment methods and Teaching/Learning Activities and materials reinforces the objective and encourages students to connect their experiences and perspectives to the course material.

The use of role plays as a teaching/learning activity is also an example of alignment in this course. The behavioral objective "Examine and distinguish appropriate and inappropriate classroom culture teaching practices" is assessed through classroom observation, role plays, and peer assessment, and is taught through lectures and in-class discussion. The use of role plays allows students to practice their knowledge and skills in a simulated classroom environment, which reinforces their understanding of the objective and prepares them for real-world situations.

In conclusion, the course's consistency and effective teaching and learning are promoted by the alignment between learning objectives, teaching/learning activities and

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materials, and assessment methods. this alignment enhances the likelihood of students' ability to understand and attain the set course objectives. Furthermore, it enables teachers to effectively plan lessons and develop appropriate assessment methods.

6.9. The Proposed Cross-Cultural Communication Course

Having taken into account the information presented on the various sections of the designed CCC course and the reasoning behind their incorporation, the proposed course for the first semester of CCC has been devised in response to the inadequacies of the currently ACC. This proposed course serves as an answer to the first research question, namely: What would a "Cross-Cultural Communication" course for semester one encompass in terms of prerequisites, course description, learning goals and objectives, course schedule, description of activities and assessment criteria and course policies

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Cross-Cultural Communication Course (Semester 1)

Coefficient: 2

Credits: 2

Instructor's Information:

Instructor's Meeting Time and Location:

Course Time:

Course Location:

Mode of Instruction:

Content Overview

Table 1

Content Overview of Cross-Cultural Communication Course

Section	Page
Course Prerequisites	
Course Description	
Learning Goals and Objectives	
Course Schedule (Overview Table)	
Suggested Teaching/ Learning Materials	
Description of Grading Criteria	
Table: Alignment Between Objectives, Teaching/ Learning Activities, and Assessment Methods	
Course Policies	

Prerequisites

There are no prerequisites required for this course.

Course Description

The course entitled "Cross-Cultural Communication" introduces first-year master's students to the phenomenon of culture in the broad sense of the term and focuses on fundamental conceptual and practical dimensions of cross-cultural communication in everyday life in social interactions in both the source culture and foreign cultures contexts. Major theoretical issues and cultural dimensions are studied to illustrate the challenges of dealing with cultures and identities in all of their complexity. Throughout the semester, students will study how to address cross-cultural challenges properly and how to increase the likelihood of successfully addressing or resolving such issues. By the end of the course, students will be expected to have covered the notion of cross-cultural communication comprehensively from the cognitive, affective, and behavioral perspectives. Students at this stage are expected to have understood the inescapable necessity of developing and implementing a frame of reference within which they analyze cross-culturally diverse and unfamiliar communicative situations. Furthermore, students are expected to have understood that effective cross-communication competence develops through a long-term process of continuous reflection, as opposed to the restricted, relevant information presented in the classroom.

The underlying philosophy of the course, upon which the objectives and contents are established, is that culture is viewed as an active process of meaning-making rather than as a fixed list of facts and behaviors to be memorized. This course relies primarily on experiential learning by actively engaging students in challenging intellectual reflections and emotionally

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involving experiences. In general, it is anticipated that the likelihood of students' level of cross-cultural understanding and openness will increase upon the completion of this course.

Learning Goals

This course has three broad aims. It attempts, from a cognitive standpoint, to raise students' cross-cultural awareness. From a behavioral standpoint, it aims to improve students' ability to engage in effective and appropriate cross-cultural communication. From an affective standpoint, it seeks to promote students' cross-cultural sensitivity and cultivate an attitude of open-mindedness and appreciation for diversity.

Learning Objectives

By the end of the course, students are expected to be able to perform the following objectives.

Cognitive Objectives

- Understand the nature of culture and its constituents: big C and small c elements.
- Understand and explain the notion of cultural identity and how culture determines human behaviors.
- Understand the interrelationship between language and culture in communication.
- Become aware of the verbal and nonverbal aspects of communication across cultures.
- Understand the contextual factors affecting the appropriateness and effectiveness of cross-cultural communications.
- Recognize their stereotypical ideas and prejudice.
- Cognitively mediate between their source culture and the host cultures in unfamiliar communicative situations.

Affective Objectives

- Be curious about differences and similarities across cultures.
- Suspend judgment when exposed to culturally different behaviors.
- Emotionally empathize with others and attempt to feel like culturally diverse others feel.
- Develop respect towards cultural diversity.
- Appreciate cultural diversity.

Behavioral Objectives

- Use cross-cultural communication concepts and knowledge to develop strategies (personal observation, online searching, reading, library, and mass media) to communicate appropriately and effectively.
- Demonstrate behavioral patterns of effective cross-cultural communication.

Course Schedule (Overview)

Table 2
Overview of Cross-Cultural Communication Course Schedule

Week #	Lecture / Tutorial (L/TS)	Content	Teaching/ Learning Activities	Assessment Methods

Week 1	1h 30 minutes (L)	Introduction to the course and course's policy
		• Definition of Culture
		• Classification of Culture
		   o Elements of Culture (big C, small c)
		   o Layers of culture (deep/ surface C) = Culture as an iceberg
		   o Most importantly culture is dynamic and changing
		Explanation of project work, the what, why, how, and when? (ethnographic interview/ movie report/ presentation) and Group work policy.
			• Lecture: theoretical notions
			• Critical incidents (group/ pair work)
			• Real-life examples and Stories
			• Kolb's Cycle
			• Group/ pair work
			• Audiovisual materials such as videos, audio pictures... etc.
			• Extra Reading specifications
			• Outside of class materials (videos, PDFs, websites to contact people from other cultures, a TV program, important links… etc.)
			• Role plays
				• In-class questions
				• Debates
				• Critical incidents
				• Reading report
				• Written assignments
				• Reflection homework
				• Ethnographic interview/ Movie Report
				• Student peer/ group assessment
				• Multiple-choice questions
				• Essay question (final examination)

Week 2	1h 30 minutes (TS)	The TS should be devoted to practicing the information presented in the lecture.		
Week 3	1h 30 minutes (L)	• The Relationship Between Language and Culture (language mirrors culture and is a part of it) • How Does Culture Affect Behavior? (the notions of a culturally bound behavior and cultural identity)		
Week 4	1h 30 minutes (TS)	The TS should be devoted to practicing the information presented in the lecture.		

Week 5	1h 30 minutes (L)	• Introduction to Cross-Cultural Communication (low-context and high-context communication systems)
		   o Verbal Communication in Cross-Cultural Encounters
		   o Nonverbal Communication in Cross-Cultural Encounters		

Week 6	1h 30 minutes (TS)	The TS should be devoted to practicing the information presented in the lecture.		

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Week 7	1h 30 minutes (L)	• Contextual elements governing the Process of CC Communication • Cross-Cultural Communication Failure: Contributing Elements	• Assimilators • Open debates • Reflections: comparison and contrast
Week 8	1h 30 minutes (TS)	The TS should be devoted to practicing the information presented in the lecture.	
Week 9	1h 30 minutes (L)	• Culture Shock, What to Expect? • Acculturation Process	
Week 10	1h 30 minutes (TS)	The TS should be devoted to practicing the information presented in the lecture.	
Week 11	1h 30 minutes (L)	• Cross Cultural Awareness and Its Importance (definition, importance) • Stereotyping and the Process of Modification of Thoughts Towards Openness	
Week 12	1h 30 minutes (TS)	The TS should be devoted to practicing the information presented in the lecture.	
Week 13	1h 30 minutes (L)	• Cross-Cultural Sensitivity (definition and importance)	
Week 14	1h 30 minutes (TS)	The TS should be devoted to practicing the information presented in the lecture.	

It is to be noted that the submission of project work may occur over many sessions. For instance, beginning in week 7, students may present their work during tutorial sessions. One group each session, with the remainder of each session allocated to additional module-related activities.

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Suggested Teaching/ Learning Materials

The below-listed materials may be accessed and/ or downloaded online through this link:
https://drive.google.com/drive/folders/1Zlr1IZfR_y_jWyPauJN3nTwbfDQ1k4fe?usp=sharing

Or through this link:
https://www.dropbox.com/sh/g5pt0u0st6f5w67/AACI4YTIyj3vAb5CsZ-DAdQca?dl=0

Materials for More Reading

Arabski, J., & Wojtaszek, A. (Eds.). (2011). *Aspects of Culture in Second Language Acquisition and Foreign Language Learning*. Springer Science & Business Media.

Bowe, H., Martin, K., & Manns, H. (2014). *Communication Across Cultures: Mutual Understanding in A Global World*. Cambridge University Press.

Buttjes, D., & Byram, M. (Eds.). (1991). Mediating Languages and Cultures: Towards an Intercultural Theory of Foreign Language Education (Vol. 60). Multilingual Matters.

Byram, M. (1997). *Teaching and Assessing Intercultural Communicative Competence*. Multilingual Matters.

Byram, M., & Esarte-Sarries, V. (1991). *Investigating cultural studies in foreign language teaching: A book for teachers* (No. 62). Multilingual Matters Limited.

Byram, M., Nichols, A., & Stevens, D. (Eds.). (2001). *Developing intercultural competence in practice* (Vol. 1). Multilingual Matters.

Frank, M. G. (2016). *Understanding nonverbal communication*. The Teaching Company.

Hofstede, G., Hofstede, G. J., & Minkov, M. (2005). Cultures and Organizations: Software of The Mind. Revised and Expanded 3rd Edition. N.-Y.: Mcgraw-Hill, 560.

Hurn, B. J., & Tomalin, B. (2013). *Cross-Cultural Communication: Theory and Practice*. Palgrave Macmillan, London.

Jandt, F. E. (2017). *An introduction to intercultural communication: Identities in a global community*. Sage Publications.

Kramsch, C., & Zhu Hua (2016). Language, Culture and Language Teaching. In G. Hall (Ed.), Routledge Handbook of English Language Teaching (pp.38-50). London: Routlege.

Kramsch, Claire (2014). "Language and culture". AILA Review 27: 30–55. https://doi.org/10.1075/aila.27.02kra

Lantz-Deaton, C., & Golubeva, I. (2020). *Intercultural Competence for College and University Students: A Global Guide for Employability and Social Change*. Springer Nature.

Lázár, I. (Ed.). (2007). *Developing and Assesing Intercultural Communicative Competence: A Guide for Language Teachers and Teachers Educators*. Council of Europe.

Lustig, M., & Koester, J. (2010). Intercultural Competence Interpersonal Communication Across Cultures (6th Ed.). Boston, Ma Pearson and Ab. Chicago

Sadtono, E. (2003). Cross-Cultural Understanding: A Dilemma for Tefl. *Teflin Journal*, *14*(1), 83-110.

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Samovar, L. A., Porter, R. E., Mcdaniel, E. R., & Roy, C. S. (2015). *Intercultural Communication: A Reader*. Cengage Learning. https://archive.org/details/interculturalcom00samorich/mode/2up

Samovar, L.A., Porter, R.E., Mc Daniel, E.R. And Roy, C.S. (Eds) (2013) Communication Between Cultures. 8th Edn. Boston: Cengage Learning.

Shaules, J. (2007). Deep Culture: The Hidden Challenges in Global Living. Multilingual Matters.

Ting-Toomey, S. (1999) Communicating Across Cultures. The Guilford Press, New York, 261.

Materials for More Practice

Apedaile, S., & Schill, L. (2008). *Critical Incidents for Intercultural Communication: An Interactive Tool for Developing Awareness, Knowledge, And Skills: Facilitator and Activity Guide*. Norquest College.

Briga, E. (2019). Intercultural Learning for Pupils and Teachers: A Good Practice Case Study from An Erasmus Project. Rethinking Teacher Education for the 21st Century: Trends, Challenges and New Directions, 329-339.Chicago

Cushner, K., & Brislin, R. W. (1996). *Intercultural interactions: A practical guide*. Sage publications. https://archive.org/details/interculturalint0000cush

Decapua, A., & Wintergerst, A. C. (2016). *Crossing Cultures in The Language Classroom*. University of Michigan Press.

Dignen, B. (2011). *Communicating Across Cultures Student's Book with Audio Cd*. Cambridge University Press.

Erin Waugh. (2011). *Online Workplace Integration Language Resources: Facilitator Guide* [E-Book]. Norquest College Https://Www.Norquest.Ca/Norquestcollege/Media/Pdf/Centres/Intercultural/Owls-Facilitator-Guide.Pdf

Goldstein, S. B. (2019). *Cross-cultural explorations: Activities in culture and psychology*. Routledge. https://archive.org/details/crossculturalexp0000gold/mode/1up?q=nonverbal+communication

Huber-Kriegler, M., Lázár, I., & Strange, J. (2003). *Mirrors and windows: An intercultural communication textbook*. Council of Europe.

Norquest College. (2015). Critical Incidents for Intercultural Communication in The Workplace: Scene-By-Scene Breakdowns. Norquest College.

Apedaile, S. (2015). The Something's Up! Cycle [E-Book]. Norquest College. Https://Www.Norquest.Ca/Norquestcollege/Media/Pdf/About/Resources/Intercultural-Resources-For-Educators/The-Somethings-Up-Cycle.Pdf

Stringer, D. M., & Cassiday, P.A. (2009). 52 Activities for Improving Cross-Cultural Communication. Nicholas Brealey.

Tomalin, B., & Stempleski, S. (1994). *Cultural Awareness-Resource Books for Teachers*. Oxford University Press.

Utley, D. (2004). *Intercultural resource pack: Intercultural communication resources for language teachers*. Cambridge: Cambridge University Press, 2004.

Т.Р.К.у.з.ь.м.и.н.a. (2013). *MAJOR CONSTITUENTS AND NOTIONS OF INTERCULTURAL COMMUNICATION: textbook on the subject "Introduction into*

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the Theory of Intercultural Communication" (in English): Vol. 63 c [E-book]. Publishing House of St. Petersburg State University of Economics.

Description of Grading Criteria

In this course, 50% of the grade goes to final examination and 50% goes to continuous assessment (in the tutorial session). Students will be evaluated based on their performance as follows.

Continuous Assessment Includes: (20/20)

- Attendance and participation 25% = 5 points
- In-class activities/ role plays / presentations: 25% = 5 points
- Project work 50% = 10 points (5 points for the written form and 5 points for the oral presentation of the project or it depends on teacher's preferences)

  o Total: 100% = 20 points

Final Examination (20/20)

- Final examination 100% = 20 points

In the end, there are two grades: one from the tutorial session and the other from the exam; both grades are summed together and divided by 2 to get a single grade representing the grade for the entire module. For example, if the Tutorial sessions grade was 15/20, and the exam grade was 14/20, then the module's total grade would be (15 + 14) / 2 = **14.5/20**

It is important to note the culture module has coefficient of 2. In this case, the weight of the module is doubled, and its score is multiplied by 2 before being added to the other module scores. For instance, if a student scores 16/20 in the culture module, and the coefficient is 2, then the score for the culture module becomes 16 x 2 = 32. This score is then added to the scores of the other modules, and the total is divided by the sum of the coefficients to calculate the final grade.

Final Examination Description

The exam will be an essay question and is graded on 20/20. The essay needs to follow this format:

- **Introduction:** The student needs to make definitions of major key terms that are available in the question. An introduction should provide the context for the entire essay. The student has to provide a strong thesis statement that directly addresses the question.
- **Body**: Here, the student needs to include three paragraphs; each paragraph tackles a main idea. The student's writing needs to demonstrate that they draw on and apply what has been learned in the module. The student needs to demonstrate critical thinking (not purely descriptive) and support and illustrate their ideas with arguments. Here, the student needs to indicate the ability to suspend judgments, decenter and tackle the topic from a point of relativism.
- **Conclusion**: The student is expected to indicate how the concepts tackled in the body impacted their own understanding. The conclusion should not only summarize or restate what has been mentioned before in the body of the essay.
- **Structural Elements**: The student needs to respect the structure of the essay (introduction, body, conclusion) and avoid spelling and grammar mistakes as they will negatively impact their mark. The student needs to demonstrate the ability to manage exam time. The student should not forget to mention the title of their essay. If the student

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provides examples or arguments from sources they have read, they need to make sure to cite them correctly.

Grading Criteria for the Exam Essay Question

In the process of evaluating a student's work, several criteria ought to be taken into account to determine the quality of their response. The initial criterion is the relevance of the answer to the question, with emphasis on the need to avoid discussing unrelated matters and to address the question adequately. The second criterion is the thoroughness of the answer, which requires that the student provides all necessary details and information to tackle the question. The third criterion is critical thinking, which entails the development of main points and the integration of critical thinking in the response. The fourth criterion is the organization and logic of the answer, which necessitates that the response presents a clear and logical argument with smooth transitions between ideas. Lastly, the mechanics of writing, such as clarity, spelling, punctuation, and grammar, should be assessed.

Grading Criteria for Ethnographic Interview

The ethnographic interview has two forms, a written form and an oral presentation form.

Ethnographic Interview Report

The interview report is very important in helping students apply what they learnt in the classroom in a real-life situation. Information regarding the interview and assignments of groups should be sone in the first session to provide students with more space for the preparation of this project.

Prepare interview questions (7-10) discussing points related to the target culture and eliciting their points of view regarding why they do this behavior and what do they think about this topic. Examples of questions might be:

- How do you think people view your culture? and why?
- Why do you do this (…) in your culture?
- Is it okay for you if someone does this (…) to you?
- What is your perspective regarding the notion of time?

The students conducting the interview have two options available to them: a collective approach that bears resemblance to a concentrated group discussion, or the appointment of an individual to perform the interview with the interviewee. It is mandatory that all members of the group participate in every stage of the interview process, including question development, analysis, and presentation. It should be noted that the interviewee need not originate from an English-speaking country, provided they can communicate fluently in English and come from a culture distinct from their own source culture or its variations.

In the interview report, students need to include and demonstrate application of the notions presented and practiced in the classroom. Interview Report should be structured as introduction, body, conclusion. The body of the report should include answers to these questions:

- How did this experience impact your understanding about your own culture?
- What major points of similarities and difference you found interviewing this person?
- Any potential difficulties, culture shock, sensitivity issues during the interview?
- What ideas have you shaped from this interview?
- What future actions will you take once dealing with people of similar culture?

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Similar to essay question grading criteria, some of these criteria will be used to grade the report with a main focus on your ability to demonstrate critical thinking and a deep grasp of the knowledge learnt in class. The report should not exceed 25 pages, and it will be verified against plagiarism. Make sure to check the grammar and spelling mistakes as they have an impact on the final score of this report. The report can be handed to the teacher directly or sent online depending on the teacher's preferences.

Ethnographic Interview Oral Presentation

In the oral presentation, the student is expected to present their experience and the knowledge they gained from the ethnographic interview. The student is required to collaborate with their group (comprising 4-5 students) to prepare a PowerPoint presentation and rehearse it in advance, as any member who is unprepared will adversely affect the presentation's score. A soft copy of the ethnographic interview presentation (both the interview and PowerPoint documents) must be submitted to the teacher. The interview may be videotaped or audiotaped. The presentation should not exceed 30 minutes, and the student should demonstrate the following.

- How did this experience impact your understanding about your own culture?
- What major points of similarities and difference you found interviewing this person?
- Any potential difficulties, culture shock, sensitivity issues during the interview?
- What ideas have you shaped from this interview?
- What future actions will you take once dealing with people of similar culture?

Upon completion of presentation, the student is supposed to display understating, ability to develop arguments and express him/herself clearly in the debate following his/her presentation.

Grading Criteria for the Oral Presentation

In evaluating students' oral presentations, multiple criteria will be employed. The first criterion pertains to factual information, wherein students will be assessed based on their ability to employ a substantial number of facts to support their arguments. The second criterion relates to comprehension, and students' capability to demonstrate a comprehensive understanding of the presented information. The third criterion concerns persuasiveness, and the evaluation of students' logical reasoning and persuasive ability. The fourth criterion involves delivery, and the assessment of students' capacity to communicate with clarity, confidence, and appropriate nonverbal communication techniques such as eye contact, voice inflection, and delivery rate. The fifth criterion is rebuttal, and students' ability to provide counter-evidence to address opponent arguments will be assessed. The performance level of each criterion will be rated on a scale of 1 to 5, with a total score out of 5 being assigned to each student. It is worth mentioning that these criteria are merely recommendations, and teachers may include additional criteria that they deem necessary to evaluate student work.

Alignment between Learning Objectives, Teaching/ Learning Activities, and Assessment Methods

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Table 3

Alignment between Learning Objectives, Teaching/ Learning Activities, and Assessment Methods

	Learning Objectives	Teaching/ Learning Activities	Assessment Methods
Cognitive Objectives	Understand the nature of culture and its constituents: big C and small c cultures.	Lectures Comparison/ contrast Kolb's Cycle	In-class questions Debates Multiple-choice questions,
	Understand the notion of cultural identity and how culture determines human behaviors.	Lectures Critical incidents	Critical incidents Role plays Assimilators
	Understand the interrelationship between language and culture in communication.	Lectures, in-class discussion Comparison/ contrast	In-class discussion
	Become aware of the verbal and nonverbal aspects of communication across-cultures.	Lecture Reflection questions In-class debate	Critical incidents
	Understand the contextual factors affecting the appropriateness and effectiveness of cross-cultural communications.	Lectures In-class discussion	Critical incidents
	Become aware of their stereotypical ideas and prejudice.	Lectures In-class discussion	Critical incidents
	Cognitively mediate between their source culture and the host cultures in unfamiliar communicative situations.	Lectures In-class discussion	Critical incidents Essay question
Affective Objectives	Be curious about differences and similarities across cultures.	The Something's Up! Cycle In-class discussion	Movie report Reading report
	Suspend judgment when exposed to culturally different behaviors.	Lectures In-class discussion	Critical incidents
	Emotionally empathize with others and attempt to feel like culturally diverse others feel.	Lectures In-class discussion	Critical incidents
	Develop respect towards cultural diversity.	Lectures In-class discussion	Written assignments
	Appreciate cultural diversity.	Lectures In-class discussion	Critical incidents Classroom discussions
Behavioral Objectives	Use cross-cultural communication concepts and knowledge to develop strategies (personal observation, online searching, reading, library, and mass media) to communicate appropriately and effectively.	Lectures In-class discussion	Critical incidents Ethnographic interview Movie report

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Demonstrate behavioral patterns of effective cross-cultural communication.	Lectures In-class discussion Peer-assessment after presenting the project work	Ethnographic interview Presentation Role play

Course Policies

Students are expected to adhere to the following guidelines.

Attendance Policy

Students' attendance is mandatory either in lecture or tutorial sessions. The absence in tutorial sessions needs to be justified in order not to be counted as an absence. Three unjustified absences will lead to the student's exclusion from the module.

Academic Integrity Policy

This study believes that cheating and plagiarism should not be tolerated. Plagiarism is the act of using someone else's words or ideas without giving credit to the original source. Park (2003) defines plagiarism as "stealing the words or ideas of someone else and passing them off as one's own without crediting the source" (p. 472). To avoid plagiarism, students must provide proper references and citations when using someone else's work. They can use plagiarism check software programs like Turnitin to check the percentage of similarity. It is recommended for students to aim for a plagiarism percentage of 15%-25% (depending on the teacher's preference). Grammar, spelling, and punctuation also play a crucial role, and students should use tools like Grammarly to correct their work before submitting it.

Late Work Policy

Students are provided enough time to prepare and submit their assignments. Therefore, late work will not be accepted without valid and legitimate justifications.

The Use of Electronics Policy

Students can use electronic devices such as laptops, tablets, and phones during class to take notes, consult an e-dictionary, or do a quick search on Google for lesson-related information. Inappropriate and repetitive use of electronics such as texting friends, playing games, connecting on social media, or consulting websites for non-class purposes will eventually remove the privilege to use such devices for all class. In general, using electronic devices for disturbance purposes is not allowed and may cause the student to leave the classroom.

Note. Teachers can modify this course to suit their preferences and their instructional situations.

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6.10.   Sample Lesson Plan

Within this section, a lesson plan sample relevant to the first semester has been created utilizing the CCC-designed course information. Its intent is to serve as an illustration of how instructors can employ the designed course to construct their lessons. Prior to presenting the lesson plan, a description of its rationale is provided.

6.10.1. Rationale for Lesson Plan Choices

This section of the rationale provides a comprehensive explanation of the factors considered during the development of a lesson plan for Week 5's topic on nonverbal communication in cross-cultural encounters. It includes an overview of the lesson's objectives, the teaching and learning materials chosen, and the assessment and evaluation approach adopted. It is noteworthy that the decision to use this particular lesson for creating a lesson plan was made arbitrarily.

The lesson plan is tailored for a TS, with the assumption that the students have already grasped the theoretical concepts related to nonverbal communication in cross-cultural encounters during the lecture session. The TS is geared towards providing students with practical opportunities to practice and apply the concepts learned in the previous session.

6.10.1.1. Objectives of the Lesson. This lesson's objectives are derived from the list of goals and objectives stated in the designed course and include the following.

- Become aware of the verbal and nonverbal aspects of communication across cultures. (**Cognitive objective**)

- Be curious about differences and similarities across cultures. **(Affective objective)**

- Appreciate cultural diversity. **(Affective objective)**

- Demonstrate behavioral patterns of effective cross-cultural communication. **(Behavioral objective)**

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These objectives are not equally emphasized. For example, more emphasis is placed on the first objective than on the fourth. Whereas the second and third objectives, are likely to occur in almost all sessions throughout the semester as a result of increased awareness of the various CCC notions.

6.10.1.2.   Teaching/Learning Materials. Regarding the materials used in this tutorial session, there are various books in the section of "Suggested Teaching/ Learning Materials". The lesson plan opted for a set of critical incidents that demonstrate a CC misunderstanding caused by the misinterpretation of various nonverbal communication cues. The books used for the selection of critical incidents are:

Cushner, K., & Brislin, R. W. (1996). *Intercultural interactions: A practical guide*. Sage publications. https://archive.org/details/interculturalint0000cush

Apedaile, S., & Schill, L. (2008). Critical incidents for intercultural communication: An interactive tool for developing awareness, knowledge, and skills. *Edmonton, CA: NorQuest College.*

DeCapua, A., & Wintergerst, A. C. (2016). *Crossing cultures in the language classroom*. University of Michigan Press.

The critical incidents used in this lesson have been carefully selected from three books available in the designed course for the first semester. These incidents focus on different aspects of nonverbal communication such as eye contact, tone of voice, touch, space, and gestures, among others. Some incidents even incorporate multiple aspects of nonverbal communication. It is worth noting that these incidents take place in a CC context and are suitable for students of varying ages, English proficiency levels, and cultural backgrounds.

It is crucial to acknowledge that the critical incidents used in this lesson serve as only one instance of the numerous teaching resources available to instructors. The course offers a diverse range of easily accessible materials that teachers can choose from to create and adapt

lessons according to their individual preferences. This emphasizes the course's adaptability and allows teachers to customize their instructional strategies to suit the unique needs of their students and teaching contexts.

6.10.1.3. Assessment and Evaluation Policy. With regards to assessment, the teacher may infer possible students' comprehension gaps during the several stages of the lesson. In the warm-up stage, asking students questions regarding the lecture's topic may assist assess their understanding of the content provided. Later, as the students practice with the critical incidents and engage in classroom debates, their responses to the task will yield more information and aid in assessing their comprehension and hypothesizing their future behavior in potential CC nonverbal communication situations.

6.10.1.4. Alignment of Major Lesson Constituents. The lesson demonstrates alignment between the main course sections, specifically between the lesson objectives, teaching materials, and assessment. The objectives are derived from the designed course and are reflected in the selection of teaching materials, which include critical incidents that demonstrate a CC misunderstanding caused by misinterpretations of nonverbal communication cues. The assessment policy corresponds with the lesson's objectives and teaching resources, as the teacher can gauge students' areas of comprehension gaps throughout the different stages of the lesson and employ their responses to assess students' comprehension of the content and their ability to exhibit effective CCC behaviors. This coherence guarantees that the lesson effectively accomplishes the envisioned course goals and objectives and furnishes students with opportunities to apply and refine their CCC skills.

Given the justification for the different choices made in the lesson plan, presented below is a sample of the lesson plan that is relevant to the first semester.

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6.10.2. Sample Lesson Plan

Module: Cross-Cultural Communication

Grade: First-Year Master's Level

Session Type: Tutorial Session

Duration: 90 minutes

Week: 03

Topic: Verbal/ Nonverbal Communication

Materials Required: Printed Handouts

Objectives

By the end of this lesson, students are expected to be able to:

- Become aware of the verbal and nonverbal aspects of communication across cultures.

- Be curious about differences and similarities across cultures.

- Appreciate cultural diversity.

- Demonstrate behavioral patterns of effective cross-cultural communication.

Table 6.3

Lesson Plan Sample for the Proposed Cross-Cultural Communication Course

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Stage & Time	Teacher's Objective	Procedure		Materials	Interaction
		Teacher (How would you teach?)	Students (What would students be doing?) = Ss		
Warm-Up 05 -08 min	To get students' attention and set context for the session. To have an idea about the extent of students' understanding of the lecture.	• The teacher greets the students and asks them questions to recall the notions of cross-cultural verbal and nonverbal communication types they have seen in the lecture. • The teacher asks students to provide him with examples of nonverbal communication from their own culture. • The teacher tries to clarify any vague/erroneous ideas and answer any questions students may have.	o Ss try to provide information regarding the notions of verbal/ nonverbal communication they tackled in the lecture. o Ss reflect and provide examples of nonverbal communication from their source culture.	Leading Questions	T-Ss Ss-T

Stage One
 	
20 - 25 min
	To trigger students' reflection and critical thinking ability.
	
	To make students aware of the importance and influence of nonverbal cues in cross-cultural
		• The teacher prepares different sets of six to seven critical incidents. The number of sets will depend on the total number of students (e.g., for a class of 30, prepare 6-7 sets).
		• The teacher asks students to work in groups of 4-5 students per group.
		• The teacher distributes the sets of critical incidents which demonstrate a cross-cultural misunderstanding caused by the misinterpretation/ unawareness of nonverbal communication cues.
		• The teacher asks each group to read the incident and answer the following questions.
		  1. What went wrong in this scenario?
		  2. Why do you think interlocutors behaved the way they did?
		  3. What possible solutions do you suggest to
			o Ss get into groups
			
			o Ss read and understand the questions
			
			o Each group of Ss read carefully the critical incident and discuss their reflections.
			
			o Each group writes down their responses to discuss them with the
				Sets of Critical incidents + the questions (handouts)	T-Ss
					
					Ss-Ss
					
					Ss-Ss
					
					Ss-Ss

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	communication.	overcome the misunderstanding? 4. How might you use this experience in the future?	rest of the class.		
Stage Two **35 - 40 min**	To enable students to provide informed judgments. To enable students to reflect and relate the studied notions to their own personal experiences.	• The teacher invites each group to explain the incident to the rest of their mates and provide their answers while inviting all students in the class to discuss the critical incidents, the possible solutions, and the cultural values underlying the areas of cultural conflict. • The teacher asks students to write their personal critical incidents and share them with the full group, • The teacher can share his own critical incident(s) to encourage students to do so.	o Each group explains their critical incident to the class and provides answers to the 4 questions. o Ss comment/ ask questions to each group regarding their interpretations of the incidents and answers to questions. o Ss share their personal critical incidents and reflect on them in terms of what went wrong		T-Ss Ss-Ss Ss-Ss T-Ss Ss-Ss
Stage Three **10 - 12 min**	To get students to form blueprints/ guidelines on how to approach nonverbal cues for appropriate future cross-cultural communications.	The teacher then initiates a classroom debate by asking these questions – In terms of body language, eye contact, personal space, and physical contact, what exactly is considered offensive in your culture and the cultures you are familiar with? – Do you think the potential for intercultural misunderstanding is greater in verbal or nonverbal communication? please explain. – How would you go about learning the nonverbal behavior of another culture? **The teacher leads students to draw some conclusions regarding cross-cultural nonverbal communication**	o Ss try to respond to these questions with the rest of their mates and provide justifications for their responses.		T-Ss Ss-T T-Ss

	Ss	– Nonverbal behavior has a major impact on what is communicated. – Be aware of your own nonverbal communication. – Be aware of others' behaviors and how they affect you. Often, we are not aware of the source of our impressions of others. Unexpected and unfamiliar nonverbal behaviors can cause strong responses at an emotional level. – Resist the temptation to make hasty, judgmental evaluations. – Try to match your behaviors to those of the culture you are interacting with. (These remarks are obtained from Stringer & Cassiday, 2009).	o Ss share their ideas on what they have learned regarding nonverbal communication and their intended actions in potential future cross-cultural communication situations.		Ss-Ss
Session Closure **02 - 05 min**	To have students extend their reflections to real conversations outside the classroom by using the knowledge gained inside the classroom.	**Further Tasks** • The teacher provides students with references for further reading (optional) *Dimensions of Body Language*. (n.d.). https://westsidetoastmasters.com/resources/book_of_body_language/toc.html • The Teacher proposes the following outside of class activity: Watch people carefully the next time you are in an elevator, bus, or other public places. Try to observe the cultural, age, and gender differences in the way people initiate conversations with strangers and the verbal and nonverbal cues they use. (Obtained from Huber-Kriegler et. al, 2003)	o Ss write down the reference or access the website directly from their devices in case they have internet access. o Ss who will do this task will report	A link	T-Ss T-Ss

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			their observations with their mates at the beginning of the next tutorial session.		

Template Source. Global Language Training. Online TEFL Courses - Global TEFL. (n.d.). at: https://globaltefl.uk.com/

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Conclusion

This chapter discusses the design phase of a CCC course, which involves integrating findings from pre-design phases and relevant literature to formulate a course for the first semester. The design process entails a series of steps, including the identification of situational factors, setting learning goals and objectives, specification of content, selecting teaching/learning activities and materials, assessment and evaluation policy, and alignment between major course components.

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Chapter Seven: Teaching Culture in the EFL Classroom Course Design

Introduction

The design of the course for the second semester, entitled "Teaching Culture in the EFL Classroom," has been informed by a range of considerations. The course consists of several sections that are similar to those found in the course for the first semester. However, the specific content of these sections has been tailored to the unique goals of the second semester. The design of this course took into account several factors, including the students' previous knowledge and experience, the course's objectives, and the available resources.

The participants in this program are anticipated to acquire a master's degree and may eventually take up teaching positions in English at middle or secondary schools, in line with the standards of the Algerian educational system. To ensure clarity and consistency, it is crucial to indicate that throughout this discussion, the students in the program will be referred to as student-teachers, while the individuals they will be teaching will be referred to as pupils.

The forthcoming sections offer an exhaustive analysis of the decisions and reasoning behind them for each constituent of the course outline. It is worth noting that the current design process closely resembles that of the previous semester's course, which was adapted from Fink's (2013) model, while ensuring that the learner-centered approach is maintained throughout. This approach, grounded in the notion that learners should actively participate in their own learning process and be involved as co-designers and co-evaluators of learning experiences (Parrish, 2019), is consistently emphasized.

7.1. Identification of Situational Factors

The importance of the knowledge imparted in the first semester cannot be overstated, as it provides a foundation for the topics and ideas that students will encounter in the second semester's course. It is worth noting that the concepts covered in this course are designed to

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enhance and extend upon the information introduced in the previous semester, thus enabling students to deepen their understanding and knowledge base. For example, as student-teachers, students are expected to cultivate an appreciation for diverse cultures and demonstrate a willingness to acknowledge and value the viewpoints of others. These two topics are among the key areas tackled in the first semester, which lays the groundwork for further exploration and understanding of cultural diversity in relation to teaching practices in the second semester.

In addition to the pre-requisite requirements, it is essential to acknowledge that the majority of enrolled students do not possess real teaching experience upon which to relate the theoretical notions they shall receive in the Teaching Culture in the EFL Classroom course. Consequently, this aspect has been meticulously taken into account across the different components of the course design to guarantee that the content is inclusive and applicable to all learners, irrespective of their prior teaching experience.

7.2. Course Description

The study suggests the following description as a formal description for the proposed "Teaching Culture in the EFL Classroom" course.

The "Teaching Culture in the EFL Classroom" course is intended for first-year master's students who are potential EFL teachers. Its primary objective is to provide them with a comprehensive understanding of the incorporation of culture into English language education, encompassing the characteristics of cultural integration and the difficulties associated with it. The course emphasizes the significance of the teacher's role in shaping the learning encounters of their pupils. It explains notions of ICC of the teacher and how the home culture influences teachers' teaching practices. The course concludes with sensitizing students with the importance of teachers' continuous self-development to broaden their perspectives regarding culture integration and improve their in-class practices in a manner

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that decreases bias and promotes neutrality and global citizenship. By the end of the course, students are anticipated to have covered theoretical as well as practical concepts related the appropriate integration of culture in the EFL classroom which will aid them in their potential future careers as teachers.

The course's underlying philosophy, from which its learning objectives and content are derived, is that any desired change in teachers' classroom practices begins with a deliberate rethinking of their own views of language and culture education. This is possible via self-awareness and continuous introspection. This course aims primarily to familiarize student-teachers with the nature of teaching culture in an EFL context and to equip them with suitable methods for integrating culture. This increases the likelihood that students will opt for an intercultural approach to English language instruction when they potentially become teachers.

7.3.   Setting Learning Goals and Objectives

This section provides comprehensive details regarding the decision-making process that was undertaken to establish the goals and objectives of the Teaching Culture in the EFL Classroom course.

7.3.1.   *Rationale for Setting Learning Goals and Objectives*

This section elucidates the reasoning behind the establishment of goals and objectives for the Teaching Culture in the EFL Classroom course. These goals and objectives were determined through careful consideration of several interrelated factors, such as the foundational orientation of the course, the student teachers' perceptions of their roles and influence on the learning experience, their understanding of the subject matter, and their awareness of the factors that need to be taken into account when introducing cultural concepts into the classroom.

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7.3.1.1. Foundational Orientation of the Course. According to the study's findings, the educators who were involved in the research have concurred that the central axis of the second-semester course, named "Teaching Culture in the EFL Classroom," aligns with the module's nature and students' needs. This axis has been used as the primary reference point for all the course section design decisions.

Language teaching is often viewed as a profession that requires a high level of skill and expertise ((Johnson, 2009). The current study aims to examine the conceptions of student-teachers regarding their role as English language instructors and to identify any necessary modifications to align with effective culture and language teaching processes. This approach aligns with the perspective of other scholars who have underscored the intricate and interrelated nature of language teachers' tasks and responsibilities. In particular, Ruane (1999) and Stier (2003) have endorsed the notion that language teachers should possess a comprehensive understanding of the complexities of their profession to be successful

7.3.1.2. Classification of Goals and Objectives. Similar to the first course, this course's objectives have been classified to cognitive, affective, and behavioral objectives. In light of the deficiencies identified in the currently OCC for the first semester, the study recommends the following set of goals and objectives.

7.3.1.3. Learning Goals. There are three overarching goals for this course. It attempts, from a cognitive standpoint, to raise students' understanding of culture integration and the factors that contribute to the process. From a behavioral standpoint, it aims to improve students' ability to critically analyze and distinguish appropriate culture integration practices. From an affective standpoint, it seeks to promote students' appreciation of culture integration as well as teachers' professional development.

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7.3.1.4. **Learning Objectives.** By the end of the course, students are expected to be able to perform the following objectives.

A. Cognitive Objectives

- Acknowledge the value of teaching culture alongside language.

- Recognize the influence of the source culture on teachers' teaching beliefs and practices.

- Recognize the influential role of teachers in the classroom in molding pupils' understanding and beliefs about their own culture and the target culture (s).

- Understand and explain necessary factors that should be considered to appropriately integrate culture in an EFL classroom.

- Explain experiential learning techniques to language-and-culture teaching.

- Understand and explain the constituents of intercultural communicative competence.

- Explain how to assess the various constituents of the intercultural communicative competence.

B. Affective Objectives

- Appreciate the integration of culture in the EFL classroom and their future roles as culture teachers in addition to language teachers.

- Appreciate the importance of ongoing development through teacher autonomy in order to develop their intercultural communicative competence and assist students in developing theirs.

C. Behavioral Objectives

- Analyze lesson plans for appropriate culture integration based on a range of factors.

- Examine and distinguish appropriate and inappropriate classroom culture teaching practices.

Although students may not be able to apply the learned knowledge as actual instructors, the behavioral objectives of the course remain valid and can be articulated.

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Students who demonstrate an understanding of and ability to analyze pedagogical practices show promise as student-teachers. It is crucial to acknowledge that there is no objective type that holds more significance than the others. Instead, it is essential to identify the desired outcome for each lesson and focus on it without neglecting the others. Cognitive, affective, and behavioral objectives are involved to some extent in any activity, and separating them during course design is challenging, if not impossible (Paige, 1993).

7.3.1.5. **Student-Teachers' Conceptions of their Roles in the Teaching Experience.** The objective of the current study is to foster self-awareness among student-teachers regarding the significance of acknowledging and scrutinizing their own concepts concerning teaching culture within the EFL context. This emphasis on teacher self-awareness aligns with the philosophy of the "Teaching Culture in the EFL Classroom" course, which highlights the criticality of acknowledging the influential role that future teachers have in shaping their pupils' comprehension and views of their own culture and the target culture(s). Furthermore, the course educates student-teachers on evaluating lesson plans for suitable cultural integration, based on a diverse set of factors. This approach aligns with the objectives that emphasize student-teachers' involvement in molding pupils' worldview and their role in developing positive and negative cultural identities of their pupils. In order to fulfill their duty as agents of change, teachers should ensure that their instruction leads to meaningful changes (Risager, 2007). The study argues that preparing student-teachers to tackle the challenges of the globalized world is not a luxury, but a necessary step towards cultivating culturally competent teaching practices. By starting with the ideas of student-teachers and rethinking them, there is potential for laying a robust foundation for their future teaching practices.

7.3.1.6. Student-Teachers' Conceptions of the Subject Matter. For language teachers to effectively instruct a foreign language, it is essential for them to reflect on their

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own understandings of the subject matter and how these beliefs could influence their teaching practices. Specifically, the first semester mandate of integrating language and culture underscores the necessity for educators to integrate cultural concepts into their lessons continually, thus providing a more significant and contextualized learning experience. This study indicates that teachers recognize the importance of teaching English and emphasizes the significance of student-teachers' familiarity with the culture associated with the foreign language they teach. It is noteworthy that, akin to the CCC course, this course design does not mandate teachers to concentrate exclusively on British or American English. Instead, it encourages the incorporation of cultural components from multiple cultures. However, to properly integrate cultural concepts into language instruction, teachers must have a sufficient understanding of the cultural concepts they plan to introduce.

When student-teachers choose a culture-free approach to language instruction, they miss the opportunity to consciously and deliberately select which cultural elements to emphasize. Additionally, some modules, such as literature or civilization, inherently contain cultural components, while others, like grammar, may require the teacher to intentionally bring up cultural elements. Therefore, the competent teacher should be able to contextualize culture in a meaningful manner to ensure that cultural representations are discussed regardless of the subject matter. To attain this objective, teachers should cultivate self-awareness and acknowledge how their own views on the subject matter may impact their teaching approaches.

7.3.1.7. Culture Integration Considerations in EFL Education. The incorporation of cultural elements into English instruction is not a haphazard undertaking, but instead necessitates deliberation on a number of variables, including but not limited to the pupils' age and cultural identity, the status of English either as a subject or as a major, and the proficiency level of the students.

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7.3.1.7.1. Pupils' Age and Cultural Identity. Master's students, as student-teachers, need to consider the connection between pupils' ages, cultural identity, and the nature of the subject matter being taught (see Section 3.6.1.1, p.91)**.** This aligns with the objectives of this course. Firstly, one of the cognitive objectives is for students to understand and explain necessary factors that should be considered to appropriately integrate culture in an EFL classroom. By recognizing the importance of age and cultural identity, student-teachers can better understand the factors that may impact their pupils' ability to engage with and understand cultural content.

Additionally, the affective objective of appreciating the integration of culture in the EFL classroom and their future roles as culture teachers in addition to language teachers is also aligned with teaching student-teachers about the importance of considering age and cultural identity. By comprehending these factors, student-teachers can gain a deeper understanding of the impact of cultural content on their pupils' learning experiences and the potential influence they can wield as cultural teachers.

The behavioral objectives of analyzing lesson plans for appropriate culture integration and examining appropriate and inappropriate classroom culture teaching practices are also relevant to teaching student-teachers about the importance of considering age and cultural identity. By understanding these factors, student-teachers can better analyze and evaluate the effectiveness of their own lesson plans and teaching practices, ensuring that they are appropriate and engaging for their students.

Finally, student-teachers should comprehend not only the source culture of their pupils, but also the concepts of intercultural communication. This highlights the uniformity and continuity between the first-semester and current course designs. In the first semester, first year master' s students are taught how to recognize and appreciate cultural differences with an open mind. As they, potentially, become future teachers with a deep understanding of

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these concepts and put them into practice, they have the potential to assist their pupils in comprehending and applying them. They comprehend how pupils understand such concepts since they have already been through this stage. Hence, one of the aims of the current course is to equip student-teachers with the ability to delineate the elements of ICC and evaluate some of its constituents. This, in turn, will enable them to provide improved support to their pupils as they navigate through the various stages of ICC development.

7.3.1.7.2. Students' Level of English Proficiency. Teaching student-teachers to consider their pupils' level of English proficiency is important and aligns with the objectives of the course in several ways. Firstly, the course aims to help student-teachers understand the necessary factors for appropriately integrating culture into the EFL classroom, and this includes understanding the different levels of English proficiency among students. Student-teachers who are aware of their pupils' proficiency levels can tailor their teaching strategies and materials accordingly to effectively engage pupils in CCC exchanges.

Secondly, the course emphasizes the importance of developing ICC among student-teachers. Teachers who recognize the difference between communicative competence and ICC (Byram, 1997) can adjust their teaching methods to foster the latter. For instance, student-teachers can incorporate cultural concepts into their lessons frequently, regardless of the subject matter, to the point where teaching culture through language occurs naturally. Finally, the current study suggests that the proficiency level of pupils should not be viewed as a requirement for teaching culture (Corbett, 2010). Student-teachers should not overlook cultural integration in the classroom even if they are focused on encouraging pupils' English language proficiency. This aligns with the course's objective of helping teachers appreciate the integration of culture in the EFL classroom and their future roles as culture teachers in addition to language teachers.

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7.3.1.7.3. English as a Subject Versus English as a Major.   In middle and high schools, teaching English as a subject presents limited instructional time, resulting in restricted exposure to the English language. Additionally, there is a higher commitment to adhering to a textbook and completing a pre-determined course. In this instance, dealing with cultural components is mostly dependent on their representations in textbooks. However, student-teachers still have the option of incorporating cultural components into the classroom using resources such as a story, audio tape, picture, or even a grammar lesson example. At this juncture, the acknowledgment of the interdependence between language and culture by student-teachers is crucial and carries the most significance. Irrespective of whether textbooks introduce (1) cultural concepts (presence) or not, (2) the frequency of representation, and (3) the importance of the concepts presented (appropriateness); the student-teacher has the ultimate option of manipulating these factors to avoid using the textbook religiously. Student-teachers' deliberate interference with these three elements comes from their perception and the importance they attach to teaching culture in language. In this case, the level of instruction, whether English is taught as a primary discipline or as a subsidiary subject, and whether it is taught at the middle, secondary, or university level, holds no significance. The student-teacher can control "what" to bring into the classroom, "how," "when," and "why" in order to teach English and culture effectively and appropriately. Student-Teachers have the potential to significantly affect their pupils' English-language experience.

Moreover, teacher talk time is a crucial point to note. The Algerian education system has transitioned toward a learner-centered approach and a competency-based, an approach to education or training that emphasizes the development of specific competencies or skills, rather than just the acquisition of knowledge (Richards & Rodgers, 2014). It is imperative that pedagogical methods align with these transitions. Moreover, it is crucial that student-

teachers not only comprehend these duties theoretically but also execute them practically in the classroom. Pupils of a teacher who dominates classroom talk are less likely to engage in active learning and more likely to passively receive input (Krashen, 1982). When a student-teacher adopts the notion of becoming a mentor, facilitator, or moderator, he/she will modify lesson plans to allow pupils to enhance their communication abilities. The present research contends that student-teachers should have a clear understanding of their roles in teaching to develop ICC. One of the aims of this semester is to enable student-teachers to evaluate and distinguish between suitable and unsuitable cultural teaching practices.

7.3.1.8. Teacher's Intercultural Communicative Competence. To enable student-teachers to improve their pupils' ICC, they should prioritize developing their own ICC first. The benefits of student-teachers comprehending the ICC model and its components are twofold. First, it will assist them in comprehending the components of the ICC in order to better themselves and assist their pupils in enhancing their own ICC. According to Byram (2020), language instruction should prepare language students to communicate effectively with native and non-native English speakers. Second, the present study posits that student-teachers will be better equipped to assess the ICC growth of their students if they have a thorough understanding of the ICC's multiple components.

At the conclusion of this section, the present study highlights the importance of promoting student-teachers' self-awareness and encouraging them to examine their conceptions about teaching culture in the EFL context. The course emphasizes the potential influential role of student-teachers in shaping their pupils understanding and beliefs about culture and language. This requires student-teachers to have a sufficient understanding of the cultural concepts associated with the FL they may teach and to incorporate cultural components into their lessons continually. The competent future teacher should be able to contextualize culture in a meaningful manner to ensure that cultural representations are

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discussed regardless of the subject matter. Incorporating cultural components into English language instruction necessitates intentional contemplation of various factors, including students' age, cultural identity, English as a subject or major, and pupils' language proficiency.

7.4.   Specification of Content

Content specification is essentially an interpretation of the desired aims and objectives. The following table outlines the topics covered in the Teaching Culture in the EFL Classroom course.

Table 7.1
Overview of Teaching Culture in the EFL Classroom Course Schedule

Week #	Lecture/ Tutorial (L/TS)	Content	Teaching/ Learning Activities and Materials	Assessment Methods
Week 1	1h 30 minutes (L)	• The process of teaching culture while teaching English • A reminder of the link between language and culture. • Recognizing the influence of the source culture on the teaching practices of teachers (it influences the selection of content, materials, activities, interpretation of concepts from other cultures...etc.) *Explanation of project work, the what, why, how and when? (Lesson plan analysis/ Classroom observation/ interviews) and Group work policy*	• Lecture: theoretical notions • Lesson plans Analysis • Group/ pair work • Open debates • Critical incidents • Audiovisual materials such as videos, audios pictures... etc. • Extra Reading specifications • Outside of class materials (videos, PDFs, interviews with in-service teachers, important links… etc.) • Role plays • Assimilators	• In-class questions • Debates • Lesson plan to analyze for the inclusion of cultural elements • Analyzing of EFL teaching critical incidents • Classroom observations with in-service teachers • Interviews with in-service teachers • Textbook analysis for cultural representations • Written assignments • Student peer/ group assessment • Multiple-
Week 2	1h 30 minutes (TS)	The TS should be devoted to practicing the information presented in the lecture.		
Week 3	1h 30 minutes (L)	• The teacher as a cultural mediator: teacher qualities for appropriate culture and language teaching o Intercultural communicative competence of the teacher o Neutrality o Prevention of negative stereotypes o Openness		
Week 4	1h 30 minutes (TS)	The TS should be devoted to practicing the information presented in the lecture.		
Week 5	1h 30 minutes (L)	• Factors to consider when integrating culture with middle and secondary school pupils (young learners): Part 1 o Source culture identity o The nature of cultural notions (big C, small c) o Cultural representations in the textbook o Objectives of the lesson itself		

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		o Audiovisual materials characteristics *Note.* Considering the various factors, it is recommended that this lesson be delivered in two lecture sessions	• Reflections	choice questions • Essay question (final examination)
Week 6	1h 30 minutes (TS)	The TS should be devoted to practicing the information presented in the lecture.		
Week 7	1h 30 minutes (L)	• Factors to consider when integrating culture with middle and secondary school pupils (young learners): Part 2 o Source culture identity o The nature of cultural notions (big C, small c) o Cultural representations in the textbook o Objectives of the lesson itself o Audiovisual materials characteristics		
Week 8	1h 30 minutes (TS)	The TS should be devoted to practicing the information presented in the lecture.		
Week 9	1h 30 minutes (L)	• The notion of experiential learning (explaining Kolb's (1984) cycle) • Common learning and assessment activities for culture integration and how to make learning experiential? o Critical incidents o Role plays o Comparison/contrast activities o Assimilations ...etc.		
Week 10	1h 30 minutes (TS)	The TS should be devoted to practicing the information presented in the lecture.		
Week 11	1h 30 minutes (L)	• The constituents of ICC • Knowledge • Attitudes • Skills		

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		• The assessment of students' ICC		
Week 12	1h 30 minutes (TS)	The TS should be devoted to practicing the information presented in the lecture.		
Week 13	1h 30 minutes (L)	• Teachers' self-development • Seeking for continuous development • Using reflective journals/diaries for constant modifications and improvements • Experimenting with a variety of different teaching methods and monitoring their effectiveness with different groups • Seeking frequent feedback from colleagues on teacher's progress		
Week 14	1h 30 minutes (TS)	The TS should be devoted to practicing the information presented in the lecture.		

It is to be noted that the submission of project work may occur over many sessions. For instance, beginning in 7, students may present their work during tutorial sessions. One group each session, with the remainder of each session allocated to additional module-related activities.

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The table presents a summary of the topics covered in the course titled "Teaching culture in the EFL classroom". Similar to the course of the first semester, this course is also organized into fourteen weeks of lecture and TSs, each lasting for 1h 30 minutes (see Appendix C). The topics covered include the process of teaching culture while teaching English, the teacher as a cultural mediator, factors to consider when integrating culture with different age groups, common learning and assessment activities for culture integration, the constituents of ICC, and teacher self-development. The course uses various teaching and learning activities such as lecture, lesson plan analysis, classroom observation, interviews, role plays, assimilators, reflections, audiovisual materials, and group work. Assessment methods include in-class questions, debates, critical incidents analysis, multiple-choice questions, essay question, and peer/group assessment.

7.4.1. Rationale for Specification of Content

In this section, the elements considered in the specification of content and their rationale are discussed in detail. It is important to carefully select the content that will be taught to ensure that it aligns with the objectives of the lesson.

7.4.1.1. Home Culture Influence on Teachers' Instructional Practices. The course titled "Teaching culture in the EFL classroom" aims to foster student-teachers' understanding of the impact of their own cultural background on their teaching practices, emphasizing the significance of self-awareness in this context. Teachers' teaching methods, materials selection, and explanations of cultural concepts can be influenced by their own source culture, which can result in cultural biases and ethnocentrism in the classroom. This can create barriers to learners' understanding and appreciation of other cultures. Hence, it is of paramount importance for future student-teachers to recognize their own cultural predispositions and endeavor to create a varied and comprehensive learning atmosphere for their students. Additionally, they should be open to modifying their instructional approaches

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and resources to better accommodate the cultural backgrounds of their pupils. By acknowledging the value of teaching culture alongside language and recognizing the influence of source culture on teaching beliefs and practices, first-year master's students will be better prepared to become culturally responsive teachers who can assist their students in developing ICC and appreciating cultural differences.

7.4.1.2. Importance of Teacher Education and Continuous Self-Development. Influencing pupils' learning and by extension, behavior, requires a concentration on student-teacher education. Inexperienced teachers may find it difficult to teach cultural topics without proper training and guidance. This study stresses the importance of teachers' self-development through teacher autonomy, as external factors such as teacher education programs are influenced by various variables and cannot be controlled. First year master's students, as student-teachers, should be educated on the significance of continuous self-development, especially in cultural education, and the practice of reflection should be emphasized. According to Katz (1993), it is imperative that future teachers cultivate a reflective practice as a means to foster their own professional development. Notably, the behavioral outcomes resulting from this objective are long-term and can only be evaluated once students transition into in-service teachers. However, raising the awareness of student-teachers concerning the significance of teacher education and continual growth constitutes a crucial initial step towards realizing long-term behavioral outcomes.

In conclusion of this section, it is emphasized that the precise delineation of course content is paramount to realizing the targeted goals and objectives. Specifically, the course in question aims to equip student-teachers with both theoretical and practical knowledge necessary for the effective incorporation of cultural elements into their English language teaching, thereby promoting their competence as future teachers. It is worth mentioning that content covered in this course is delivered in a more didactic and formal manner than the

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first. The reason being that it covers a wider range of theoretical concepts that students are required to understand rather than necessarily implement. Nonetheless, the study endeavors to integrate experiential learning whenever possible, particularly with regard to its affective and behavioral objectives.

7.5. Selecting Teaching/Learning Activities and Materials

The present course, much as the prior course, incorporates teaching and learning activities that facilitate active learning among student-teachers. The primary objective of this course is to equip student-teachers with the necessary knowledge and skills to competently integrate cultural elements into their potential future teaching practices. Consequently, it is imperative to ensure that student-teachers possess a thorough understanding of this information. Moreover, the choice of materials for this course should be influenced by the didactic and theoretical nature of the content. In contrast to the previous course that emphasized critical incidents and role-playing as in-class activities, this semester emphasizes the use of audio-visual aids such as audio, video, presentations with data projector, and recordings to facilitate students' understanding of teaching. Given that student-teachers have not yet begun teaching, it is crucial to provide them with a thorough understanding of actual classroom instruction.

This course emphasizes the use of varied instructional materials to aid in the comprehension and effective integration of cultural content by students in the culture module. Videos can serve as effective tools for demonstrating exemplary and deficient culture instruction practices, helping students to differentiate between appropriate and inappropriate practices. Sample lesson plans can be analyzed to provide insight into how culture is incorporated into theory and to enhance students' understanding of lesson planning components and purposes. Critical incidents related to teaching English and culture can be employed to depict authentic teaching scenarios and potential challenges. To enhance first-

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year master's students' familiarity with the course content and to promote their understanding of culture integration, pre-class reading assignments may be assigned. More information regarding these activities can be found in the literature (see Section 3.4, p 82).

To conclude, this section recommends that the teachers responsible for the culture module utilize resources that accurately depict real classroom scenarios and the challenges involved in teaching English and culture. Nonetheless, they are free to employ whatever instructional resources or learning activities they deem appropriate for the objectives of the lesson and the particular characteristics of their students, while also attempting to manage their own biases.

7.6. Assessment and Evaluation Policy

In educational programs, assessment and evaluation are essential components that ensure students are making progress towards their learning objectives. This section outlines the assessment and evaluation policy for the Teaching Culture in the EFL Classroom course, which includes a range of activities and criteria to measure student progress. The policy is designed to support the development of both cognitive and affective skills, as well as the integration of culture into the classroom.

7.6.1. Continuous Assessment Policy

Throughout the semester, students will be assessed through a variety of activities that demonstrate their progress in achieving cognitive, affective, and behavioral objectives. This assessment process is ongoing and will involve both individual and group work. The evaluation is divided into three parts: project work, attendance and participation, and in-class activities.

7.6.1.1. Project Work. The study proposes two types of projects. The first project is a lesson plan analysis. Here student-teachers will be provided with lesson plans in order to analyze the appropriate integration of culture with middle and secondary pupils

based on the many factors that need to be considered while integrating culture into the EFL classroom. The importance of this project is that student-teachers will be able to work on several dimensions or factors that characterize appropriate cultural integration. Not only will student-teachers analyze the "how" of culture integration but also its appropriateness. This project work can be related to both cognitive behavioral goals. Students are neither pre-service nor in-service teachers, if they can demonstrate an understanding of the lesson plan and an ability to assess a teacher's behavior in light of the plan, it is likely that they will consider culture integration in their future careers.

The second proposed project is the conduct of classroom observations and interviews with pre-service or in-service teachers. This might substitute for student-teachers not being able to actually teach within the classroom, as they can observe real teaching practices. Through classroom observations and interviews with teachers, student-teachers will be able to gain an in-depth understanding of several dimensions, assess the appropriate incorporation of culture, and determine the extent to which teachers truly support incorporation as reflected in their teaching practices. This will help student-teachers understand the nature of culture integration and the perceived challenges.

Both projects are to be held in group work. The teacher in charge of culture module determines the size of the groups. Also, the teachers have the option of assigning the student-teachers to work on one project and presenting the results at the end of the semester, or they may have each group focus on a different project. Therefore, the teacher has the flexibility and freedom to choose whatever is most appropriate for the given educational circumstance. It is essential that, upon completion of both projects, student-teachers present them orally. Each project culminates in students-led oral presentation. Assessing students-teachers' oral presentation skills is just as crucial as assessing their content understanding and application

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of critical thinking to their projects. More details regarding oral presentation assessment are found in the proposed course.

It should be emphasized that the suggested activities are not mandatory, and the teachers may choose to use other project-based tasks to measure student progress toward the learning outcomes. The teacher has the flexibility to decide what activities will be most appropriate for the given educational circumstance.

7.6.1.2. Attendance and Participation. Similar to the previous course, the continuous assessment has been already settled down by the department of the university where attendance and participation are highly emphasized.

7.6.1.3. In-Class Activities

In-class activities provide learners with the requirements to attain the predetermined objectives. They assist student-teachers in thinking like instructors and making educated decisions about different instructional scenarios and practices. In-class activities include, among others, classroom discussions, role plays, and critical incidents. The primary objective is for student-teachers to use their knowledge and engage actively in the learning process. Theory-based learning is insufficient since it emphasizes lower order thinking skills; thus, TSs should largely involve activities and practice.

Although the teacher in charge of the culture module will make every attempt to assist students improve, it is ultimately the students' duty to exert the necessary effort. The success of the course is contingent upon the collaborative efforts of both the teacher and the students.

7.6.2. Final Examination Policy

Similar to the previous course, the examination consists of essay questions. It may include writing an essay on the appropriate integration of culture and the many considerations. Student-teachers may analyze a case or a teaching scenario from several

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perspectives. It can be whatever sort of open-ended questions that stimulates students-teachers' thoughts and critical thinking, as opposed to mere information retention.

It is crucial to note that all these assessment activities can showcase the learning of student-teachers and the attainment of objectives, especially cognitive and affective ones. In addition, behavioral outcomes are also included in the classification of goals and objectives for this semester, as they are to a certain extent assessed. It is acknowledged that behavioral outcomes will not be evident until student-teachers join the teaching profession and demonstrate, through their actions, whether or not they put their knowledge into practice or value the integration of culture in the classroom. It can, however, be inferred that a student-teacher' s future behavior towards culture integration may be influenced by his ability to analyze lesson plans for integrating cultural elements and ensure that cultural elements are adequately represented in textbooks, even if the student-teacher cannot yet demonstrate actual classroom teaching practices. As such, it is logical to assume that these student-teachers will likely integrate the concepts of culture into their lessons once they enter the teaching profession.

7.6.3.   *Description of Grading Criteria*

The grading criteria for the current semester are based on the data furnished on the official "canevas" document, much like those of the previous semester (see Appendix C).

7.6.3.1. Continuous Assessment. The continuous assessment component of the Teaching Culture in the EFL Classroom course allocates 50% of the final grade and encompasses three components. The first component is attendance and participation in the tutorial sessions, which constitutes 25% or 5 points of the overall grade. The second element is in-class activities, such as role plays and presentations, which also carries a weightage of 25% or 5 points. The final element is project work, which is graded on a 50% weightage or 10 points. This includes 5 points for the written form and 5 points for the oral presentation,

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although the allocation of points for the oral presentation may vary depending on the teacher's preferences. The total weightage for continuous assessment is 100% or 20 points, as summarized below:

- Attendance and participation: 25% = 5 points

- In-class activities/role plays/presentations: 25% = 5 points

- Project work: 50% = 10 points (5 points for the written form and 5 points for the oral presentation or as per the teacher's preference)

- Total: 100% = 20 points.

7.6.3.2. Final Examination. The final examination is the other component of the overall grade in this course, accounting for 50% of the final grade. The final exam is typically held at the end of the course and covers the material taught throughout the module. The total weightage for the final exam is 100% or 20 points.

Similar to the previous course, the final grade of the culture module is calculated by combining the scores obtained from continuous assessment and the final examination. The combined score is then divided by two to obtain a single score representing the module's overall performance. Consideration of the coefficient is important as well.

At the conclusion of this section, the presented assessment and evaluation policy furnishes a comprehensive framework for measuring student-teachers' progress in a specific course. The policy encompasses a diverse range of activities and evaluation criteria that facilitate the development of both cognitive and affective skills and promote the incorporation of cultural components in the classroom. The objective of the policy is to equip student-teachers with the essential knowledge and skills to effectively integrate culture into their teaching practices, thereby preparing them for their potential future careers.

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7.7. Alignment between Learning Objectives, Teaching/ Learning Activities and Materials, and Assessment Methods

The significance of alignment within a course cannot be overemphasized, as it establishes a coherent connection between the diverse components of the course, including the learning objectives, content, instructional activities, and assessment methods. Alignment is achieved when the assessment methods are capable of accurately measuring whether the students have achieved the desired objectives. A poorly designed and ineffective course can result from a lack of alignment among its components. This study aimed to ensure alignment among these components by examining their nature and purpose, recognizing their interdependence. To achieve alignment, several rounds of back-and-forth modifications were undertaken. The following table illustrates the established alignment between the various elements of the designed course.

Table 7.2

Alignment between Learning Objectives, Teaching/Learning Activities, and Assessment Methods in the Teaching Culture in the EFL Classroom Course

	Learning Objectives	Teaching/ Learning Activities	Assessment methods
Cognitive Objectives	Acknowledge the value of teaching culture alongside language.	Lectures Critical incidents Kolb's Cycle	In-class questions Debates Critical incidents
	Recognize the influence of the source culture on teachers' teaching beliefs and practices.	Lectures in-class discussion Critical incidents	In-class questions Debates Critical incidents
	Recognize the influential role of teachers in the classroom in molding pupils' understanding and beliefs about their own culture and the target culture (s).	Lectures in-class discussion Critical incidents	In-class questions Debates Critical incidents
	Understand and explain necessary factors that should be considered to appropriately integrate culture in an EFL classroom.	Lectures in-class discussion Critical incidents	In-class questions Debates Critical incidents
	Explain experiential learning techniques to language-and-culture teaching.	Lectures in-class discussion Critical incidents	In-class questions Debates Critical incidents
	Understand and explain the components of intercultural communicative competence.	Lectures in-class discussion Critical incidents	In-class questions Debates Critical incidents
	Explain how to assess the various components of the intercultural communicative competence.	Lectures in-class discussion Critical incidents	In-class questions Debates Critical incidents

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Affective Objectives	Appreciate the integration of culture in the EFL classroom and their role in their future roles as culture teachers in addition to language teachers.	Lectures in-class discussion Critical incidents Kolb's Cycle	Classroom observation Interviews with teachers Critical incidents
	Appreciate the importance of ongoing development through teacher autonomy in order to develop their intercultural communicative competence and assist students in developing theirs.	Lectures In-class discussion	Classroom observation Interviews with teachers Critical incidents
Behavioral Objectives	Analyze lesson plans for appropriate culture integration based on a range of factors.	Lectures In-class discussion	Lesson plan analysis Critical incidents Role plays
	Examine and distinguish appropriate and inappropriate classroom culture teaching practices.	Lectures In-class discussion	Classroom observation Role plays Peer-assessment after presenting the project work

The provided table demonstrates how the learning objectives are being appropriately assessed using a variety of methods, such as in-class questions, debates, critical incidents, classroom observations, interviews with teachers, role plays, and peer-assessment. Each method used to evaluate the objectives is closely aligned with the intended knowledge or skill that student-teachers are expected to gain. For instance, the objective to "analyze lesson plans for appropriate culture integration" is evaluated through lesson plan analysis, which is a suitable method for testing this particular skill. By utilizing a range of assessment methods, student-teachers are evaluated thoroughly and impartially. The affective objectives are evaluated through classroom observation, interviews with teachers, critical incidents, lectures, in-class discussion, and Kolb's (1984) cycle. The behavioral objectives are evaluated through lesson plan analysis, critical incidents, role plays, classroom observation, peer-assessment, lectures, and in-class discussion. This alignment of objectives with appropriate assessment methods ensures that the components of the course work together seamlessly, resulting in a well-organized and effective teaching and learning approach. Including various assessment methods ensures that student-teachers are assessed thoroughly in achieving the intended learning outcomes.

In addition to the assessment methods, the table also highlights the teaching and learning activities that align with each objective. The activities listed include lectures, in-

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class discussion, debates, critical incidents, and role plays. These activities are designed to help student-teachers acquire the specific knowledge or skills needed to achieve the learning objectives. For example, the objective to "recognize the influential role of teachers in the classroom in molding pupils' understanding and beliefs about their own culture and the target culture (s)" is aligned with activities such as in-class discussion, debates, and critical incidents. These activities help student-teachers engage with the material and develop their critical thinking skills. The use of a variety of teaching and learning activities ensures that student-teachers are exposed to multiple modes of learning, which can help to reinforce their understanding of the material. This table highlights the importance of alignment in course design, which guarantees that the components of the course are consistent, relevant, and contribute to achieving the learning objectives.

7.8. The Proposed Teaching Culture in the EFL Classroom Course

After considering the information presented in the different sections discussed in this chapter, along with the underlying rationale for their inclusion, a course has been proposed for the second semester. This proposed course aims to address the shortcomings of the current ACC. It serves as an answer to the second research question, namely: what would a "Teaching Culture in the EFL Classroom" course for semester two encompass in terms of prerequisites, course description, learning goals and objectives, course schedule, description of   activities   and   assessment   criteria   and   course   policies.

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Teaching Culture in the EFL Classroom Course (Semester 2)

Coefficient: 2

Credits: 2

Instructor's Information:

Instructor's Meeting Time and Location:

Course Time:

Course Location:

Mode of Instruction:

Content Overview

Table 1

Content Overview of Cross-Cultural Communication Course

Section	Page
Course Prerequisites	
Course Description	
Learning Goals and Objectives	
Course Schedule (Overview Table)	
Suggested Teaching/ Learning Materials	
Description of Grading Criteria	
Table: Alignment between Learning Objectives, Teaching/ Learning Activities, and Assessment Methods	
Course Policies	

Prerequisites

To enroll in this course, a foundational understanding of culture and cross-cultural communication is required.

Course Description

The "Teaching Culture in the EFL Classroom" course is intended for first-year master's students who are potential EFL teachers. Its primary objective is to provide them with a comprehensive understanding of the incorporation of culture into English language education, encompassing the characteristics of cultural integration and the difficulties associated with it. The course emphasizes the significance of the teacher's role in shaping the learning encounters of their pupils. It explains notions of ICC of the teacher and how the home culture influences teachers' teaching practices. The course concludes with sensitizing students with the importance of teachers' continuous self-development to broaden their perspectives regarding culture integration and improve their in-class practices in a manner that decreases bias and promotes neutrality and global citizenship. By the end of the course, students are anticipated to have covered theoretical as well as practical concepts related the appropriate integration of culture in the EFL classroom which will aid them in their potential future careers as teachers.

The course's underlying philosophy, from which its learning objectives and content are derived, is that any desired change in teachers' classroom practices begins with a deliberate rethinking of their own views of language and culture education. This is possible via self-awareness and continuous introspection. This course aims primarily to familiarize student-teachers with the nature of teaching culture in an EFL context and to equip them with

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suitable methods for integrating culture. This increases the likelihood that students will opt for an intercultural approach to English language instruction when they become teachers.

Learning Goals

There are three overarching goals for this course. It attempts, from a cognitive standpoint, to raise students' understanding of culture integration and the factors that contribute to the process. From a behavioral standpoint, it aims to improve students' ability to critically analyze and distinguish appropriate culture integration practices. From an affective standpoint, it seeks to promote students' appreciation of culture integration as well as teachers' professional development.

Learning Objectives

By the end of the course, students are expected to be able to perform the following objectives.

Cognitive Objectives

- Acknowledge the value of teaching culture alongside language.
- Recognize the influence of the source culture on teachers' teaching beliefs and practices.
- Recognize the influential role of teachers in the classroom in molding pupils' understanding and beliefs about their own culture and the target culture (s).
- Understand and explain necessary factors that should be considered to appropriately integrate culture in an EFL classroom.
- Explain experiential learning techniques to language-and-culture teaching.
- Understand and explain the constituents of intercultural communicative competence.
- Explain how to assess the various constituents of the intercultural communicative competence.

Affective Objectives

- Appreciate the integration of culture in the EFL classroom and their future roles as culture teachers in addition to language teachers.
- Appreciate the importance of ongoing development through teacher autonomy in order to develop their intercultural communicative competence and assist students in developing theirs.

Behavioral Objectives

- Analyze lesson plans for appropriate culture integration based on a range of factors.
- Examine and distinguish appropriate and inappropriate classroom culture teaching practices.

Course Schedule (Overview)

Table 2
Overview of Teaching Culture in the EFL Classroom Course Schedule

Week #	Lecture/ Tutorial (L/TS)	Content	Teaching/ Learning Activities and Materials	Assessment Methods
Week 1	1h 30 minutes (L)	• The process of teaching culture while teaching English • A reminder of the link between language and culture. • Recognizing the influence of the source culture on the teaching practices of teachers (it influences the selection of content, materials, activities, interpretation of concepts from other cultures...etc.) *Explanation of project work, the what, why, how and when? (Lesson plan analysis/ Classroom observation/ interviews) and Group work policy*	• Lecture: theoretical notions • Lesson plans Analysis • Group/ pair work • Open debates • Critical incidents • Audiovisual materials such as videos, audios pictures... etc. • Extra Reading specifications • Outside of class materials (videos, PDFs, interviews with in-service teachers, important links… etc.) • Role plays	• In-class questions • Debates • Lesson plan to analyze for the inclusion of cultural elements • Analyzing of EFL teaching critical incidents • Classroom observations with in-service teachers • Interviews with in-service teachers • Textbook analysis for cultural representations • Written assignments • Student peer/ group
Week 2	1h 30 minutes (TS)	The TS should be devoted to practicing the information presented in the lecture.		
Week 3	1h 30 minutes (L)	• The teacher as a cultural mediator: teacher qualities for appropriate culture and language teaching o Intercultural communicative competence of the teacher o Neutrality o Prevention of negative stereotypes o Openness		
Week 4	1h 30 minutes (TS)	The TS should be devoted to practicing the information presented in the lecture.		
Week 5	1h 30 minutes (L)	• Factors to consider when integrating culture with middle and secondary school pupils (young learners): Part 1 o Source culture identity o The nature of cultural notions (big C, small c)		

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		o Cultural representations in the textbook o Objectives of the lesson itself o Audiovisual materials characteristics *Note.* Considering the various factors, it is recommended that this lesson be delivered in two lecture sessions	• Assimilators • Reflections	assessment • Multiple-choice questions • Essay question (final examination)
Week 6	1h 30 minutes (TS)	The TS should be devoted to practicing the information presented in the lecture.		
Week 7	1h 30 minutes (L)	• Factors to consider when integrating culture with middle and secondary school pupils (young learners): Part 2 o Source culture identity o The nature of cultural notions (big C, small c) o Cultural representations in the textbook o Objectives of the lesson itself o Audiovisual materials characteristics		
Week 8	1h 30 minutes (TS)	The TS should be devoted to practicing the information presented in the lecture.		
Week 9	1h 30 minutes (L)	• The notion of experiential learning (explaining Kolb's (1984) cycle) • Common learning and assessment activities for culture integration and how to make learning experiential? o Critical incidents o Role plays o Comparison/contrast activities o Assimilations ...etc.		
Week 10	1h 30 minutes (TS)	The TS should be devoted to practicing the information presented in the lecture.		
Week 11	1h 30 minutes (L)	• The constituents of ICC • Knowledge • Attitudes		

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		• Skills • The assessment of students' ICC		
Week 12	1h 30 minutes (TS)	The TS should be devoted to practicing the information presented in the lecture.		
Week 13	1h 30 minutes (L)	• Teachers' self-development • Seeking for continuous development • Using reflective journals/diaries for constant modifications and improvements • Experimenting with a variety of different teaching methods and monitoring their effectiveness with different groups • Seeking frequent feedback from colleagues on teacher's progress		
Week 14	1h 30 minutes (TS)	The TS should be devoted to practicing the information presented in the lecture.		

It is to be noted that the submission of project work may occur over many sessions. For instance, beginning in week 7, students may present their work during tutorial sessions. One group each session, with the remainder of each session allocated to additional module-related activities.

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Suggested Teaching/ Learning Materials

The below-listed materials may be accessed and/ or downloaded online through this link:

https://drive.google.com/drive/folders/1Zlr1IZfR_y_jWyPauJN3nTwbfDQ1k4fe?usp=sharing

Or through this link:

https://www.dropbox.com/sh/g5pt0u0st6f5w67/AACI4YTIyj3vAb5CsZ-DAdQca?dl=0

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Description of Grading Criteria

In this course, 50% of the grade goes to final examination and 50% goes to continuous assessment (in the tutorial session). Students will be evaluated based on their performance as follows.

Continuous Assessment Includes: (20/20)

- Attendance and participation 25% = 5 points
- In-class activities/ role plays / presentations: 25% = 5 points
- Project work 50% = 10 points (5 points for the written form and 5 points for the oral presentation of the project or it depends on teacher's preferences)

  Total: 100% = 20 points

Final Examination (20/20)

- Final examination 100% = 20 points

In the end, there are two grades: one from the tutorial session and the other from the exam; both grades are summed together and divided by 2 to get a single grade representing the grade for the entire module. For example, if the Tutorial sessions grade was 15/20, and the exam grade was 14/20, then the module's total grade would be (15 + 14) / 2 = **14.5/20**

It is important to note the culture module has coefficient of 2. In this case, the weight of the module is doubled, and its score is multiplied by 2 before being added to the other module scores. For instance, if a student scores 16/20 in the culture module, and the coefficient is 2, then the score for the culture module becomes 16 x 2 = 32. This score is then added to the scores of the other modules, and the total is divided by the sum of the coefficients to calculate the final grade.

Final Examination Description

The exam will be an essay question and is graded on 20/20. The essay needs to follow this format:

- **Introduction:** The student needs to make definitions of major key terms that are available in the question. An introduction should provide the context for the entire essay. The student has to provide a strong thesis statement that directly addresses the question.
- **Body**: Here, the student needs to include three paragraphs; each paragraph tackles a main idea. The student's writing needs to demonstrate that they draw on and apply what has been learned in the module. The student needs to demonstrate critical thinking (not purely descriptive) and support and illustrate their ideas with arguments. Here, the student needs to indicate the ability to suspend judgments, decenter and tackle the topic from a point of relativism.

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- **Conclusion**: The student is expected to indicate how the concepts tackled in the body impacted their own understanding. The conclusion should not only summarize or restate what has been mentioned before in the body of the essay.

- **Structural Elements**: The student needs to respect the structure of the essay (introduction, body, conclusion) and avoid spelling and grammar mistakes as they will negatively impact their mark. The student needs to demonstrate the ability to manage exam time. The student should not forget to mention the title of their essay. If the student provides examples or arguments from sources they have read, they need to make sure to cite them correctly.

Grading Criteria for the Exam Essay Question

In the process of evaluating a student's work, several criteria ought to be taken into account to determine the quality of their response. The initial criterion is the relevance of the answer to the question, with emphasis on the need to avoid discussing unrelated matters and to address the question adequately. The second criterion is the thoroughness of the answer, which requires that the student provides all necessary details and information to tackle the question. The third criterion is critical thinking, which entails the development of main points and the integration of critical thinking in the response. The fourth criterion is the organization and logic of the answer, which necessitates that the response presents a clear and logical argument with smooth transitions between ideas. Lastly, the mechanics of writing, such as clarity, spelling, punctuation, and grammar, should be assessed.

Grading Criteria for Lesson Plan Analysis

The analysis task has two forms, a written form and an oral presentation form.

Lesson Plan Analysis Report

The analysis report helps students observe and analyze real teaching practices and substitutes, to some extent, the absence of actual teaching from their part. Information regarding the analysis project as well as assignment of groups should be done in the first session to provide students with more space for the preparation of this project.

Students are supposed to know and have studied the factors / criteria based on which the analysis is carried. These criteria are related to students, teachers, context (the teaching situation), content of the lesson (the objectives, materials, activities, assessment) and textbook. Students shall ask teachers to provide them with a copy of their lesson plan (s) and analyze it based on the previously mentioned criteria for

- Inclusion of culture notions.
- The appropriacy of such inclusion

Based on this analysis, students evaluate the lesson plan and indicate

- The extent to which the lesson plan integrates culture in language teaching.
- Their suggestions for improving the lesson plan.

By the end, students write a report that tackles all these points (the inclusion of cultural elements with examples, the extent of such inclusion and suggestions for improving the lesson plan).

Apart from the lesson plan analysis task, students can carry on a classroom observation for the presentation of this lesson plan inside the classroom with an observation checklist to

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cross-validate their findings. Also, students can carry an interview with the corresponding teacher to ask questions related to the lesson plan and the actual teaching in relation to culture integration. The current study suggests that this should be supplementary and optional. Students who carry a classroom observation and an interview are supposed to have extra points compared to those who perform classroom observation only.

Similar to essay question grading criteria, some of these criteria will be used to grade the report with a main focus on their ability to demonstrate critical thinking and a deep grasp of the knowledge learnt in class. The report pages number shall be specified by the teacher, and will be verified against plagiarism. The teacher ensures students to check the grammar and spelling mistakes as they have an impact on the final score of this report. The report can be handed to the teacher directly or sent online depending on the teacher's preferences.

Lesson Plan Analysis Oral Presentation

In the oral presentation, students are expected to present your experience and what have you learnt from the lesson plan analysis. Students are required to prepare a PowerPoint presentation with your group (4-5 students) and rehearse it beforehand because any member who's not well prepared will impact the score of the presentation. A soft version of the work (both the written report and PowerPoint documents) must be submitted to the teacher. The presentation should not exceed 30 minutes and you need to demonstrate the following.

- Which lesson plan you have chosen for analysis (The topic, the content, the materials used, the level of students) and why?
- Describe the targeted lesson plan
- Provide Detailed analysis based on the studied criteria. for example, was there any cultural notions in the content, provide examples, and a comment on that) in the learning activities... etc.,
- An evaluation of appropriate integration if available.
- Perceived suggestions for the improvement of culture integration for this specific lesson and justify your suggestions.

Upon completion of presentation, you are supposed to display understating, ability to develop arguments and express yourself clearly in the debate following your presentation.

Grading Criteria for the Oral Presentation

In evaluating students' oral presentations, multiple criteria will be employed. The first criterion pertains to factual information, wherein students will be assessed based on their ability to employ a substantial number of facts to support their arguments. The second criterion relates to comprehension, and students' capability to demonstrate a comprehensive understanding of the presented information. The third criterion concerns persuasiveness, and the evaluation of students' logical reasoning and persuasive ability. The fourth criterion involves delivery, and the assessment of students' capacity to communicate with clarity, confidence, and appropriate nonverbal communication techniques such as eye contact, voice inflection, and delivery rate. The fifth criterion is rebuttal, and students' ability to provide counter-evidence to address opponent arguments will be assessed. The performance level of each criterion will be rated on a scale of 1 to 5, with a total score out of 5 being assigned to each student. It is worth mentioning that these criteria are merely recommendations, and teachers may include additional criteria that they deem necessary to evaluate student work.

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Alignment between Learning Objectives, Teaching/ Learning Activities, and Assessment Methods

Table 3

Alignment between Learning Objectives, Teaching/Learning Activities, and Assessment Methods

	Learning Objectives	Teaching/ Learning Activities	Assessment methods
Cognitive Objectives	Acknowledge the value of teaching culture alongside language.	Lectures Critical incidents Kolb's Cycle	In-class questions Debates Critical incidents
	Recognize the influence of the source culture on teachers' teaching beliefs and practices.	Lectures in-class discussion Critical incidents	In-class questions Debates Critical incidents
	Recognize the influential role of teachers in the classroom in molding pupils' understanding and beliefs about their own culture and the target culture (s).	Lectures in-class discussion Critical incidents	In-class questions Debates Critical incidents
	Understand and explain necessary factors that should be considered to appropriately integrate culture in an EFL classroom.	Lectures in-class discussion Critical incidents	In-class questions Debates Critical incidents
	Explain experiential learning techniques to language-and-culture teaching.	Lectures in-class discussion Critical incidents	In-class questions Debates Critical incidents
	Understand and explain the components of intercultural communicative competence.	Lectures in-class discussion Critical incidents	In-class questions Debates Critical incidents
	Explain how to assess the various components of the intercultural communicative competence.	Lectures in-class discussion Critical incidents	In-class questions Debates Critical incidents
Affective Objectives	Appreciate the integration of culture in the EFL classroom and their role in their future roles as culture teachers in addition to language teachers.	Lectures in-class discussion Critical incidents Kolb's Cycle	Classroom observation Interviews with teachers Critical incidents
	Appreciate the importance of ongoing development through teacher autonomy in order to develop their intercultural communicative competence and assist students in developing theirs.	Lectures In-class discussion	Classroom observation Interviews with teachers Critical incidents
Behavioral Objectives	Analyze lesson plans for appropriate culture integration based on a range of factors.	Lectures In-class discussion	Lesson plan analysis Critical incidents Role plays
	Examine and distinguish appropriate and inappropriate classroom culture teaching practices.	Lectures In-class discussion	Classroom observation Role plays Peer-assessment after presenting the project work

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<u>Course Policies</u>

Students are expected to adhere to the following guidelines.

Attendance Policy

Students' attendance is mandatory either in lecture or tutorial sessions. The absence in tutorial sessions needs to be justified in order not to be counted as an absence. Three unjustified absences will lead to the student's exclusion from the module.

Academic Integrity Policy

This study believes that cheating and plagiarism should not be tolerated. Plagiarism is the act of using someone else's words or ideas without giving credit to the original source. Park (2003) defines plagiarism as "stealing the words or ideas of someone else and passing them off as one's own without crediting the source" (p. 472). To avoid plagiarism, students must provide proper references and citations when using someone else's work. They can use plagiarism check software programs like Turnitin to check the percentage of similarity. It is recommended for students to aim for a plagiarism percentage of 15%-25% (depending on the teacher's preference). Grammar, spelling, and punctuation also play a crucial role, and students should use tools like Grammarly to correct their work before submitting it.

Late Work Policy

Students are provided enough time to prepare and submit their assignments. Therefore, late work will not be accepted without valid and legitimate justifications.

The Use of Electronics Policy

Students can use electronic devices such as laptops, tablets, and phones during class to take notes, consult an e-dictionary, or do a quick search on Google for lesson-related information. Inappropriate and repetitive use of electronics such as texting friends, playing games, connecting on social media, or consulting websites for non-class purposes will eventually remove the privilege to use such devices for all class. In general, using electronic devices for disturbance purposes is not allowed and may cause the student to leave the classroom.

Note. Teachers can modify this course to suit their preferences and their instructional situation

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7.9.   Sample Lesson Plan

In this section, an exemplary lesson plan for the second semester has been devised by incorporating the information from the course designed by the Teaching Culture in the EFL Context. The objective behind its creation is to exemplify how instructors can utilize the designed course to plan their lessons.

7.9.1.   Rationale for Lesson Plan Choices

This section provides a comprehensive account of the decisions taken in designing a lesson plan for an upcoming lecture. This lesson is a crucial component of the course for weeks 5 and 7, comprising two lecture sessions. The main aim of this endeavor is to tackle the multiple variables related to the integration of culture and education among pupils of middle and high schools, aged between 10-15 and 15-18 years, respectively, conforming to the standards of the Algerian educational framework. In week 5's lecture session, the lesson plan addresses the factors of source culture identity and the nature of cultural notions (big C, small c), whereas in week 7's lecture session, it delves into the factors of cultural representations in the textbook, the objectives of the lesson, and the characteristics of audiovisual materials used in the lesson. It is important to note that the selection of this particular content element to develop a lesson plan for was arbitrary. Preceding the presentation of the lesson plan, the rationale for its formulation is explicated.

7.9.1.1. Objectives of the Lesson. The objectives for this lesson have been derived from the course design's list of goals and objectives, and they consist of the following.

● Understand and explain necessary factors that should be considered to appropriately integrate culture in an EFL classroom. (**Cognitive objective**)

● Appreciate the integration of culture in the EFL classroom and their future roles as culture teachers in addition to language teachers. (**Affective objective**)

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● Examine and distinguish appropriate and inappropriate classroom culture teaching practices. **(Behavioral objective)**

7.9.1.2. Teaching/Learning Materials. Regarding the materials used in this lecture, they included various books listed in the Suggested Teaching/Learning Materials section. These materials served as a valuable resource in the preparation of the lesson content. The books that shaped content and materials of this lesson are:

Banks, J. A., & Banks, C. A. M. (Eds.). (2019). Multicultural education: Issues and perspectives. John Wiley & Sons.

Cameron, L. (2001). Teaching languages to young learners. Cambridge university press.

Gardner, P. (2001). Teaching and Learning in Multicultural Classrooms. [ebook] Available at:

https://archive.org/details/teachinglearning0000gard/page/n5/mode/2up?q=objectives &view=theater

Hofstede, G., Hofstede, G. J., & Minkov, M. (2005). Cultures and Organizations: Software of The Mind. Revised and Expanded 3rd Edition. N.-Y.: Mcgraw-Hill, 560.

Maxom, M. (2010). Teaching English as a foreign language for dummies. John Wiley & Sons.

Morrison, G. S. (2012). Early Childhood Education Today. Pearson.

Ore, T. E., & Kurtz, P. (2000). The social construction of difference and inequality. Mayfield Publishing. Available at: https://archive.org/details/socialconstructi00oret/mode/2up?q=The+social+constructio n+of+difference+and+inequality

Samovar, L. A., Porter, R. E., Mcdaniel, E. R., & Roy, C. S. (2015). Intercultural Communication: A Reader. Cengage Learning.

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Samovar, L. A., Porter, R. E., McDaniel, E. R., & Roy, C. S. (2017). Communication

between cultures. Cengage Learning.

It is worth noting that certain materials, such as videos and images, have been sourced

from a variety of online sources due to their illustrative relevance as they are intended to

supplement and support the learning objectives of the lesson.

7.9.1.3. Lesson' s Content. The presentation of each factor followed a consistent

three-step pattern.

Step One: Definition and explanation of the factor

Step Two: Examples for reflection

Step Three: Discussion and clarification of any misunderstandings

This pattern aims to familiarize student-learners with the factor and provide opportunities

for reflection and clarification, with the goal of enhancing the effectiveness of the lesson.

Regarding the content, the factor of source culture identity is of particular importance

in this lesson, as it focuses on the need to consider young pupils' identity in order to avoid

potential threats that may be caused by the inappropriate selection of material. While there

are many types of identities, the focus of this lesson is specifically on source culture identity

and its role in the language learning process.

During the first semester, student-teachers delved into the intricate details of the

concept of identity. In the current semester, they are expanding their knowledge and

developing novel insights based on their previous learnings. It is noteworthy that the first

semester also covered the notion of native and foreign cultures, thus creating a

complementary course structure. By exploring the significance of identity in the process of

language acquisition and augmenting their prior knowledge, student-teachers can effectively

enhance their intercultural competence.

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7.9.1.4. Assessment and Evaluation Policy. With regards to assessment, the examples provided for each factor triggers reflections and debates. To assess students-teachers' comprehension and understanding of the material, the teacher responsible for the culture module may observe and evaluate their participation in class discussions and activities. This includes their ability to reflect on and debate the examples provided, as well as their ability to communicate their thoughts and ideas effectively.

7.9.1.5. Alignment of Major Lesson Constituents. The lesson plan exemplified in this section exhibits coherence among its fundamental components, encompassing the lesson's objectives, teaching and learning resources, content, and assessment policies. The lesson's goals align directly with the instructional materials and tools, such as books and online resources, which furnish an extensive comprehension of the diverse elements to be contemplated while integrating culture in the EFL classroom. The content of the lesson also aligns with its objectives, with the three-step pattern that effectively familiarizes student-teachers with each factor, provides opportunities for reflection and clarification, and enhances their intercultural competence. The assessment and evaluation policy also aligns well with the lesson's objectives and content, with a focus on observing and evaluating students' participation in class discussions and activities to assess their comprehension and understanding of the material. Ultimately, this lesson plan demonstrates a thoughtful and intentional alignment of its major constituents, which is crucial for effective teaching and learning.

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7.9.2. Sample Lesson Plan

Module: Teaching Culture in the EFL Classroom

Grade: First-Year Master's Level

Session Type: Lecture Session

Duration: 90 Minutes

Week: 03

Topic: Factors to Consider When Integrating Culture with Middle and Secondary school pupils (Young Learners): Parts 1 and 2.

- o Source culture identity

- o The nature of cultural notions (big C, small c)

- o Cultural representations in the textbook

- o Objectives of the lesson itself

- o Audiovisual materials characteristics

Materials Required: Data projector, videos, images, critical incidents.

Objectives

By the end of this lesson, students are expected to be able to:

- Understand and explain necessary factors that should be considered to appropriately integrate culture in an EFL classroom.

- Appreciate the integration of culture in the EFL classroom and their future roles as culture teachers in addition to language teachers.

- Examine and distinguish appropriate and inappropriate classroom culture teaching practices.

Table 7.3

Lesson Plan Sample for the Proposed Teaching Culture in the EFL Classroom Course

Stage & Time	Teacher's Objective	Procedure		Materials	Interaction
		Teacher (How you would teach?)	Students (What would students be doing?) = Ss		
(Part 1) **Warm-Up** **10 min**	To get students' attention and set context for the session. To get students understand the meaning of the term "appropriate" To get students to brainstorm factors that they think may influence their future decision regarding culture integration with EFL young learners	• The teacher greets students and turn on the data projector. • The teacher asks students: As a potential future teacher with a master's degree, it is important to consider the responsibilities that come with this role. In your opinion, what are the primary responsibilities of a teacher in the middle school or secondary education system, whether in the public or private sector? • The teacher continues: suppose you are teaching first-year middle school students who are true beginners and have an age range of 11-12 years old. Watch this video and decide whether you will integrate it as teaching material with these learners? why? (Super Simple Songs - Kids Songs, 2019) ● The teacher encourages students to ask questions at any point during the lesson where they feel the need for clarification. • From students' responses, the teacher defines the word "appropriate" which will be used throughout the lecture. • The teacher writes on the board students' brainstormed ideas where he will not erase them till the end of the session and from which he will define the factors that they will tackle in this lesson and the	o Ss try to provide responses regarding their perceptions of their future roles. o Ss watch the video and brainstorm some ideas as to why or why not they would introduce this video in their lessons. o Students are expected to listen attentively to the teacher as s/he presents the lesson, and are encouraged to take notes whenever possible.	Leading Questions A YouTube video of the Alphabets' song with a Halloween theme	T-Ss Ss-T

		upcoming. 1. Source culture identity 2. The nature of cultural notions (big C, small c) 3. Cultural representations in the textbook 4. Objectives of the lesson itself 5. Audiovisual materials characteristics		

Presenta tion
 	
Factor 1
 	
40 min
	To help students understand how celebrations as an example relate to EFL learners' cultural identity.
	
	To help students' recall information about native cultural identities that they studied during the first semester.
		<u>Factor 1: Source Culture Identity</u>
		
		• The teacher asks students the questions:
		
		   • Does the provided video align with the source culture of the students?
		   • How does the video provided earlier compare to your culture in terms of similarities and differences?
		
		• The teacher provides the definition of source culture identity.
		
		Ore and Kurtz (2000) defines cultural identity as "the set of meanings, values, behaviors, and symbols that a person associates with membership in a particular group or culture" (p.3).
		
		 Samovar et. al (2015) mentioned that diverse groups can create a cultural system of symbols used, meanings assigned to the symbols, and ideas of what is considered appropriate and inappropriate. When the groups also have a history and begin to hand down the symbols and norms
			o Ss respond to the questions		T-Ss
					
					Ss-T
					
					T-Ss

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		to new members, then the groups take on a cultural identity. Cultural identity is the particular character of the group communication system that emerges in the particular situation. (p.56).			
	To help students understand the reasons for considering the source culture of young students in cultural integration in the classroom and to increase their awareness of the potentially fluid nature of their cultural identity.	Young pupils start to shape their cultural identity based on their parents' influence. According to Hofstede, Hofstede, and Minkov (2005) "The way parents live their own culture provides the child with his or her" (p.424). Samovar et. al (2017) agree with this claim mentioning that "the family is most instrumental in the early stages of the socialization process that establishes a child's personal identity" (p.72) **The nature of source culture identity** Young pupils are said to be in the process of shaping their native culture identity. which means that it is currently shaky and unstable. Its foundations are not complete which means that there are gaps with regards to the pupils' identity which are to be filled upon growing and exploring, exposing to more experiences in life. According to Morrison (2012), young children are in the process of shaping their cultural identities. They have not yet developed a stable sense of who they are and what they believe. Their cultural identities are fluid and changing, shaped by the experiences they have and the people they interact with. As they grow and explore, they will fill in the gaps in their cultural knowledge and			

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		develop a more complete sense of who they are and what they believe. Therefore, it is essential to consider the developmental stage that pupils' identities are going through. Which means teachers should provide materials that do not threaten their identity shaping process to deviate from their local social and cultural norms.		T-Ss
To help student-teachers explore their beliefs about greetings as a case example to facilitate self-reflection and understanding of the influence of personal beliefs on cultural integration.		**Examples** ● The teacher presents two examples of materials intended for use with first-year middle school students and asks for their opinions on their appropriateness for use in the classroom. These materials are displayed using a data projector. **Example 1**: Another video of the Alphabets' song (KidsTV123, 2010) **Example 2:** To what extent do you consider this greeting 	○ Students view the video and the image and respond to the questions.	Ss-T A YouTube video of Alphabets' song with a neutral theme An image of greeting

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image to be appropriate to your pupils' cultural identities?

Source. (Languages, 2021)

Discussion

When integrating culture into the EFL classroom, it is important to consider the native culture identity of the learners and how it may be affected by the materials and content being used.

Example 1's video is an appropriate educational material for teachers to use in their classrooms because it does not contain cultural elements that may undermine their students' cultural identities.

Example 2, introducing an inappropriate image of a greeting between a woman and a man as a way of integrating culture into the lesson with Algerian EFL young learners, could be particularly harmful and disrespectful. It could create confusion or discomfort for the students, and may not accurately reflect the cultural customs and traditions that they are familiar with.

To support students with shaky native cultural identities, teachers can take steps to create a safe and supportive learning environment where students feel comfortable exploring and expressing their cultural identities. This can involve using authentic, culturally sensitive, and accurate materials that respect the students' cultural backgrounds and experiences. It may also be

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		helpful to provide resources and support for students to learn about and connect with their cultural heritage. By doing so, teachers can help students develop a stronger sense of cultural identity and feel more connected and engaged with the material being studied.		

Factor 2
 	
35 min
	To enable students to make informed decisions about which cultural elements to incorporate with young learners and the rationale behind these decisions.	**Factor 2: The Nature of Cultural Notions (Big C, Small c)**
		
		    Considering the students' shaky native culture identity, it is essential to focus on the integration of big C elements of culture with regard to foreign cultures. This can help students understand and appreciate the major cultural elements that define a society and how they differ from their own culture. The small c elements can be integrated mainly when they relate to native culture, as these are the more every day or personal cultural elements that are specific to an individual or a small group of people.
		    The threat is on shaping students' misconceptions and allowing them to adopt notions that are strange to their native culture, especially with regard to sensitive areas. It is important to be mindful of the hidden messages that may be conveyed through cultural elements and to consider whether they align with the students' native culture. For example, a song or a picture, or food, may contain cultural elements that are unfamiliar or strange to the students. It is important to consider how these cultural elements may impact the students' understanding of their own culture and to choose materials that are appropriate and engaging for them.
				T-Ss
				
				Ss- T

		Examples The teacher may present students with examples and ask them to analyze and explain why these incidents are considered inappropriate. 1. A teacher uses pictures of food from different cultures in a way that reinforces negative stereotypes. For example, the teacher shows pictures of all Mexican food as being spicy, or all Italian food as being unhealthy. 2. A teacher uses pictures of food from certain cultures in a way that belittles or mocks these cultures. For example, the teacher shows pictures of food from certain countries and makes derogatory comments about the food or the people who eat it like Chinese food. 3. A teacher uses pictures of food to try to persuade students to adopt certain food customs that are not part of their own culture. For example, the teacher shows pictures of food that is considered "healthy" by Western standards and tells students that they should eat this type of food instead of their own cultural foods. **Discussion** According to Banks and Banks (2019), It is important for teachers to be mindful of the ways in which they present cultural information to students and to avoid using cultural stereotypes or presenting information in a way that belittles or mocks a particular culture. Such practices can create a negative or hostile classroom	o Students read and analyze the incidents provided. o Students engage in a discussion with the teacher, in which they provide informed justifications for their responses	Critical incidents	Ss-T

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		climate and can have harmful effects on students' self-esteem and sense of identity. Instead, teachers should strive to create a classroom environment that is inclusive and responsive to the cultural needs of all students, and to present cultural information in a way that is respectful and promotes understanding and appreciation of cultural differences.			
Session Closure 5 min	To enable students to review and consolidate the information covered in the lecture by summarizing and synthesizing the key points discussed.	• The teacher asks students to summarize briefly the factors discussed during the lesson and emphasizes the importance of considering them in order to promote appropriate culture integration in an EFL classroom with young learners • The teacher thanks students for their attendance and then concludes the session.	Students summarize the main points covered in the lesson		Ss-T, T-Ss
(Part 2) Warm-Up 05 min	To enable students to recall and consolidate the factors discussed in the previous lecture.	• The teacher greets the students and request them to recall the factors discussed in the previous lecture. • The teacher turns on the data projector.	Students try to recall the factors covered in the previous session and provide an explanation of each.		T-Ss Ss-T
Factor 3 **30 min**	To familiarize students with the various forms of cultural representation	**<u>Factor 3: Cultural Representations in the Textbook</u>** Cultural representations refer to the way that cultures, or aspects of cultures, are depicted or portrayed in textbooks. A few examples of cultural representations that might be found in a textbook are:			T-Ss

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| | that may be encountered in a textbook | 1. Traditional customs and practices: A textbook might include descriptions of traditional customs and practices that are unique to a particular culture, such as cultural ceremonies, festivals, or rituals.
2. Historical events and figures: A textbook might include information about important historical events or figures that are significant to a particular culture, such as revolutions, wars, or leaders.
3. Geography and environment: A textbook might include information about the geography and environment of a particular culture, such as the natural resources, climate, and landscapes that have shaped its history and development.
4. Art, music, and literature: A textbook might include examples of the art, music, and literature of a particular culture, such as paintings, sculptures, folktales, or poetry.
Example
Imagine that a textbook being used in an EFL classroom includes a passage about traditional Japanese dress that describes all Japanese people as wearing kimonos on a daily basis. Do you think this represents appropriate culture integration? Please justify your response. | o Students respond to the question and support their answer with a justification. | An image of a Japanese family | Ss- T |
| | To help students reflect on the | | | | |

negative consequences of inappropriate culture integration, as illustrated through misleading and inappropriate textbook culture representations.

Source. (MAIKOYA, n.d.)

Discussion

This is an example of a stereotype, as it suggests that all Japanese people dress in a certain way and that this is the only way they dress. In reality, kimonos are often worn for special occasions or as part of traditional ceremonies, and not all Japanese people wear them on a daily basis. This type of cultural representation is problematic because it is overly simplistic and perpetuates a stereotype about Japanese people.

To avoid this type of problematic cultural representation in the EFL classroom, it is important for teachers to carefully consider the cultural content in their materials and to be mindful of any potential biases or stereotypes that may be present. Teachers should also be

		prepared to address any misunderstandings or concerns that may arise in the classroom and to work to create a safe and inclusive learning environment for all students.			
Factor 4 **25 min**	To help students comprehend the significance of aligning cultural integration with the objectives of the lesson. To help students reflect on the extent to which cultural elements are included in a lesson based on its objectives.	**Factor 4: Objectives of the Lesson Itself** The objectives of the lesson can significantly impact the integration of culture in the EFL classroom with young learners. According to Gardner (2001), the objectives of the lesson will determine the focus and content of the lesson, and will therefore shape how culture is incorporated into the lesson. The objectives of the lesson influence culture integration in two ways: 1. If the objective of the lesson is to teach students about the cultural customs and traditions of a particular country, the lesson might include activities such as discussing the importance of cultural customs and traditions and comparing and contrasting cultural customs and traditions with those of the students' own culture. 2. If the objective of the lesson is to teach students a specific language skill, such as grammar or vocabulary, the integration of culture might be more peripheral. In this case, the teacher might use cultural examples or contexts to provide language practice, or they might incorporate cultural themes or elements into language activities to make the lesson more engaging and relevant for students. **Example** Lesson objective: to teach students how to form simple present tense verbs in English. How would this objective influence culture integration in			T-Ss

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		this lesson? **Discussion** In this lesson, the objective is focused on teaching students how to form simple present tense verbs in English. While the cultural content of the lesson may include examples of common phrases or expressions used in English-speaking cultures, it is only being used to a small extent as a means of exemplifying the grammar being taught. The cultural content is not the main focus of the lesson and is not being used to delve deeply into the cultural practices and traditions of English-speaking countries. Instead, it is being used as a tool to help students learn the grammar and to give them a brief introduction to the culture. By considering the objectives of the lesson and planning activities that incorporate culture in a meaningful and appropriate way, teachers can help students develop a deeper understanding of different cultures and their own cultural identities.	o Students reflect provide a response that is supported by justifications.	An example	Ss-T
Factor 5 **25 min**	To familiarize students with the various characteristics of audiovisual materials to consider before introducing them to young learners.	<u>**Factor 5: Audiovisual Materials Characteristics**</u> Audiovisual materials can be an effective way to integrate culture into the EFL classroom with young learners because they can provide a rich and engaging way for students to learn about different cultures (Cameron, 2001). According to Maxom (2010), when selecting audiovisual materials for use in the EFL classroom with young learners, there are several characteristics to consider: 1. Age appropriateness: It is important to choose materials that are appropriate for the age and maturity			T-Ss

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	To prompt students to reflect on the consequences of inappropriate cultural integration that may be caused by the use of inappropriate audiovisual materials with young learners.	level of the students. 2. Length: Consider the length of the material and how it fits into the lesson plan. Short clips or segments may be more effective for younger learners with shorter attention spans. 3. Language level: Choose materials that are at the appropriate language level for the students. Materials that are too difficult may be frustrating for students, while materials that are too easy may not challenge them enough. 4. Cultural sensitivity: Consider whether the material accurately and respectfully represents the culture being studied. Avoid materials that may be offensive or perpetuate stereotypes. 5. Engaging: Look for materials that are visually appealing and interactive to keep students engaged and motivated. 6. Relevance: Choose materials that are relevant to the lesson objectives and the cultural content being studied. **Example** A teacher is showing a video about a traditional Algerian celebration to a group of students as a way of introducing them to Algerian culture. However, the video is poorly made and does not accurately represent the culture or the celebration. The costumes and music are not authentic and the people depicted in the video are not accurately portraying the traditional celebration. Additionally, the video uses inappropriate humor to depict the culture, and does not provide any context or information about the cultural significance of the	o Students reflect provide a response that is supported by justifications.	A critical incident	Ss-T

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| | | celebration.

Discussion

     In this example, the audiovisual material is not being used effectively to integrate culture into the lesson. It is not authentic or culturally sensitive, and does not provide students with a meaningful or accurate understanding of Algerian culture. Instead, it perpetuates stereotypes and misunderstandings about the culture and may be offensive to Algerian students. To effectively integrate culture into the lesson, it is important to choose materials that are authentic, culturally sensitive, and provide accurate and relevant information about the culture being studied. | | | |
| **Session Closure**

05 min | To enable students to review and synthesize the information covered in the lecture through recapitulation. | ● The teacher asks students to summarize briefly the factors discussed during the lesson and emphasizes the importance of considering them in order to promote appropriate culture integration in an EFL classroom with young learners.

● The teacher thanks students for their attendance and attention, and then concludes the session. | Students summarize the main points covered in the lesson | | Ss-T

T-Ss |

Template Source. Global Language Training. Online TEFL Courses - Global TEFL. (n.d.). at: https://globaltefl.uk.com/

In conclusion of this chapter, the Teaching Culture in the EFL Classroom course has been devised with the intention of aiding student-teachers in effectively incorporating culture into their EFL classes while considering various contextual factors. The course is developed through a complex process that entails identifying situational factors, setting learning goals and objectives, specifying content, and selecting appropriate teaching and learning activities. Additionally, the course emphasizes the crucial role of a well-defined assessment and evaluation policy, which includes continuous assessment, project work, attendance and participation, and in-class activities, to ensure that learning objectives are met. Ultimately, through the Teaching Culture in the EFL Classroom course, teachers can cultivate a supportive and inclusive learning environment that promotes intercultural competence and enhances the language learning process for their students.

7.10. Implications

The following outlines the pedagogical implications of the study's findings that are intended to guide stakeholders including policymakers (course designers and curriculum developers), teachers, and students in the process of culture education in the EFL context.

It is crucial for policymakers to prioritize the development and implementation of suitable and effective culture instruction programs to foster intercultural learning in the EFL milieu. To achieve this objective, policymakers need to allocate resources towards research, curriculum development, and teacher training programs that concentrate on intercultural communication and the cultivation of culturally responsive teaching practices. Additionally, it is essential to involve teachers in the course design process to ensure that their contributions lead to the creation of an effective and pertinent culture instruction program that aligns with the EFL context. The experiential knowledge of teachers can provide valuable insights into effective teaching practices and strategies that work in the classroom and effectively engage and motivate students. Furthermore, policymakers must take into consideration the diverse learning needs and preferences of students to ensure that the course is engaging and effective in promoting intercultural learning. Therefore, it is recommended that the design and development process of the culture instruction

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course should involve both teachers and students, to ensure that the course is effective and relevant for both stakeholders.

For teachers, it is crucial to have access to up-to-date and easily accessible teaching materials that can support the development of an appropriate and effective culture instruction course. Teachers should also be trained in the use of experiential learning, emotionally engaging experiences, and challenging intellectual reflections in their teaching to actively involve students in the process of meaning-making. Additionally, teachers should incorporate information and communication technologies (ICTs) into their teaching practices to deliver intercultural communication notions effectively. This approach will facilitate the integration of theoretical concepts with the practical application of intercultural communication skills in the real-life context of EFL, thereby bridging the gap between theory and practice.

Students should be provided with the course at the beginning of the academic year, which will serve as a guide to convey the teachers' expectations and act as a reference point for both educators and learners. Additionally, students should be given supplementary materials for extra reading to expand their knowledge about culture and intercultural communication. This will enable them to deepen their understanding of cultural differences and develop the skills necessary to communicate effectively with people from different cultures.

Ultimately, the study highlights the need for all stakeholders in the EFL context to work together to develop and implement appropriate and effective culture instruction courses that will facilitate intercultural learning and communication.

7.11. Limitations

Limitations are inherent in all types of research and cannot be fully eliminated. In the present study, limitations were encountered in the areas of methodology, course design, and sample lesson plans.

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7.11.1. *Limitations Related to the Research Methodology*

Although ensuring methodological rigor was considered to be of utmost importance in the current study, the subsequent limitations were unavoidable:

- The study's sample size was limited as only three teachers participated in the interview, representing the entire population. A larger sample size would have been preferred, and more student participants in the FGD could have provided more in-depth information.

- Note-taking was used during the FGD instead of tape-recording, which may have resulted in missing some elements of the information obtained. However, if all participants had consented to tape-recording, more comprehensive information could have been obtained.

- The presence of researcher bias is evident at various stages of research conduct and cannot be entirely eliminated. As the primary data collector, the researcher should identify and acknowledge his/her personal values, assumptions, and biases at the outset of the study.

- The validity of the collected data could be affected by potential participants' and researcher's bias.

7.11.2. *Limitations Related to the Course Design*

During the process of designing the courses, certain limitations arose that could not be entirely avoided. These limitations include:

- The components and information described in the sections of courses are still theoretical; field application of these elements and information would assist assess the practicability of these courses in terms of feasibility (time), effectiveness (goals and objectives attainment), and comprehensiveness (content). Unless these courses are actually implemented, they cannot be deemed effective.

- For the second course, instead of relying only on the work of the literature in the area, it would have been preferable to do in-depth research into the requirements of pre-service

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EFL teachers and the gaps in their training in relation to culture integration. This would have impacted the choices made at various sections of the design.

- Although the choices made for each course are based on teachers' perceptions and suggestions, students' preferences, and an extensive review of the related literature, this work cannot be detached from the researcher's subjectivity and participants' bias.

7.11.3. *Limitations Related to Cross-Cultural Communication Course Sample Lesson Plan*

The proposed CCC course's lesson plan is subject to the following limitations:

- Teaching all types of nonverbal communication within one or two sessions presents a challenging task. Even within a single type, there may be multiple elements to consider, such as facial expressions. As a result, the selected critical incidents aim to emphasize to students the importance of attending to nonverbal cues and their role in CC interactions, rather than focusing solely on specific nonverbal behaviors.

- This session focused on nonverbal communication over verbal cues for three principal reasons. First, people often depend more on nonverbal behaviors when they contradict verbal messages (Frank, 2016). Second, nonverbal signals communicate constantly, regardless of speech (Frank, 2016). Finally, differing cultural norms underlying the implicit, unconscious nature of nonverbal behaviors can lead to intercultural misinterpretations. Thus, considering nonverbal cues is vital for effective intercultural communication, as Frank (2016) emphasized.

- Despite the estimated 90-minute duration of the session, the specific activities that will take place remain largely theoretical until the lesson is actually implemented.

7.11.4. *Limitations Related to Teaching Culture in the EFL Classroom Lesson Plan*

This lesson plan is not without limitations as well.

- The delivery of the lecture was characterized by a theoretical approach, given the extensive content to be covered within the allotted time. However, the teacher also incorporated

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elements of practicality by presenting examples and promoting students' reflection and discussion.

- The present study posits that although the lesson plan may seem lengthy due to the inclusion of extensive details and resources, it can be delivered within the allotted time frame. This is because when the lesson is presented orally, it is more likely to be concise and succinct compared to when it is written out.

- The content and examples chosen for this lesson may be influenced by the researcher's personal biases. To ensure a more balanced and diverse range of examples, the researcher strived to incorporate various perspectives and viewpoints in order to provide a more comprehensive representation of the material being taught.

In conclusion, it is important to acknowledge that limitations are inherent in any research, including the present study on the limitations encountered in methodology, course design, and sample lesson plans. While the limitations outlined in this section may affect the validity and practicality of the study's findings, they also provide opportunities for future research and improvement.

7.12. Recommendations

The following recommendations are based on the findings of the study and are aimed at guiding the development and implementation of an effective and appropriate culture instruction course to foster intercultural learning in the EFL context.

- It is essential to develop an appropriate and effective culture instruction course to facilitate intercultural communication.

- It is recommended that the course be provided to students at the onset of the academic year to convey the instructors' expectations and serve as a point of reference for both educators and learners.

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- For the first semester, the course should incorporate experiential learning, challenging intellectual reflections, and emotionally engaging experiences to actively involve students in the process of meaning-making.

- For the second semester, the course should provide student-teachers with an understanding of teaching culture in an EFL context and equip them with suitable methods for culture integration.

- Assessment practices should align with the objectives, content, and teaching methods.

- The teaching/learning materials should be up-to-date, easily accessible, and available to both teachers and learners.

- It is crucial to conduct further research to evaluate the practicality of the course since the provided concepts are theoretical and may be influenced by the researchers' biases.

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General Conclusion

In the contemporary globalized world, where English serves as a lingua franca for various purposes, the significance of teaching culture has risen considerably in the EFL classroom. The development of effective intercultural communication necessitates an understanding of the complex interrelationship between language and culture. A crucial aspect of this process involves the development of an appropriate and effective culture instruction course, which provides a clear and guided roadmap for both teachers and students toward reaching informed goals and objectives. The relevance of such a course is especially pronounced in the English language and literature department at Mohamed Lamine Debaghine Setif 2 University, Algeria, where first-year master's students are introduced to culture for semesters one and two, with foundational orientations guiding its content. The current study aims to develop a culture course for a first-year master's degree based on the deficiencies of the currently Official one. The study deployed an exploratory case study sequential three-phase design namely: exploration, pre-design, and design phases wherein the data collected in one phase informed the subsequent phase. In this respect, the primary sample of the study consisted of three teachers in charge of the culture module representing the full population as well as eight volunteered first-year master students from the department of English language and literature at Mohamed Lamine Debaghine Setif 2 University.

During the exploration phase, the aim was to identify and highlight the problem under scrutiny. To achieve this, document analysis was conducted, utilizing an adapted checklist from Doolittle's and Siudzinski's (2010) and Fink's (2013) to identify available and missing items in the currently Official culture course. Structured interviews were also carried out with three teachers to elicit their views regarding the deficiencies and practicality of the current course. According to the findings, the present culture course lacks crucial components, including a clear statement of course objectives, an overview of the course, the duration of the course, the weekly or semester-wise topics covered, a grading policy, task names, and course materials like textbooks and other essential resources. Additionally, some details at the level of the course' sections were missing, including

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detailed content, assessment procedures, and references. Furthermore, the findings indicate that the present course is undervalued by the teachers. The study also found that teachers do not use the course material while planning lessons and do not guide students to access it for information related to the module.

In the pre-design phase, in-depth interviews have been conducted with the three teachers where the current culture course 'deficiencies have been more emphasized besides eliciting their views regarding its practicality for both teachers and students and suggestions for its improvement and increased practicality. Moreover, a FGD has been held with eight volunteer first-year master students to explore their views and learning preferences regarding the culture module. The findings verified the deficiencies and impracticality of the course. Teachers suggested, among others, that the objectives of the module and the assessment procedures should be aligned. As well, they suggested that cultural instruction should take into account the students' source cultures. Additionally, they believed that resources and materials should be updated and accessible to both teachers and students. As per students, findings indicated that they were not provided with a copy of the Official course at the outset of the module. Additionally, their comprehension of culture was restricted to observable, big C elements, such as literature, music, and cuisine, which is indicative of their inability to furnish informed perspectives on the objectives, contents, and anticipated outcomes of the module. It is further noted that the students demonstrated a desire for experiential learning and opportunities to apply theoretical concepts learned in class.

The last phase represents the design phase which involved the creation of two courses that were structured according to the axes of the currently Official course. The first-semester course was named "Cross-Cultural Communication," while the second-semester course was named "Teaching Culture in the EFL Classroom." The courses were developed in accordance with the components of good courses as delineated by Doolittle and Siudzinski (2010) and Fink (2013), namely Course Description, Learning Goals and Objectives, Course Schedule, Description of Grading Criteria, Alignment Between Objectives, Teaching/Learning Activities and Materials, and Assessment

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Methods, Suggested Teaching/Learning Materials, and Course Policies. These components were used as a framework for the research tools employed in the study. Decisions regarding the content of the several sections of each course were informed by the findings of phase two and the relevant literature in the field. In the realm of intercultural language teaching/learning, this study makes a noteworthy contribution by offering a detailed course replete with resources that can help educators to design lessons for their students. The course is tailor-made to enhance students' comprehension of cultural notions and foster practical applications of acquired knowledge in real-world contexts. It also elucidates the assessment and evaluation criteria, which are thoughtfully aligned with the course's goals and objectives, thereby enabling instructors to effectively gauge the learning progress and identify gaps. Another compelling aspect of this course is its user-friendly format, which makes it an accessible and valuable resource for students to refer to throughout the academic year. By helping teachers clearly communicate their expectations to students, the course may contribute to an improvement in academic performance and achievement.

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Appendix A: Official Culture Course (Semester One)

Intitulé du Master : Sciences du Langage et Didactique
Semestre *:* **1**
Intitulé de l'UE : Découverte
Intitulé de la matière : Cross Cultural Communication (**CCC**)
Crédits : 2
Coefficients : 2

Objectifs de l'enseignement:
By dealing with western perceptions of the Arab world and vice-versa, this course aims at making the students aware about misconceptions and distortions that arise among differing cultures; thus, it provides them with the necessary tools that intellectually stimulate and improve their critical thinking.

Connaissances préalables recommandées:
Culture de la Langue, Civilisation Islamique, Contacts et Relations de Cultures
Contenu de la matière:
- ✓ English as object and medium of (mis)understanding
- ✓ Conflict and assimilation among different cultures
- ✓ Functions of stereotypes and prejudices in the process of cross-cultural communication
- ✓ 'East' vs. 'West'
- ✓ Clash of cultures or within cultures?

Mode d'évaluation: Readings and class discussions, term exam
Références:
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Appendix B: Official Culture Course (Semester Two)

Intitulé du Master : Sciences du Langage et Didactique
Semestre *:* 2
Intitulé de l'UE : Découverte
Intitulé de la matière : Teaching Culture in the EFL Classroom
Crédits : 2
Coefficients : 2

Objectifs de l'enseignement:
Students are expected to develop an awareness of the interrelationship language/culture and to develop ways to integrate the cultural component in the English language teaching class.

Connaissances préalables recommandées:
Ingénierie Educative, Littérature in EFL

Contenu de la matière:

- ✓ Definition of culture
- ✓ Culture, language and communication
- ✓ The place of culture in foreign language teaching
- ✓ Teaching culture

Mode d'évaluation: Class Participation and Exam
Références *(Livres et polycopiés, sites internet, etc).*
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        Press.
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Stearns, Peter N. (1993). *Meaning over Memory: Recasting the Teaching of Culture and*
History. The University of North Carolina Press**.**

Appendix C: Biannual Course Organization Sheet

HARMONISATION

OFFRE DE FORMATION MASTER

ACADEMIQUE/PROFESSIONNALISANT

Etablissement	Faculté / Institut	Département
Université Mohamed Lamine Debaghine Setif2	Faculté des Lettres et des Langues	Langue et Littérature Anglaises

Domaine : Lettres et Langues Etrangères

Filière : Anglais

Spécialité : Sciences du Langage

II – Fiche d'organisation semestrielle des enseignements
(Prière de présenter les fiches des 4 semestres)

1- Semestre 1 :

Unité d'Enseignement	VHS 14-16 sem	V.H hebdomadaire				Coeff	Crédits	Mode d'évaluation	
		C	TD	TP	travail personnel			Continu	Examen
UE fondamentales									
UEF1: Language Sciences									
Methodology of Teaching English as a Foreign Language	42h	3				2	4		**100%**
Language Acquisition	42h	3				2	4		**100%**
Psycho pedagogy	42h	3				2	4		**100%**
UEF2 : Linguistics									
Pragmatics	21h	1h.30				1	2		**100%**
ESP	21h	1h.30				1	2		**100%**
UEF3: Competencies in English									
Reading Skills & Strategies (RSS)	21h		1h.30			1	2	**100%**	
UE méthodologie									
Methodology of Academic Writing	**56**		4			3	5	**100%**	
Methodology of Research Projects	**42**		3			2	4	**100%**	
UE découverte									
Cross Cultural Communication	**21h**	1h30	1.30			2	2	**50%**	**50%**
UE transversale									
Langue Etrangère	**21h**	1h.30				1	1		**100%**
Total Semestre 1	**350h**					17	**30**		

2- Semestre 2 :

Unité d'Enseignement	VHS 14-16 sem	V.H hebdomadaire				Coeff	Crédits	Mode d'évaluation	
		C	TD	TP	travail personnel			Continu	Examen
UE fondamentales									
UEF1: Language Sciences									
Methodology of Teaching English as a Foreign Language	42h	3				2	4		**100%**
Language Acquisition	42h	3				2	4		**100%**
Psychopedagogy	42h	3				2	4		**100%**
UEF2 : Linguistics									
Pragmatics	21h	1h.30				1	2		**100%**
ESP	21h	1h.30				1	2		**100%**
UEF3: Competencies in English									
Writing Skills & Strategies (RSS)	21h		1h.30			1	2	**100%**	

SECTION

DESIGNING A CULTURE BASED COURSE FOR FOREIGN LANGUAGE LEARNERS: THE CASE OF ENGLISH MASTER STUDENTS AT SÉTIF 2 UNIVERSITY

UE méthodologie									
Methodology of Academic Writing	**56**		4			3	5	**100%**	
Methodology of Research Projects	**42**		3			2	4	**100%**	
UE découverte									
Teaching Culture in the EFL Classroom	**21h**	1h30	1.30h			2	2	**50%**	**50%**
UE transversale									
Langue Etrangère	**21h**	1h.30				1	1		**100%**
Total Semestre 1	**350h**					17	**30**		

Appendix D: Exploration Phase Analysis Checklist

	Semester One		Semester Two	
Instructor Information	**Not Included**	**Included**	**Not Included**	**Included**
1.Instructor's Name				
2.Instructor's Meeting Hours and Location				
Course Information				
1.Course Name				
2. Course Coefficient				
3. Course Credits				
4.Course Time				
5. Course Location				
6. Course Description				
7.Course Goal (s)				
8.Course Objectives				
9.Topics covered each week (content)				
10.Prerequisite requirements				
Description of Grading Criteria				
1.Grading Policy (Explanation of how student work will be assessed)				
2.Assignment Names and descriptions (a listing of graded items such as quizzes, tests, participation, projects, etc.)				
Teaching/ Learning Materials				
1. Required textbooks and resources: Title, author, edition, ISBN				
2. Recommended texts and resources: Title, author, edition, ISBN, and how to access them				
Course Policies				
1. Late Work Policy				
2.Attendance Policy				
3. The Use of Electronics Policy				
4. Academic Integrity Policy				
Total (20/20)				

Appendix E: Exploration Phase Teachers' Structured Interview

Dear Teachers,

This interview is part of a doctoral research study. It has two objectives, the first of which is to elicit first-year master's degree degree teachers' views on the components of the currently Official culture course. Second, teachers' perceptions of the practicality of this course for them and their students. Concerning confidentiality matters, the findings will by no means imply a clear disclosure of your identity. Thank you for your time and cooperation.

Interview Questions

1. Did you provide your students with a copy of the Official culture course at the beginning of the year?

☐ Yes   ☐ No

   1.1. If no, please mention why?

2. Does the currently Official culture course include the following components for both semesters?

- Course Description

- Learning Goals and Objectives

- Course Schedule (topics covered each week)

- Description of Grading Criteria

- Teaching/Learning Materials

- Alignment Between Objectives, Teaching/ Learning Activities and Materials

- Assessment Methods

- Course Policies including:

   o Late Work Policy

     o   Attendance policy

     o   The Use of Electronics Policy

     o   Academic integrity policy

3. Do you use the currently Official culture course in planning your lessons?

☐ Yes   ☐ No

4. Do you find the currently Official culture course to be practical for you?

5. Do you find the currently Official culture course to be practical for your

students?

Please feel free to provide any further comments.

Thank you for your collaboration

Appendix F: Pre-Design Phase In-Depth Interview

Dear Teacher,

This interview is part of a doctoral research study. It seeks to elicit teachers' thoughts on the Official culture course targeted at the master's level, as well as to determine what adjustments are essential to construct a course that serves as a helpful reference for both teachers and students. Concerning confidentiality matters, the findings will by no means imply a clear disclosure of your identity. Thank you for your time and cooperation.

Questions

1. Have you handed the Official course to first-year master's students at the beginning of the year?

   - Yes

   - No

2. How do you find the axes of the current course? do the axes align with the overall focus of the module and the level of students?

3. Do you think that the Official course of culture focuses mainly on theoretical knowledge i.e., teaching about cross-cultural communication (definitions of culture, models of CCC, CC theories...etc.) rather than teaching what does it mean to communicate cross-culturally more practically?

4. Does the course help students improve cross-cultural communication? if yes, in which way?

5. What is your opinion on the assessment methods in the Official culture course?

6. How useful were the references provided in the Official course?

7. Do you think that the instructional hours devised to this module (21 hours per semester) are enough?

8. Do you think that students have the sufficient prior knowledge required before starting this module?

9. Do you support assigning reading tasks outside of the classroom for the sake of getting students prepared for the upcoming lesson(s)?

- Yes

- No

- Not sure

10. Do you agree that the module should be taught before reaching the master 1 level?

11. Do you think that the module should be extended to the year of Master 2?

12. Overall, what do you suggest to make this course document handy for both teachers and students?

Please feel free to share any additional thoughts you may have on the current study.

Thank you for your cooperation!

Appendix G: Pre-Design Phase In-Depth Interviews' Transcripts

Note. Throughout these transcripts, the notation [SIC] has been used to acknowledge the presence of grammatical errors made by the interviewees. Additionally, the use of "..." indicates brief pauses during the interview.

1. Transcript of Teacher A Interview

Researcher: How do you find the axes of the current course? do the axes align with the overall focus of the module, and the level of students?

Interviewee: Hello, so, regarding the current axes of the module of culture which is the module of cross-cultural communication in our Caneva the second axis is teaching culture in the EFL classroom in semester two, I think, yes, the axes do align with the overall purpose of the module. The module is addressed to master one students but I think also, uh, some axes need revision, some axes should be added, you know, because this module I have personally introduced in the "canevas" for master one students. Uh, in the beginning, it was to be an online module, and then thanks to recommendations from the ministry, it shows that it should be divided into two modules during two semesters. During the preparation of the "canevas" when I have listed some point that needs to be revised, uh, but overall yes, I do believe that the axes go hand in hand with the overall purpose of the module which is to introduce people to the target culture, to understand the cultural differences between native, and target culture, to prepare our students to be interculturally competent, and to understand why do we teach culture in EFL classroom, and how do we teach it, to also, understand and the strategies, and techniques for introducing culture.

Researcher: Do you think that the Official course of culture focuses mainly on theoretical knowledge i.e., teaching about cross-cultural communication (definitions of culture, models of CCC, CC theories, etc.) rather than teaching what does it means [SIC] to communicate cross-culturally more practically?

Interviewee: So, regarding this question, you should understand that, uh, in the beginning when we first introduced this course, we had a lecture and a tutorial session. But due to administrative constraints, now the time dedicated to this module is simply an hour and a half. So, uh, in the beginning when I was teaching this module, I do know about now because I'm not teaching it right now... but in 2015-2016 I was teaching this module I believe the, uh, they actually made some balance between the theoretical part which is very important to introduce students to what is culture, the elements of culture, what should be understood by the term culture, the model of cross-cultural communication, cross-cultural communication theories, what is intercultural competence?…etc. Then in the tutorial session, what I was doing? Every time I introduce a topic, we try to make something practical, something ethnographic. For example, we talk about cultural differences between the east and the west. For example, I can, uh, the perception of time, people in the eastern culture, and people in the western culture are different. So, reading this topic, I asked them for example to, to have a discussion with this friend from a different culture, who is from an English-speaking culture, and see what are the differences and similarities, and try to reflect on their own native culture, and see, for example, how can we find a compromise between these differences. But, today with how the module is being taught, I think according to what I have understood from students, uh, the practical part is fully missing, and I think this is due to administrative constraints as the time the module has been reduced to an hour and a half per week. Of course consider also the big number of master one students because in 2015-2016 we had like 80-90 students, while in 2016-2017, they have 400 students.

Researcher: Do you think that the instructional hours devised to this module (21 hours per semester) are enough?

Interviewee: So, this question is very much related to what I was saying in the previous one. I do believe that the instructional hours related to this module are not enough. 21 hours for

each semester is really really limited for introducing the theoretical part of the course, and trying to do something practical to make our students understand, and to communicate in a cross-cultural environment or to, how to say, develop some cross intercultural skills. So, yeah. I do believe one of the recommendations for revising this module is to add or at least make it like the original instructional hours devised for this module in the Caneva which is actually 42 hours per semester.

Researcher: Have you handed the Official course to first-year master's students at the beginning of the year?

Interviewee: So, when I was teaching this module, yes, I have handed the course or this course to master one students at the beginning of the year. I did not hand them the Official official course because I have made some revisions concerning the axes, and the chapters that should be included in the semester. I have given, I have handed to them, uh, the revised one which I used when I was teaching this module. I think all the students must understand what is the course, why they are having this course, and actually, uh, all the parts, and all the chapters that are going to be introduced in the course at the beginning of the semester.

Researcher: How useful are the axes mentioned in this document?

Interviewee: I think the document, what do you mean by this document? If you mean the official [SIC] Official course, it was useful in the beginning but only in drawing the, uh, let's say the general axes that should be, uh, that we should focus on. But when preparing the lectures, drafting the lessons, the outlines, we find ourselves really, uh, obliged to go beyond this document. Uh, yes, it is a reference; I go back to it; but I do not really stick to the guidelines introduced there, uh, because they are too general, okay?

Researcher: How useful were the references provided in the Official course?

Interviewee: Yes, the references provided in the course were useful, uh, but I didn't really stick only to them. So, I introduced other references.

Researcher: Do you think that students have the sufficient prior knowledge required before starting this module?

Interviewee: Um, I don't think students have sufficient prior knowledge before starting this module because this is the first time this module is introduced to them. I believe maybe in, in putting the previous, uh, programs, we had one module which is social linguistics. We talked a little bit about the culture in that new module. But as far as the culture module is concerned, we don't really talk about this, uh, prior knowledge before this module is introduced to the students. Maybe they have some knowledge about civilization, and history, but not culture as introduced in this module, So, I don't think it is sufficient.

Researcher: Do you support assigning reading tasks outside of the classroom for the sake of getting students prepared for the upcoming lesson (s)?

Interviewee: Yes, I strongly support the idea of assigning reading tasks outside of the classroom for the sake of letting students prepare for the coming lessons. And I did it actually when I was teaching this module, uh, you know whenever we introduce a topic, I look online for some reference material related to this topic, and I give it to them in the previous lecture so that they can prepare for the coming one.

Researcher: Does the course help students improve cross-cultural communication? If yes, in which way?

Interviewee: Yes, I think yes. The course does help students improve their cross-cultural communication skills. Uh, how? in a way in which they are first introduced to what is culture, because most of the time culture is misunderstood. Now they are introduced to the elements of culture, what is, actually conceptualizing the term culture. So, first, they understand, uh, what is culture, and also; they understand these cross-cultural differences and similarities regarding culture; they became aware of their own culture while introduced to the cultural

difference of western English-speaking countries. So, yes, I do believe this course helps students improve their cross-cultural communication skills.

Researcher: Do you agree that the module should be taught before reaching the mater one level?

Interviewee: Um, I, um, I had an idea in mind, uh, which is to introduce, for example, a module in the third year about culture, something like a general culture, a module that we had in a classical system. In the classical system, we had a module called general culture in which we were introduced to the elements of culture, uh, mean the target culture, English, and American cultures. So, I believe, yes. Why not? If we could introduce a module that prepares the students for this, um, course it would be, it would be really helpful.

Researcher: Do you think that the module should be extended to the year of Master 2?

Interviewee: Um, I do not think it is really necessary to extend this module to master 2 because, um, with master two students, uh, I mean, the focus is more oriented toward research related to their dissertations, um, you know. Other modules should be extended to master 2 but not this module. What is preferable maybe is you could produce or introduce some workshops about intercultural skills to prepare students for the workplace environment or something like that, but not really extend this module, this is in my opinion.

Researcher: Overall, what do you suggest to make this course document handy for both teachers, and students?

Interviewee: Um, I suggest that, uh, the teacher who's teaching this module who prepared a handout for this module, um, can introduce some revisions, and ask the administration officially, uh, the responsible of the branch and the responsible of the domain ask them officially to update, you know, the document by introducing all the axes, all the chapters, and the units that were introduced during, you know, the preparation of the course, and after experiences in teaching. Um, and also, prepare also, sorry, add more references so that this

document would be, you know, useful. In the end, I thank you for, uh, inviting me to this

interview, and I wish you good luck. And, uh, it is an interesting topic Asma.

Researcher: Thank you very much for your cooperation.

2. Transcript of Teacher B Interview

Researcher: Okay. So, uh, this interview is part of a Ph.D. research. It tries to elicit your thoughts on the Official culture course targeted to the master's level, as well as to determine what adjustments are essential to construct a course that serves as a helpful reference for both teachers and students. Concerning confidentiality, you know, everything is going to be kept anonymous. Uh, this is the course pertaining to semester two, and the, uh, this one pertaining to semester one. They are identical in terms of composing sections with some changes in each, Uh, section. So how do you find the axes? Uh, the first one is cross-cultural communication and this one is teaching culture in the EFL classroom. Uh, so the, um, the axis for the second semester is teaching culture in the EFL classroom while for the first semester, it's cross-cultural communication.

Interviewee: So, uh, I guess the question is where are the axes in the first place?

Researcher: I mean the focus of the module.

Interviewee: So, from my very humble experience, I have taught the module only this year, but there is something to say about that. Uh, with regard to the exceptional circumstances of this year, and even in the ordinary circumstances; I do not believe that, uh, it will be feasible to proceed with teaching culture in the EFL classroom in the second semester. For the simple reason that one semester will not be sufficient to cover all the necessary and indispensable elements with regard to cross-cultural communication, introducing the main concepts, uh, to move on to teaching culture, in the EFL classroom. I believe this is not possible.

Researcher: So, you prefer that the teaching culture in the EFL classroom should move to the second year?

Interviewee: Yes, I believe so. Yes. Uh, for, uh, for one semester, It is not possible to address all the indispensable elements of cross-cultural communication and even when

within this year and those exceptional circumstances. Okay. Uh, we could not even, uh, manage to address the elements that, uh, were defined earlier, uh, at the beginning of the year. So, uh, it is not even possible. Yes, it is not even possible to get there by any means.

Researcher: So, what do you think in case all the circumstances are fine? Everything is just okay. Regardless of the coronavirus circumstances. Do you think that the 2nd axis of teaching culture in EFL classrooms should be, uh, should be included in the, in the second year of master or, uh, should be included in the second semester of master one?

Interviewee: Master one students have never been introduced to such a concept before during the BA degree. So, this is their first introduction to the module. It is not possible yet unfeasible to, uh, address the teaching issues of culture in the classroom without being acquainted or familiarized very well with all the indispensable elements of culture and cross-cultural communication.

Researcher: Background knowledge?

Interviewee: Yes, exactly.

Researcher: Do you think that the Official course of culture focuses mainly on theoretical knowledge i.e., teaching about cross-cultural communication (definitions of culture, models of CCC, CC theories...etc.) rather than teaching what it means to communicate cross-culturally more practically.

Interviewee: So, first of all, if we consider this a course, we might say so. I believe, but this is not a course. These are very few titles: definition of culture, cultural limited communication, no course here. The course should contain very well-defined objectives, very well-detailed content of what is to be introduced or exposed to students. For the content, this module is addressed according to the objectives to get students to raise their awareness about, about interculturality, and cross-cultural communication. Okay. Uh, so when it comes to teaching culture, practically, I guess this should not be, uh, the, uh, the

aim or the particular objective of one module. This is not possible when we teach cross-cultural communication, it is about culture, It is multicultural, particularly. Yes. So teaching culture should be integrated in different aspects of the whole curriculum of M1 and M2. Okay.

Researcher: How? In which way to be in, in other modules you mean?

Interviewee: In other modules of specialty. Yes, exactly.

Researcher: Do you think that the instructional hours devised to this module (21 hours per semester) are enough?

Interviewee: Uh, one hour, one session per week won't be enough or sufficient to allow you as a teacher to address the practical aspects of culture. You cannot do that, uh, when it comes to, uh, even for the literature streams, the same thing with the specialty. Yeah. So I believe that it can help, Okay? It is a kind of paving the way for that. So the module introduces students to what culture is and the conceptualization of culture from different perspectives, Uh, the interrelationship between language and culture, uh, since they are language students, uh, then the main elements of culture, the main themes of culture, uh, we moved then to, uh, I, issues of identity, of religion. It's only when we can talk about the cross-cultural communication students are uh, being made aware for the first time during this module of these differences, which then paved the way… you're allowed, uh, the possibility of real and true cross-cultural dialogue and communication. It's only when they are made aware.

Researcher: So, you think that the module succeeds in, uh, helping learners raise their cultural awareness?

Interviewee: Definitely, I believe that. So when you ask students on a, I recommend you to do so... okay? Students, uh, of M1, this year you can ask them if they remember their general, uh, perception; how they perceive the cultural differences before and post to the

module. I believe they are, they are, to some extent, it was, uh, the module succeeded to, help them gain some awareness and sensitivity towards differences. You know, we cannot say that by the end of the year spending 20 or more 30 hours on any particular module, and by the end of the year, the student does not gain anything. It's not possible! Okay? But the issue is to what extent? Is that to a great extent? is it to a less extent? Uh, I believe to some extent it aided them in gaining, uh, it is like, um, how to say that? an introductory course, not a specialty course; an introductory course to cross-cultural communication in general.

Researcher: So, you think that this awareness will help them, later on, more practically to handle cross-cultural…. (interruption by the interviewee)

Interviewee: Yes, I believe that, uh, culture and, uh, the teaching of culture cannot be separated this way. Okay? from the teaching of language. Yes, it is there in the background since day one. Okay? Uh, I do not believe, uh, that it should be, uh, addressed or tackled separately this way. Theoretically or practically the module is about culture. Yeah, but it's not culture if I'm not teaching them, it's all culture, then everything can be integrated in every module.

Researcher: Do you mean by means of giving them examples?

Interviewee: Yeah

Researcher: What's about if we teach them something related to communication cross-culturally, for example, the body language when, I mean... (interruption)

Interviewee: Yes, sure. Yes. This awareness actually helps them. So, the teaching of this module cannot be held or done without setting a wide range of examples when teaching cross-cultural communication. It means more than one culture, the east, the west, the Algerian culture, the European one, the United States, and the UK cultures, yes. They can see the differences. They can act accordingly. This might affect or change their own behavior towards others' cultures. They may be more aware to acknowledge differences, to

value them, to accept, to tolerate them. Yes, it has this effect on them, but teaching it as a main goal which is to teach a culture practically. I don't believe so. But it would be the perfect occasion to do so.

Researcher: So, you think that the instructional hours devised for the module are not enough?

Interviewee: I guess, no. No. I don't believe so... Uh, with regard to the importance of culture, of teaching culture, uh, to language students of the, uh, trending a tendency of interculturality and intercultural dialogue, this cannot be in these hours.

Researcher: The 21 hours per semester, including TDs and lectures.

Interviewee: Yes. So, for this year, there are no tutorial sessions at all, but still. If 20 hours per semester, I believe more, but I believe more is needed, is required. Yes. Yeah. With regard to the importance of culture in English teaching and language learning. Yeah, it is a decisive part, so unquestioned. Yes, It cannot be underestimated or undervalued where a lecture plus a tutorial session. Maybe so, some theory, then we back that up with some practice. Yes, why not.

Researcher: Yeah. Uh, but do you think that, I think this is a question that will come up later. Do you think that, uh, teaching culture should be done earlier than, uh, before reaching Mater one?

Interviewee: I believe this is a very, uh, challenging issue. This is a real problem that we are facing, okay? So, the importance of teaching culture has been recognized for a while now, maybe decades, but we're still not there at all. So, when we talk about teaching culture in the BA, in the MA degrees, no, it is not still there at all! And even for the module, it is about culture, not teaching culture itself. It is about the, know what, the know-how. Yes, it is. You know, about culture, not culture itself. Yes. Uh, so what was the question?

Researcher: The question is whether it is advisable to teach culture earlier.

Interviewee: Yes. Yes. I believe so. For language students. I believe it should be introduced since they got into university since first-year, different ways, different manners. So, this is another issue of how to integrate teaching culture especially since we live in a globalized world. It's really crucial. Yes, definitely.

Researcher: Have you handed the Official course to first-year master's students at the beginning of the year?

Interviewee: No, not.

Researcher: Have you, handed them something else?

Yes, I have, uh, handed them the course for the first semester and then the course for the second semester.

Researcher: What course have you handed to your students at the beginning of each semester?

Interviewee: When talking about the course, there are plenty of courses here. I handed them the courses that I prepared myself. When talking about plenty of courses. We can talk about Individual differences when it comes to courses too. You know, Individual differences among teachers. For example, uh, for me I made core changes at the level of content in terms of the order to the elements to teach.

Researcher: So, the elements are the same compared to other teachers?

Interviewee: Yeah, we can say the elements were almost the same; but the order via which we have introduced students to different elements in the concept was not the same. I have only the, uh, titles, and the content of the course, but I have made some changes. I've done my own research on the, uh, since last year, uh, on the module. I have selected what to include, particularly I'm talking about details. Yes. What to focus on, how to introduce students to the concept, what are the main important, uh, things that or elements that, uh, should gain emphasis on the expense of others? That's it.

Researcher: How useful were the references provided in the Official course?

Interviewee: Yeah, I can see (looking at the references in the printed Official course) If there is no Kramsch, so these are not reliable at all, okay? Kramsch and Byram are almost in every course when it comes to teaching culture to, uh, language learners. Uh, imagine that when you search for this one (pointing to a reference: Kramsch, Claire (1993). Context and Culture in Language Teaching. Oxford University Press.), you search the whole internet, even if somebody who's professional in doing so cannot get the the the book. I found the, uh, oh, the recent articles, 2012, 2016 of Kramsch. But this book, which is, uh, cited in almost every single research on culture for the English learners, I, I would, I was not able to find it. I think they should have provided these normally uh, provided these to teachers. If not, uh, soft copies, the hard copies at the library to which the access is available so we can go there. So, for somebody who's working on culture or somebody who's conducting research in culture without finding these references, so it is always when I cite these ones, it is always secondary, uh, citation. It is from someone else.

Researcher: Do you support assigning reading tasks outside of the classroom for the sake of getting students prepared for the upcoming lesson?

Interviewee: I do. I prefer that before every session... Uh, students, uh, proceed with some background reading preparation before starting the classroom or even post to that for better amelioration and polishing the ideas that we cover during the lesson or even before the lesson so we can be able to open the doors for some critical thinking, uh, questions, uh, some, real debate and discussion for yeah. But, uh, this is not the case. I don't believe that it is a problem of, uh, assignments. Even when you do at the beginning of the year, teaching this module or any other module, I always provide students with the main references that they can access, that might gain access to in order to, uh, make further reading outside the classroom, I do that, but the issue is that they do not read.

Researcher: Okay. I thought maybe to the shortage in their background knowledge regarding this module which is totally new for them, I thought that it may be something as helpful and supportive for the teacher and for them.

Interviewee: Yes, I have provided them not only with titles of references but with sources themselves. Yes. I, I selected some chapters, some very important, uh, articles, and research articles, but I don't believe they accessed any or they read any, this is the issue.

Researcher: What about, for example, giving them a reading assignment and a task?

Interviewee: For we're not allowed to do so. So, for the exam, uh, for this year, it's not like any other year, maybe a, if you can ask somebody who taught before, particularly before this year, he might have different, uh, uh, response to you. But for me this year, nothing was aloud. Yes, do not overload the students with homework, do not overload them with reading tasks. Imagine that they are complaining with the online courses for some articles that you put there. That you should condense them and recapitulate for them so they will be able to find very few pages for them to read instead of when you introduce them to a concept like, for instance, individualism and collectivism. This cannot be done in a few lines, okay? So, some selected sources might work for them.

Researcher: Do you agree that the module should be extended to the year of master two?

Interviewee: Yeah, sure. But in terms of teaching, so it is only in the M1. It is only for the M1 students. It should be in master 2. They didn't have a culture module, unfortunately.

Researcher: Uh, but do you think that teaching culture in the EFL classroom (the second ax) should be the main focus of the, uh, let's say for master 2 students?

Interviewee: Yes. So, it is recommended than urged. I told you; it is not possible to cover all the elements teaching cross-cultural communication to mater one, it's not the same like teaching culture. A completely different thing, a different, a very different, uh, module, or stream, as you said, cross-cultural communication is something else. When we talk, when we

talk about culture in general, we may start with cross-cultural communication. Then for language students and specialty students, language sciences, and didactics; there has to be a component which is devoted to teaching culture in an EFL setting, but for one year, this is not possible or feasible. There should be, or the M2 year should be concentrated to address teaching culture in the EFL classroom independently.

Researcher: Uh, overall, what do you suggest to make this course document handy for both teachers and students? This one, the Official official one.

Interviewee: So, the official one works neither for students nor for teachers. I believe it has been designed in a random way, or just having a general overview of the module. And then you decide for the course. These are too general. This may confuse teachers. For example, you, as a teacher may interpret this one differently from another teacher when you plan your lessons. So, this is not a course. If it is a curriculum, maybe or potentially in its broader term, okay? But in its term of course is not at all. The objectives are not clear, setting in the, uh, contents, the duration, the content details, for example, definition of culture is that for one session for one hour? Okay? When we talk about the conceptualization of culture, culture, language, and communication, what do you mean by this? It should be done in half an hour? So, I am for having a very well-detailed course at the national level to all teachers. So, the Algerian students at Setif 2 University, when proceeding for a PhD at any university, they will be having almost the same necessary elements that they covered. They are covered at all different universities. It is good, okay? Even if it can be done differently by different teachers or different universities, I believe that there are some particular important elements that cannot be overlooked. But this seems not possible, I don't know for some policy reasons, I'm not sure, I haven't done some research about it. Uh, then we go a step-down, uh, down to the university level, okay? If there is no detailed course about a particular module from the ministry level, it should be done at the university, okay? How is that? through teachers'

cooperation, teachers of the specialty, and specialized teachers cooperate. We sit, yeah, we agree, we debate, and then we do some serious work on a detailed course content that is unified for all students. Imagine that we have handed these courses (pointing to the Official ones) of the 1st and 2nd semester to students at the beginning of the year and we will be ending up teaching the same content? These can be interpreted in a wide, in multiple ways, a multiple range of ways by each teacher.

Researcher: Do you think that students are deprived of the opportunity to have, let's say a general look at what the module is? what they are going to do? and what they are expected to achieve?

Interviewee: I have provided them with the course, but this was in a sporadic manner, individually. I've not been recommended that. I've not been told to do so, but I believe that students should know what they're having for this whole year, in the first semester, in the second semester. And when we do so, I forgot something very important when talking about cross-culturality and interculturality, if it is not done in a bottom-up way so the... Uh, source, cultural, native culture, of students is ignored, we cannot talk about intercultural dialogue when my own, uh, native culture is not being considered. How is that? the differences, uh, with which culture? okay? Against which culture? This is very important.

Researcher: Have you seen an integration of comparison and contrast with the Algerian culture in the lessons that were provided to mater one students by the teacher in charge of the module?

Interviewee: Actually, it's a very serious issue.

Researcher: Yes, please carry on.

Interviewee: You cannot, uh, you cannot teach students about cross-culturality without considering, or taking into consideration their own. So, this is the new trend in teaching culture.

Researcher: What about the examples included during the session?

Interviewee: The examples are at an individual level, so it is done as a top-down process. It's like, from the titles with no regard to the Algerian culture. Particularly in this case and in all cases, when you go to Tunisia, with regard to the Tunisian culture is different from the Algerian culture. So how can we, uh, teach students, for instance, uh, these differences? these similarities? this dialogue? in a way that their own culture is not being considered, uh, with the target culture! That's a very huge gap that needs to be filled.

Researcher: Do you think that this point of source and foreign culture has to be included in terms of content or in terms of teaching strategies, like you have to, when making comparisons, you have to bear in mind, the source culture of students?

Interviewee: Okay. I'm thinking on how to elaborate on that well. Okay, let me think of an example so you can understand what I intend to mean. When we devise the content of the course especially or particularly when it is about culture, the native culture of the population we're intending to teach should be considered, uh, as a priority, as a priority. Culture should not be taught in a separate way from the environment, these circumstances of the learner, uh, that's not possible.

Researcher: Uh, so what do you suggest for the development of this one? We have talked about the content that it's necessary to take into account the source culture.

Interviewee: teaching culture, the English culture, to a Japanese here in, uh, in this juncture, we can say that teaching culture to Japanese is the same as teaching culture to an Algerian. And it is the same as teaching culture to a Russian. So, we can teach you the same course. if the native culture is not being considered the same course!

Researcher: And what do you think about the types of evaluation that are most appropriate for this kind of content?

Interviewee: When it comes to evaluation and assessments, they should be reconsidered entirely. Not only for this module, but I still believe that we are very far from being able to evaluate or assess students in the best way possible, in the most valid and reliable way.

Researcher: Most of the time, teachers rely on end-of-term examinations and some quizzes by means of continuous assessment.

Interviewee: Yes, but no, for the CCC this year, no continuous assessment. And there are some restrictions on the way, uh, that you devise your exam questions, like QCMs are not allowed, one question over 20 is not allowed. The question should be directed, should be clear, and preferably true or false, multiple-choice questions preferably. The exam is only one hour, not like in previous years. So, these restrictions are making things worse and, uh, yeah, but I believe they were not, uh, were not on the right path even before.

Researcher: Yeah. So, do you think that maybe for this kind of the content, assessing students via essay and writing for example is a good choice?

Interviewee: Yes, it is. Yes, a question that requires a paragraph answer is very good too. I did an exam, with regard to the first semester, which was a bit long for students. And I believe it was, uh, there was, uh, there were two parts. The first was true/false with justification and the second was an essay. So, you cannot be able to evaluate students in the right way or know their true level except when they write okay? particularly with this module. Differences in students', uh, understanding, uh, their way of approaching, uh, argumenting [SIC], uh, cannot be done except for essays. Yes.

Researcher: What about the, uh, teaching strategies for this module? Uh, do you think that role plays are good? Let's say

Interviewee: During the lectures no. For tutorial sessions, roleplays and simulations might be very good, yes especially when it comes to different cultures, uh, playing roles from being in different cultures, small chunks. But it is still dependent on the script; in this case, it should

be original and it should be provided by teachers because it cannot be written by students themselves regarding the target culture specifically.

Researcher: Let's say students have gained some kind of awareness here inside the classroom, and then they don't, they won't put this into action. So how can we, how can we... (interruption)

Interviewee: So, if you're talking about offering opportunities for authentic cross-cultural communication?

Researcher: Yes, for example, there are Facebook groups Which contain, uh, people from multiple cultures. And it is created for that sake in order to enable people to communicate cross-culturally. But, why don't we, uh, invite students to these groups? And by means of providing them with some tasks, we tell them to have a conversation with a significant other, regardless of the culture… And then the student tells us inside the classroom about this experience, how was it?

Interviewee: Yes, that may be a potentially good suggestion, but I still believe or question the authenticity over the whole issue. To what extent is it authentic? So, for cross-cultural communication to really take place, it needs some, uh, authentic context and parameters, uh, it means, there is some kind of clash that I realized when I dealt with you. It's not when I talk about the issue with you. Because I can hear about cross-cultural differences anywhere, videos of people, people talking motivational speeches, the TedTalks, uh, movies, uh. If you pay, uh, closer attention, uh, all the types of media. Yes, but it is all for me still about culture, I need some direct…. (interruption)

Researcher: What do you mean direct? Like, um, we cannot have this online, uh, for students?

Interviewee: Online yes. I am working with empty students to raise intercultural sensitivity. Uh, they suggested having, uh, speaking activities with, uh, Ted videos. It means people, uh,

people, uh, who were able to make or to be, uh, uh, fluent cross-culturally, okay? They have come across very different cultures. They had some experiences with people from other cultures. So, they talk about their experiences. We prepared some activities for that. We involved, uh, some discussions, uh, compared to your culture. What would you do in this situation? If it were you and things like that? and it worked actually!

Researcher: Yeah. So please feel free to share any additional thoughts you may have.

Interviewee: I guess, uh, some too-hard work needs to be done. From the very, uh, beginning, from devising the course, which is the hardest part of it all.

Researcher: Yeah, that's it. I think we have reached the end of this interview. I thank you very much for your time and valuable responses.

Interviewee: You are always welcome.

3. Transcript of Teacher C Interview

Researcher: Hello, this interview is part of a Ph.D. research project. It seeks to elicit your thoughts on the Official culture course, this one (handing the printed copy to the interviewee) targeted at the master one level, as well as to determine what adjustments are essential to construct a course that serves as a helpful reference for both teachers and students.

Interviewee: Okay.

Researcher: Concerning confidentiality matters, uh, the findings will be treated anonymously. I would like to take your consent to record the interview.

Interviewee: Okay, uh, it's ok to record my answers.

Researcher: That's great thank you, so let's start. Uh, how do you find the axes of the current course? do the axes align with the overall focus of the module and the level of students?

Interviewee: I think so. The level of the students is not as it should be i.e., they don't really have the prerequisites of the target culture. Uh, they never traveled to the target culture's countries, and, uh, they have probably never spoken to a native of that country. These things, as you know, affect the students' cultural luggage.

Researcher: what about the titles of each semester, do they reflect the content and objectives of the modules?

Interviewee: The problem is not about the titles; the titles of the modules are totally fine because it was proposed by some teachers in the department. But the content was not developed by those teachers who proposed the modules. Most of the time the title of the course is pretty much very far from what you read inside. And far from what we do in the class, uh, because although we try really hard to stick to the official program, to the guidelines in the official program, you find that there are a lot of things missing, so you as a

teacher should do something about it. You should try to include a new material, new objectives, new evaluation methods …etc.

Researcher: Well, do you think that the Official course of culture focuses mainly on theoretical knowledge i.e., teaching about cross-cultural communication (definitions of culture, models of CCC, CC theories...etc.) rather than teaching what does it mean to communicate cross-culturally more practically?

Interviewee: To some extent, uh, yes, I think it does.

Researcher: Do you think that the instructional hours devised to this module (21 hours per semester) are enough?

Interviewee: No, not at all. Uh, abroad, um, culture is taught as a specialty of master degree on its own, because of, uh, for the big details it encompasses. Moreover, theoretically, the time is sufficient but, you know, due to the big number of mater one students (+200) students, in the beginning, the time was sufficient, 1 hour and 30 min in the lecture in which we taught theoretical themes, the theories of cross-cultural communication…etc., uh, and then in the TD we had really time to do projects, uh, to discuss them from a cultural point of view, etc., etc. but due to the big number we no more have the TD session, they only study the lecture.

Researcher: Have you handed the Official course to first-year master's students at the beginning of the year?

Interviewee: No, honestly, I didn't.

Researcher: Have you handed them something else?

Interviewee: Nope, I didn't. I just explained to them, uh, orally, uh what they have expected from this module and some policies related to classroom and project work.

Researcher: How useful were the references provided in the Official course?

Interviewee: Not applicable, I could not make use of them, because, uh, some of the references are paid.

Researcher: Okay, what did you rely on to prepare lessons?

Interviewee: Well, you know, the internet! each time I search on Google for articles or books that I can download and, uh, use them to plan my lessons.

Researcher: Do you think that students have the sufficient prior knowledge required before starting this module?

Interviewee: No, not at all. They have never had real contact with the target culture! They used to be taught language as skills like listening, speaking, reading, and writing. This is what gave them this gap and lack.

Researcher: Do you support assigning reading tasks outside of the classroom for the sake of getting students prepared for the upcoming lesson(s)?

Interviewee: Um, I'm not sure.

Researcher: Do you provide your students with references for extra reading?

Interviewee: Well, I cannot really tell, but I think most of the time I don't, you know, I'm not sure whether they will make further reading. If they requested something extra to read, I would be more than happy to provide them with it. I don't think students nowadays are engaged and motivated enough to make further reading on a certain topic, especially master one students.

Researcher: Could you please provide more details on what makes you think students don't read?

Interviewee: I believe at this level, they care much about other modules such as methodology and research-related modules, you know, next year they will graduate and I think they prefer to focus on their research topics and proposals. Like, I'm not sure, I was telling you, if someone asked me for a reference, I will do my best to provide them with.

Researcher: Does the course help students improve cross-cultural communication? if yes, in which way?

Interviewee: To some extent, yes. It broadens the students' communicative horizon in showing how different people live, communicate, do things…etc. I think, when they deal with the similarities and differences between their own culture and the foreign one, um, they start to shape some sort of awareness, uh, cross-cultural awareness. But, as I told you before, um, there is nothing better than getting in touch, I mean, when the student is, uh, he lives the cross-cultural communication situation, he will learn more and become more aware from this real experience. Unfortunately, students do not do such practice and they, uh, stick only to what they study in class.

Researcher: How can we help students live in such real cross-cultural situations?

Interviewee: Uh, um, this question is hard haha! well, um, as you know, they are EFL students; English is a foreign language; people outside of the university do not use English and we rarely find someone who's English native spending some time here in the area around. Um, I think one resort for students is to look for people online and practice, uh, I mean, enhance their cross-cultural communication with. This is just an example.

Researcher: Don't you think that students can enhance their cross-cultural communication inside the classroom?

Interviewee: Well, I think they can learn, uh, they can become aware to some extent about the differences and similarities among cultures, especially their home culture. So, the classroom teaching will help them shape this awareness, but not like the real situations of cross-cultural communication. You know, you you, uh, communicate with someone who's different, you will feel uncomfortable. There is this, uh, cultural sensitivity, identity issues, uh, you will just feel unease and from that point, and through constant encounters, you will learn practically how to deal with such uncomfortable emotions. It's true, uh, students can

learn these things inside the classroom, I mean, theoretically, but the meaning is greater emphasized with real communication.

Researcher: Do you agree that the module should be taught before reaching the master one level?

Interviewee: Totally yes. As I told you before, in some universities in the world, culture is considered a specialty on its own. Uh, so, for our students, they, they do not have prior knowledge of cultural notions, at all! So, let me give you an example, well when I first teach master one students in the first session, I ask them what do they expect to study in this module. Usually, uh, they respond by saying: the culture of the Americans, their movies, the music, the literature, art, … uh, the food they cook, their cuisine I mean, um, yes, they also mention, history of the English countries. So, I always expect such answers. It is happening each year, with the same responses! As you can see, students only think of big C elements of culture. So, uh, this is their initial understating at the beginning of the year which means, they need to know other notions like the small c culture, I mean, the real meaning of culture and not only as they see it.

Researcher: So, the first semester is entitled Cross-cultural communication, how can teaching the, um, theoretical notions of culture help students, um, I mean in communication?

Interviewee: Okay, uh, that's a good question. I believe, uh, such notions can be taught in one or two sessions, not more not less, you know, especially when it comes to definitions. I think they will help students understand, uh, students do not have to practice or to communicate with these definitions! uh, their nature is theoretical already! But for the rest of the sessions, other notions that are, uh, that have a relationship to communication need to be focused on.

Researcher: Okay, can you please provide examples on such notions of communication?

Interviewee: Pf, well, stereotyping, prejudices, uh, openness maybe! uh, one very important element, culture shock!... ethnocentrism, … These notions, I mean, there are a lot of notions, uh, but they just need to be in, uh, direct relation, uh, I mean linked to communication, that students will use to communicate successfully in an intercultural situation.

Researcher: Do you think that the module should be extended to the year of Master 2?

Interviewee: Totally yes, yes, due to its importance in communicative competence, after all, this is the aim of the educational system, you know, to produce competent communicators.

Researcher: What do you suggest to make this course document handy for both teachers and students?

Interviewee: We need probably to, uh, to take another look on it, uh, in order to, to make the content more practical by giving real-life situations of the target culture and, uh, the other cultures. To show the students, uh, how different cultures could exist together! and how important it is to know about others' cultures, you know, to avoid shock and promote mutual understanding among people. That's it!

Researcher: if we can speak more precisely, I mean, at the level of each section, how would you prefer each section in this course to be? I mean Educational Goals and objectives, Course Content, Assessment and Evaluation, Instructional Materials and Resources, and miscellaneous?

Interviewee: Well, if you want to go into details then, uh, before speaking about any section, uh, I think the first thing that you might notice, uh, from reading this document is the use of verbs such as aware and stimulate, uh, improve, in order to describe a mental behavior, uh, this is inappropriate. We cannot, uh, neither observe nor measure students' awareness, the stimulation of students' critical thinking, I mean, and improvement of the students' critical thinking. This statement is broad, actually, it is meant to outline a set of objectives; but it

appears that this statement works as a description of the the, um module and the objectives at the same time.

Researcher: Okay, um, what about the section of the module content, here, (pointing to the document)?

Interviewee: As I told you before, this is the module that is not really about teaching the language, not really about teaching the knowledge of culture, uh, it is pretty much the module that teaches you what to do in the appropriate situation and how to behave in an appropriate situation in a certain culture. I mean communication skills, intercultural communication skills, um, dealing with the other and understanding your body language, how does this affect the other, how other people understand your culture, how you be more aware of your culture, how to make the others understand why you behave in a certain way uh. So, it is pretty much an interpersonal (person-person) relationship. Dealing with the other. It is pretty much something sill that is not very easy to teach. But this module should be focusing on teaching this, taking in mind the level of the student, they are master students, so, uh, we don't teach them what is culture. We teach them what is culture but based on the elements of culture. When you acquire a certain level of intercultural competence, you are going to become a global citizen because you going to understand others and see what is good about their culture.

Researcher: Okay, what do you think about the evaluation plan in the current course?

Interviewee: Alright, what's missing in that evaluation is that it doesn't align with the objectives. The evaluation plan has to align with the objectives, it's something common sense, you know, which means if the objective is to improve critical thinking, you think reading can improve critical thinking in a module like culture?! Give them a text to read and they will become critical thinkers!!! No! We should encourage students to be more engaged, to do some kind of projects, go and find out about this culture; find an international student

and ask him these things and make a comparison with your home culture. I mean practical methods of evaluating students and not via asking them to read a reference about culture. The evaluation plan has to be more practical. Students should be more engaged so reading a paper is not an evaluation that meets the objective of a module like that. In the mode of evaluation, there should be more engagement from students.

Researcher: What about the instructional materials and references section here?

Interviewee: I think the material, uh, now we are dealing with students who master technology and to encourage them actually to go to the world and see other cultures, you need to get them closer using technology. So, it's' not that you teach something about intercultural communication and you teach it through reading a chapter in a book. Okay, to understand intercultural communication go to this book and read this chapter. This doesn't make sense! But to understand intercultural communication, you invite them for example to join a certain association, uh, for example, there is a group online. There are some students from this group who wants to communicate with students from Algeria. So, the references, and the tools are not really necessary teachers most of the time rely on different other sources that are never listed in the official program. Well, I think this document the content of the course for cross-cultural communication and the teaching culture they really need serious revision and consideration because there's something on the objectives and something on the evaluation. The evaluation doesn't take into consideration the level of the student, and the nature of the module in itself, there are a lot of problems in finding the tools and necessary references for the course and this make the lectures really very difficult to teach.

Researcher: You have mentioned that there have to be serious revisions, how can this happen? uh, I mean, who's responsible for, uh... (interruption)

Interviewee: The responsible, I think, uh, in order to come up with adequate content, I think, first of all, teachers who are specialized, who are more likely, uh, who have been working on

the topic of culture and intercultural communication can do some kind of coordination meetings. They can decide together and there should be coordination also between teachers of language sciences and teachers of civilization because most of the time it is language sciences who teach this module because it is the same module taught for both specialties. We teach it from a didactic perspective so when we talk about teaching culture. Look, talking about civilization, I know very broad things about literature, uh, but I don't know how culture exists in literature, uh, how can we use literature for teaching culture, and literature is a very important component of culture. I recommend for example coordination meetings with teachers yes, um.

Researcher: Do you think learners can have a hand in these revisions?

Interviewee: No, uh, no, I don't think so. I tell you why wouldn't I include learners at this stage. It is because learners most of the time are not even aware of what the module is. When you tell them some questions like what do you prefer or is there any topic that you are likely to like having in the module, their answers are not based on some kind of rational knowledge or thinking. It is simply something that they have read online because it is something they didn't have as a module before. As I told you previously, they think of culture uh as only concrete elements and, uh, I think this is the impact of media maybe. But for example, if they study the module on cross-cultural communication and then in the second semester. At the end of the first semester, you can take their feedback and build on it.

Researcher: Please feel free to share any additional thoughts you may have on the current study.

Interviewee: Good luck with your research.

Researcher: Thank you for your time and the valuable information you shared in this interview.

Interviewee: Welcome.

Appendix H: Pre-Design Phase Focus Group Discussion Questions

The aim of this focus group discussion is to obtain the perceptions of first-year master's students concerning the culture module, as well as their learning preferences in connection with the module. These perceptions will inform the design of a new course that will address deficiencies and gaps in the current course and align with the student's preferences and expectations. Your participation in this discussion is valuable and will help create effective and engaging courses that promote effective learning. The discussion will take approximately 40 minutes, and all responses will be kept confidential.

Questions:

1. Have you been handed a copy of the Official culture course at the beginning of the year?

2. What was your idea about culture prior to taking the course? i.e., what did you expect to study in this module?

3. What learning activities do you prefer in the culture module?

4. What do you think of the assessment and evaluation methods used in the culture module?

5. Would you prefer to have access to supplemental reading materials related to the content of the culture module, and how would it benefit your learning?

6. What were the main difficulties that you encountered while studying this module?

Please feel free to provide any further comments.

Thank you for your collaboration!

Appendix I: Pre-Design Phase Focus Group Discussion Notes

During the pre-design phase focus group discussion, the moderator thanked the attendees for joining and stated the purpose of the meeting was to gather perceptions and experiences regarding the culture module they were being taught.

As a first question, the moderator asked the attendees if they were handed a copy of the Official culture course at the start of the academic year. All students claimed that they were not handed a copy of the Official culture course at the beginning of the year. Instead, the teacher provided an oral explanation of what would be covered in the course. The students were asked if this impacted their learning experience in any way, and if having a physical copy of the course would have been beneficial to them. Some students expressed that having a physical copy of the course would have been helpful for them to refer to and keep track of their progress throughout the semester.

when asked about their ideas about culture prior to taking the course, several students shared their preconceived notions about culture prior to taking the course. One student stated that they thought culture mainly referred to traditional practices and customs, such as food and clothing, while another student mentioned that they associated culture with art and literature. However, once they started the course, they realized that culture encompasses much more, including belief systems and social norms.

In response to the question about preferred learning activities in the culture module, students mentioned that they found the current teaching methods to be somewhat passive and disconnected from their personal experiences. They expressed a desire for more hands-on activities, such as field trips, interviews, and role-playing exercises, and learning from movies that would allow them to engage more actively with the material and apply it to real-world situations. Additionally, they suggested that incorporating more technology, such as

online discussion forums and multimedia presentations, could also help to make the learning experience more interactive and engaging.

Regarding the assessment and evaluation methods used in the culture module, students mentioned that in the first semester, they had paragraph questions for the exam. In the second semester, due to the coronavirus circumstances, the exam was held online, and it consisted of multiple-choice questions. According to all students, the online multiple-choice exam was straightforward and easy. However, one student was upset about the assessment method, considering the workload for the module and the large number of lessons they received to prepare for an exam with only multiple-choice questions.

Regarding reading materials provision, most students also agreed that they would like further reading materials. One student found it challenging to keep up with the discussions in class and felt they did not have enough background knowledge to participate fully. They suggested that additional reading materials for the culture module could help them better understand the subject matter and contribute more meaningfully to class discussions.

As per potential difficulties students faced while studying the culture module, the students reported encountering several difficulties. One major issue was difficulty understanding how the concepts learned in class applied to real-life situations. Some students felt that the examples provided were too abstract and not relevant to their own experiences. To address this, some suggested providing more case studies or real-world examples. Another challenge mentioned was the lack of diversity within the classroom, which some students felt limited their ability to learn from different perspectives. To overcome this, students suggested that course instructors direct them to online sources where they can interact with people from diverse cultures. Finally, the lack of sufficient background knowledge on cultural topics was a significant challenge faced by students. As per their responses, they found it challenging to participate actively in classroom debates initiated by

the teacher because they lacked prior knowledge on such cultural themes. Unless the task required them to agree or disagree with a particular point, students found themselves at a loss for words. This issue resulted in students feeling disengaged from the classroom discussions and the module as a whole. To address this challenge, students suggested the use of more interactive elements such as videos, group discussions, and realia to aid in understanding the cultural topics discussed in class.

Ultimately, the attendees provided valuable insights into their perceptions and experiences of the culture module, as well as suggestions for improvement. Their feedback will be crucial in the design of a new course that addresses the challenges and gaps identified in the current course and aligns with students' preferences and expectations.

Appendix J: Selected Critical Incidents Handouts for CCC Course Lesson Plan Sample

 # 1 The Reluctant Counselee

Alex recently received his counseling degree from the university and was immediately offered a position in the Community Counseling Center. This was a smooth transition for Alex, because he was already well known and respected in the university community. His primary responsibility was to provide support, guidance, and counseling for immigrants who were referred because they were having emotional and adjustment difficulties. One of Alex's first clients was a Malaysian man, Quah, who had been in the United States for 4 months. Quah, who complained of poor energy and lack of concentration, was initially referred to the medical center by his social worker. Unable to find any physical cause for Quah's problems, and believing them to be of psychosomatic origin, the medical center sent him to the Community Counseling Center. During his first interview with Alex, Quah was rather quiet and withdrawn, offering little about himself or the problems that were troubling him. Although Alex was quite accustomed to silences during counseling sessions, he became increasingly uncomfortable with Quah, who seemed to sit patiently, for extremely long periods of time, as though waiting for Alex to speak. Alex diagnosed Quah as suffering from anxiety and, judging that Quah did not understand the counseling process, launched into a long monologue about the process and how it helps people with problems. At the close of the session, Quah did not ask for any further counseling. After Quah left, Alex was surprised to realize that he knew very little about him; he really knew nothing of Quah's history or problems. Alex was disappointed in his skill as a counselor and began to have serious doubts about counseling clients who were culturally different from himself. (Cushner & Brislin, 1996, pp.123-124)

#2 A Chance Acquaintance

A Filipino couple were vacationing in England. While they were strolling along one of the main streets of London with a British acquaintance, they met another Filipino who had been residing in England for some time. He was a good friend from former times, whom they had not seen for several years. They greeted him warmly and effusively and carried on a conversation in a loud and animated fashion using their native tongue, as they were very excited by this chance meeting. After a while, their British friend became noticeably agitated, turning his head away and sighing. The Filipinos noted his reaction, looked at each other, and then recommenced their conversation, but in a quieter tone. (Cushner & Brislin, 1996, p.135)

#3 The Sick Secretary

Todd works for an American company in Korea. Sometimes he wonders why he ever accepted a position overseas-there seems to be so much that he just doesn't understand. One incident in particular occurred the previous Friday when his secretary, Chungmin, made a mistake and forgot to type a letter. Todd considered this a small error, but made sure to mention it when he saw her during lunch in the company cafeteria. Ever since then, Chungmin has been acting a bit strange and distant. When she walks out of his office, she closes the door more loudly than usual. She will not even look him in the eye, and she has been acting very moody. She even took a few days of sick leave, which she has not done in many years. Todd has no idea how to understand her behavior. Perhaps she really is ill or feels a bit overworked. When Chungmin returns to work the following Wednesday, Todd calls her into his office. "Is there a problem?" he asks. "Because if there is, we need to talk about it. It's affecting your performance. Is something wrong? Why don't you tell me, it's okay? At this, Chungmin looks quite distressed. She admits the problem has

something to do with her mistake the previous Friday, and Todd explains that it was no big deal. "Forget it," he says, feeling satisfied with himself for working this out. "In the future, just make sure to tell me if something is wrong." But over the next few weeks, Chungmin takes 6 more sick days and does not speak to Todd once. (Cushner & Brislin, 1996, pp.171-172)

4 The Final Advance

Jane was asked to represent her company at a conference that was to take place in the capital city. Having just transferred to this Latin American country, she was understandably flattered that her boss would ask her to participate and excited that she would have the opportunity to see the city. Everything went well— travel to the city, checking into the hotel, and so on— until the preconference cocktail party. Jane was approached by a young woman executive from a local firm who introduced herself as Dinorah. Immediately upon striking up a conversation she appeared to be making a physical advance. It seemed that every time Jane moved away, Dinorah moved forward. After some time, Jane found herself against a wall, unable to retreat any further. Dinorah kept her close distance. Having experienced enough discomfort, Jane curtly excused herself, returned to her room, and refused to attend any other social functions. (Cushner & Brislin, 1996, pp.69-70)

#5 Hands Shaking

Irene and her husband recently met a couple that had just immigrated to Canada. Irene and her husband were having a party at their house, so they decided to invite their new friends. When the couple arrived, there were three other couples there already. The man entered and shook hands with the men but not with any of the women. Irene was insulted. (Apedaile & Schill, 2008, p.60)

6 A physical Touch

When Raffaele from Brazil saw one of her classmates, Bir- sha from Nepal, crying in the bathroom, she went to her and asked her what was wrong. Birsha said that she had just failed her history test and now her parents would be so disappointed in her. When Raffaele put her arms around Birsha to comfort her, she immediately jumped up and ran out. Raffaele was stunned. (DeCapua & Wintergerst, 2016, p.197)

#7 Approaching Time

Brigitta, a native German high school teacher, invited her Spanish colleagues for cocktails at her home before their dinner reservation at 7:45 at a neighborhood restaurant. The time for cocktails was set for 7 PM. When the time approached, her Spanish colleagues had not yet arrived. By 7:15, there was still no word from her colleagues. When they finally arrived at 8:30, Brigitta was visibly upset. (DeCapua & Wintergerst, 2016, p.197)

#8 Body Gestures

Masahide, a Japanese student, met his new roommate, Antonio, an Italian student, in the university dormitory. Whenever the two engaged in conversation, Antonio employed his hands, arms, shoulders, and head to make his point. Masahide was concerned, because he thought Antonio must be very upset and angry with him to be so emotional and demonstrative. (DeCapua & Wintergerst, 2016, p.199).

DESIGNING A CULTURE BASED COURSE FOR FOREIGN LANGUAGE LEARNERS: THE CASE OF ENGLISH MASTER STUDENTS AT SÉTIF 2 UNIVERSITY

ملخص

تتطلب تنمية التواصل الفعال بين الثقافات في تعليم اللغة الإنجليزية النظر في التداخل بين اللغة والثقافة. يعد تطوير منهج دراسي فعال لتدريس مقياس الثقافة أحد المكونات الأساسية لهذه العملية والتي تمنح خارطة طريق واضحة المعالم للطلاب وللأساتذة على حد سواء. سعت هذه الدراسة إلى تصميم منهج لمقياس الثقافة لطلاب السنة الأولى ماستر في قسم اللغة والأدب الانجليزي في جامعة محمد لمين دباغين سطيف 2، الجزائر، من خلال معالجة أوجه القصور في المنهج المعتمد حاليًا. الأسئلة البحثية التي استرشد بها هذا البحث هي: 1) ماذا سيشمل منهج "التواصل بين الثقافات" للفصل الدراسي الأول من حيث المتطلبات، ووصف المنهج، والأهداف التعليمية، والجدول الزمني للمنهج، ووصف الأنشطة، ومعايير التقييم، وسياسات المنهج؟ و2) ماذا سيشمل منهج "تعليم الثقافة في فصل اللغة الإنجليزية للناطقين بغير اللغة الأم" للفصل الدراسي الثاني من حيث نفس العناصر؟ تم تنفيذ تصميم استكشافي متسلسل ثلاثي المراحل، يشتمل على مرحلة الاستكشاف، مرحلة ما قبل التصميم ومرحلة التصميم حيث تم جمع البيانات عبر تحليل الوثائق وإجراء المقابلات ومناقشة جماعية مع ثلاث أساتذة يدرسون مقياس الثقافة وكذلك مع ثمانية متطوعين من طلبة السنة الأولى ماستر. ووفقا للنتائج المتحصل عليها، فان منهج تدريس مقياس الثقافة المعتمد حاليا يفتقر إلى تفاصيل أساسية، كما ينظر اليه الأساتذة على أنه غير عملي، بالإضافة الى أنه يستلزم توفير فرص تعليمية عملية الى جانب المعرفة النظرية المقدمة للطلاب. وعليه، تم اقتراح منهج لتدريس مقياس الثقافة يحمل عنوان "التواصل بين الثقافات" و "تدريس الثقافة في قسم اللغة الإنجليزية كلغة أجنبية" للفصل الدراسي الأول والثاني على التوالي. وتضمن هذا المنهج المقترح العديد من الأقسام، بما في ذلك وصف المنهج، أهداف التعلم، وجدول المنهج، الوسائل المقترحة للتعلم/التدريس، وصف الأنشطة ومعايير التقييم، المواءمة بين الأهداف والأنشطة التعليمية معايير التقييم، وكذا سياسات المنهج. و من المتوقع أن يكون منهج تديس مقياس الثقافة المقترح مفيدا لكل من المعلمين والطلاب ، مع إمكانية تعزيز عملية تدريس الثقافة. أخيرًا، تم طرح توصيات بشأن تدريس الثقافة في سياق اللغة الإنجليزية كلغة أجنبية ، مع التأكيد على أهمية الاستفادة من منهج تديس المقياس في جميع مراحل عملية التعليم / التعلم.

كلمات مفتاحيّة: تصميم منهج دراسي، منهج تدريس مقياس الثقافة المعتمدة، تعليم الثقافة، تدريس الثقافة في سياق اللغة الإنجليزية كلغة أجنبية، التواصل بين الثقافات

DESIGNING A CULTURE BASED COURSE FOR FOREIGN LANGUAGE LEARNERS: THE CASE OF ENGLISH MASTER STUDENTS AT SÉTIF 2 UNIVERSITY

Résumé

Pour améliorer des communicateurs interculturels efficaces dans l'enseignement de l'anglais nécessite de considérer l'interaction entre la langue et la culture. Le développement d'un programme d'études efficace pour enseigner la culture est l'un des éléments clés de ce processus, offrant une carte claire pour les étudiants et les enseignants. Cette étude visait à concevoir un programme pour enseigner la culture aux étudiants de première année de master en langue et littérature anglaises à l'université Mohamed Lamine Debaghine Sétif 2, en Algérie, en traitant les lacunes du programme actuel. Les questions de recherche qui ont guidé cette étude étaient les suivantes : 1) Qu'est-ce qu'un cours de "Communication interculturelle" pour le premier semestre engloberait en termes de prérequis, de description du cours, d'objectifs d'apprentissage, de planning de cours, de description des activités, de critères d'évaluation et de politiques du cours ? Et 2) Qu'est-ce qu'un cours "Enseignement de la culture dans la salle de classe d'anglais langue étrangère" pour le deuxième semestre engloberait en termes des mêmes éléments ? Un plan exploratoire séquentiel en trois phases, comprenant des phases d'exploration, de préconception et de conception, a été exécuté pour collecter des données par le biais d'une analyse documentaire, d'entretiens et d'une discussion de groupe avec trois professeurs enseignant la culture et huit volontaires étudiants de première année de master. Selon les résultats, le programme actuel manque de détails essentiels et est considéré comme peu pratique par les enseignants. Il nécessite également des opportunités d'apprentissage pratique en plus des connaissances théoriques fournies aux étudiants. Par conséquent, un programme intitulé "Communication Interculturelle" et "Enseignement de la Culture dans la Classe d'Anglais comme Langue Etrangère" a été proposé pour le premier et le deuxième semestre respectivement. Ce programme proposé comprend plusieurs sections, notamment la description du programme, les objectifs d'apprentissage, le calendrier du programme, les méthodes d'apprentissage/enseignement proposées, la description des activités et des critères d'évaluation, l'alignement des objectifs et des activités d'enseignement avec les critères d'évaluation ainsi que les politiques du programme. Il est prévu que le programme d'enseignement de la culture proposé sera utile pour les enseignants et les étudiants, avec la possibilité de renforcer le processus d'enseignement de la culture. Enfin, des recommandations ont été formulées concernant l'enseignement de la culture dans le contexte de l'anglais comme langue étrangère, en soulignant l'importance de tirer parti du programme d'enseignement de la culture à toutes les étapes du processus d'apprentissage/enseignement.

Mots-clés : conception de programme, programme d'enseignement de la culture Officiel, enseignement de la culture, enseignement de la culture dans le contexte de l'anglais come langue étrangère, communication interculturelle

DESIGNING A CULTURE BASED COURSE FOR FOREIGN LANGUAGE LEARNERS: THE CASE OF ENGLISH MASTER STUDENTS AT SÉTIF 2 UNIVERSITY

Abstract

The cultivation of effective intercultural communicators in English language instruction requires consideration of the interplay between language and culture. An integral component of this process is developing an effective culture instruction course that provides a clear roadmap for teachers and students. This study aimed to design a culture course for first-year Master's students in the English language and literature department at Mohamed Lamine Debaghine Sétif 2 University, Algeria, by addressing the inadequacies of the currently official course. The research questions guiding this study were: 1) What would a "Cross-Cultural Communication" course for semester one encompass in terms of prerequisites, course description, learning goals and objectives, course schedule, description of activities and assessment criteria and course policies? And 2) What would a "Teaching Culture in the EFL Classroom" course for semester two encompass in terms of the same elements? An exploratory sequential three-phase design, comprising exploration, pre-design, and design phases, was held to collect data via document analysis, interviews, and a focus group discussion involving three teachers in charge of the culture module and eight volunteer first-year Master's students. According to the findings, the present culture course lacks essential specifics, is perceived as impractical by teachers, and necessitates supplementary practical learning opportunities to complement the theoretical knowledge imparted to students. Consequently, a course titled "Cross-Cultural Communication" and "Teaching Culture in the EFL Classroom" was proposed for semesters one and two, respectively. This proposed course included various sections, namely, course description, learning goals and objectives, course schedule, suggested teaching/learning materials, description of activities and grading criteria, alignment between objectives, teaching/learning activities, assessment methods, and course policies. The proposed culture course is anticipated to be advantageous to both teachers and students, with the potential to enhance culture instruction. Finally, recommendations were posited concerning culture instruction in the EFL context, emphasizing the importance of utilizing the module's course throughout the teaching/learning process.

Keywords: course design, Official culture course, culture instruction, teaching culture in the EFL context, cross-cultural communication

ملخص

تتطلب تنمية التواصل الفعال بين الثقافات في تعليم اللغة الإنجليزية النظر في التداخل بين اللغة والثقافة. يعد تطوير منهج دراسي فعال لتدريس مقياس الثقافة أحد المكونات الأساسية لهذه العملية والتي تمنح خارطة طريق واضحة المعالم للطلاب وللأساتذة على حد سواء. سعت هذه الدراسة إلى تصميم منهج لمقياس الثقافة لطلاب السنة الأولى ماستر في قسم اللغة والأدب الانجليزي في جامعة محمد لمين دباغين سطيف 2، الجزائر، من خلال معالجة أوجه القصور في المنهج المعتمد حاليًا. الأسئلة البحثية التي استرشد بها هذا البحث هي: 1) ماذا سيشمل منهج "التواصل بين الثقافات" للفصل الدراسي الأول من حيث المتطلبات، ووصف المنهج، والأهداف التعليمية، والجدول الزمني للمنهج، ووصف الأنشطة، ومعايير التقييم، وسياسات المنهج؟ و2) ماذا سيشمل منهج "تعليم الثقافة في فصل اللغة الإنجليزية للناطقين بغير اللغة الأم" للفصل الدراسي الثاني من حيث نفس العناصر؟ تم تنفيذ تصميم استكشافي متسلسل ثلاثي المراحل، يشتمل على مرحلة الاستكشاف، مرحلة ما قبل التصميم ومرحلة التصميم حيث تم جمع البيانات عبر تحليل الوثائق وإجراء المقابلات ومناقشة جماعية مع ثلاث أساتذة يدرسون مقياس الثقافة وكذلك مع ثمانية متطوعين من طلبة السنة الأولى ماستر. ووفقا للنتائج المتحصل عليها، فان منهج تدريس مقياس الثقافة المعتمد حاليا يفتقر إلى تفاصيل أساسية، كما ينظر اليه الأساتذة على أنه غير عملي، بالإضافة الى أنه يستلزم توفير فرص تعليمية عملية الى جانب المعرفة النظرية المقدمة للطلاب. وعليه، تم اقتراح منهج لتدريس مقياس الثقافة يحمل عنوان "التواصل بين الثقافات" و "تدريس الثقافة في قسم اللغة الإنجليزية كلغة أجنبية" للفصل الدراسي الأول والثاني على التوالي. وتضمن هذا المنهج المقترح العديد من الأقسام، بما في ذلك وصف المنهج، أهداف التعلم، وجدول المنهج، الوسائل المقترحة للتعلم/التدريس، وصف الأنشطة ومعايير التقييم، المواءمة بين الأهداف والأنشطة التعليمية معايير التقييم، وكذا سياسات المنهج. و من المتوقع أن يكون منهج تديس مقياس الثقافة المقترح مفيدا لكل من المعلمين والطلاب ، مع إمكانية تعزيز عملية تدريس الثقافة. أخيرًا، تم طرح توصيات بشأن تدريس الثقافة في سياق اللغة الإنجليزية كلغة أجنبية ، مع التأكيد على أهمية الاستفادة من منهج تديس المقياس في جميع مراحل عملية التعليم / التعلم.

كلمات مفتاحية: تصميم منهج دراسي، منهج تدريس مقياس الثقافة المعتمدة، تعليم الثقافة، تدريس الثقافة في سياق اللغة الإنجليزية كلغة أجنبية، التواصل بين الثقافات