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TEACHERS' PERCEPTIONS ON INTEGRATING EFL CULTURE IN ORAL CLASSROOMS

Abstract
The integration of culture in foreign language learning, mainly oral classes, is not a novel issue as it has been investigated by various researchers. Despite prior studies' endeavours in demonstrating the interlink between language and culture, teachers continue to pay less attention to it. Therefore, through this research work, we first aim at exploring the perspectives of teachers from the English department at Badji Mokhtar University towards the importance of teaching target language culture; in aiding learners at reaching a cultural understanding that can accompany their linguistic knowledge. Second, we investigate teachers' familiarity with target language culture. And finally, we shed light on classroom practices used to address the cultural aspects. The data were collected from eleven oral expression teachers through the use of a questionnaire. The analyzed results firstly revealed that all teachers in the present study regard the incorporation of foreign language culture as paramount. Secondly, the subjects were found to be sufficiently familiar with the suggested cultural aspects. Lastly, they claimed to vary their classroom practices in order to introduce cultural aspects properly.
Keywords*: foreign language learning, integration, oral classes, oral expression teachers, target language culture.

1.   Introduction

English language has managed to occupy an international status and to be used as a *lingua franca* since people have relied on it for cross-cultural communication with other individuals around the world. With respect to the EFL context, mainly oral classes, we can claim that almost all learners are eager to possess English as a means of communication. For Le (2007, as cited in Tran, 2014), though many EFL learners have achieved a good linguistic competence, they still have difficulties in communication owing to the lack of sociolinguistic competence. Thus, we can deduce that foreign language learning is a socially constructed process as maintained by Volosinov (1973): *"the actual reality of language-speech is not […] the isolated monologic utterance, and not the psycho-physiological act of its implementation, but the social event of verbal interaction implemented in an utterance or utterances"* (p. 94, as cited in Turkan & Celik, 2007, p. 19).

Additionally, learners usually transfer their mother tongue expressions into the target language in unsuitable ways because they do not have full awareness of the fact that languages differ in their ways of expressing emotions and forming messages (Tran, 2014). In other words, learners do not emphasize cultural/intercultural elements in English language learning.

1.1. Statement of the Problem

Prior research (Lin, Gu., & Lu, 1990, Chen, 2015, as cited in Oanh & Minh, 2018; Brogger, 1992, as cited in Tran, 2014; Wei, 2005, Dai, 2011, as cited in Farooq, Soomro., & Umer, 2018) was in favour of the inseparability between culture and language as we interpret

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language and the world around us depending on the cultural context that gives us the framework. Hence, foreign language teachers should occupy a major role in serving as a medium to teach the language and the target culture.

Unfortunately, the majority of them usually emphasize linguistic knowledge in classrooms, isolating language structures from their communicative contexts. Therefore, culture is relegated to the sidelines. One possible reason behind devoting less importance to culture is the challenges that FL teachers face when attempting to incorporate culture into their curricula.

One significant struggle is that teachers are unsure exactly what they should be teaching in the first place. Also, sometimes they find themselves unfamiliar with certain cultural aspects. Last but not least, they may also be unsure how, or with what methodology, to teach culture. (Gonen & Saglam, 2012, as cited in Tran, 2014).

1.2. Research Questions

1. Do oral expression teachers hold positive attitudes towards the integration of target language culture?
2. To what extent they are familiar with target language cultural aspects?
3. How do they address the target language culture in oral classrooms?

2. Literature Review

2. 1. Definition of Culture, Cross-Cultural Awareness, and Cultural Competence

Depending on what has been reported in research, we can contend that there is no general agreement on the way one can define culture. For instance, Moran (2001) has defined it as the *"dynamic construction between and among people lying at the crossroads of a number of fields of study and academic disciplines (anthropology, sociology, sociolinguistics, communication theory, intercultural communication,[…] and semiotics"(*pp. 4-5, as cited in Oanh & Minh, 2018, p. 98).

With respect to cross-cultural awareness, Liang (2014, as cited in Oanh & Minh, 2018), claims that it is sensitivity to the common and distinct features between target language culture and native culture, and use of a foreign language according to its culture to adjust one's own language understanding and consciousness of language output. Hence, foreign language learners should be taught by teachers, mainly in oral expression sessions, how to use the language properly, as in what message they want to transmit, how to transmit it clearly, what kind of communication tools they can employ…etc.

Finally, cross-cultural competence refers to the ability of handling the key problems in cross-cultural communication, as in cultural divergences strangeness, this cultural attitude among groups, and the psychological tension that results…etc. It grants rich dynamics of cross-cultural interactions to individuals and helps them raise their effectiveness in relating across cultural divergences. (Kramsch 1993, as cited in Oanh & Minh, 2018)

2. 2. The Relationship between Language and Culture

Previous studies as: Samovar, Porter & Jain, 1981 (as cited in Muho & Roseni, 2016) have claimed that culture and communication are inseparable due to the various benefits provided by culture: First, it specifies who are talking to each other, the topic they are discussing, and the way the communication proceeds. Second, it determines how people encode messages, what they mean by these messages, and also shows the conditions under which various messages may or may not be sent, noticed, or interpreted. All in all, culture is viewed as the foundation of communication.

Indeed, language and culture are so interlinked that any potential separation between them would lead to losing the significance of either language or culture. On the one hand, face to face interaction and linguistic communication contribute in learning and transmitting culture from one generation to another. On the other hand, it is believed that:

> Language is a subpart of culture, which plays an important role. A language is a linguistic habit, a set of practices that imply not only a particular system of words and grammatical rules, but often unforgotten or hidden struggle over the symbolic power of particular system of classification, address and reference forms. (Boudreaux, as cited in Muho & Roseni, 2016, p. 54)

Foreign language teaching requires introducing the culture of the community where the FL is used. As it has been stressed earlier, all foreign language teachers must be interested in the study of culture. If they do not teach language and culture in an integrated way, they are presenting meaningless symbols or symbols to which the students attach the wrong meaning. Furthermore, teaching communication without culture might be adequate to survive, but the lack of cultural awareness and understanding makes communicative competence incomplete (Muho & Roseni, 2016).

2.3. How to Incorporate Culture in Foreign Language Teaching Contexts

Before integrating culture in FL teaching, Turkan & Celik, 2007 hypothesize that teachers need first to be acquainted with the FL culture. Sometimes teachers feel insecure to even approach culture since they either ignore the necessary knowledge of the target language culture or the way to teach it. In fact, such incorporation does not aim at denying one's own culture or considering foreign culture as superior. On the contrary, this awareness acts as a shield against potential negative attitudes learners may face when learning novel norms that differ from their own, and enables them to identify and value the differences between the two cultures for the sake of successfully linking form and meaning in language learning.

Hence, in order to put cultural awareness into practice, in an attempt, to reach an intercultural understanding in the classroom, Turkan & Celik, 2007 claim that foreign language teachers should set clear goals and successful instructional strategies. Seelye (1974, as cited in Turkan & Celik, 2007) suggests numerous goals to be set by teachers while teaching culture. It is important to note here that these goals are not based on research. For him, teachers should firstly make their students feel interested and curious to know about the target language culture. Secondly, they should familiarize students with social factors that impact the way people use the language as in: age, gender, social class, and ethnicity. Thirdly, teachers should raise their students' awareness about the fact that language use changes from one situation to another. Therefore, students should recognize the reason why people of the target language culture choose to behave in a certain way in a particular situation they are in, and eventually, acquire the skills to know what to say, at the suitable time and setting, and to the right people.

Most teachers find themselves worried about what to focus on within the various topics or operations occurring in culture. Correspondingly, teachers should not regard the inclusion of culture as a straightforward act, but should put selection, development and/or adaptation of cultural materials or topics into account to ensure many premises. To Brooks (1975, as cited in Turkan & Celik, 2007), such materials should be derived from symbolism, values, authority, ceremony, humour, beauty, and spirit, and should reflect several aspects. Oanh and Minh (2018) classified them into six aspects namely:

> The geographical knowledge (purpose and geographical environment, living conditions, etc.), personal lifestyle (lifestyle, ideas, values, etc.), the people and society (the purpose and the country's political, religious, racial, etc.), historical knowledge (countries such as Britain, the United States history), all kinds of system (system of government, education system, the system of social welfare, economic, military and political organizations, news media, etc.) as well as the cultural art, music, literature, and other achievements (p. 100)

3. Research Methodology

The current research collects data about the investigated phenomenon via the use of a questionnaire. The latter is given to eleven teachers who volunteered to take part in our study during the second semester of the academic year 2018/2019. The subjects belong to the English department of Badji Mokhtar- Annaba University. They either teach oral expression in the present or have taught it in the past. It should be noted that we have chosen this module in particular because its context grants more opportunities for communication and the potential incorporation of culture. With respect to the procedure of answering the questionnaire, some teachers were handed the questionnaire sheet during their teaching sessions; after providing answers, they returned it back to the researcher who was waiting for them until they finish their sessions, whereas others were sent the questionnaire via email and then sent it back filled.

4. Results and Discussion

Through teachers' questionnaire (**Appendix I**), we have managed to gather and then analyze data related to the teaching experience, teachers' familiarity with the target language culture, their perspectives towards the importance of integrating target language culture in oral classes, and the classroom practices that they use. The questionnaire includes four sections which constitute nine questions of different types: yes/no questions, close-ended, open- ended questions, and scales.

4.1. Section One: Teaching Experience

Q1 helped us to find out the qualification of our eleven participants, and the results are demonstrated in figure (1):
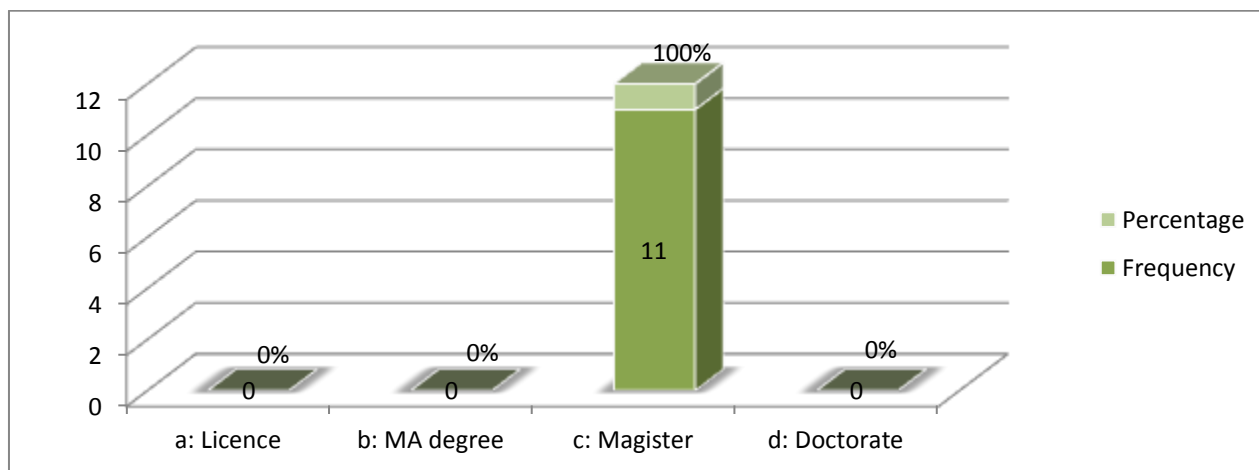

Figure 1:
Teachers' Qualification

As shown in the figure above, all participants (100%) hold a Magister degree.

The following figure shows results obtained from **Q2** that is related to the number of teaching years
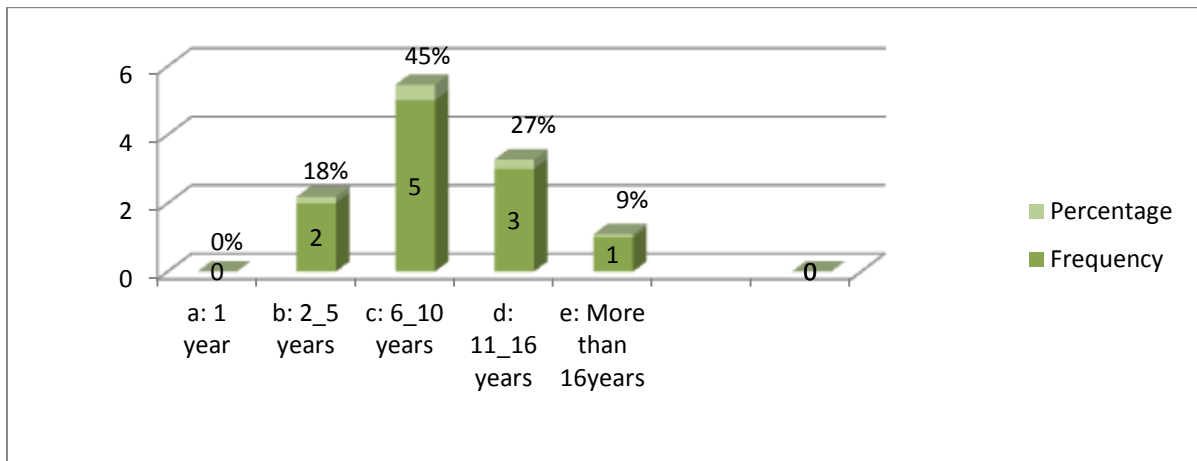
Figure 2:
Years of Teaching at the University

As noticed in the previous figure, 45% of teachers under study have spent (6_10 years) in teaching, while 27% is attributed to those who have been teaching for about (11_16 years), the shortest period (2_5 years) is assigned to 18% of the subjects, and finally, just one teacher has been teaching for more than 16 years. After calculating the mean and standard deviation of our subjects' teaching years, we have found out that they equal (2, 2) and (1, 92) successively.

The last question **(Q3)** in this section reveals the number of years teachers have been teaching oral expression as illustrated in the following figure:
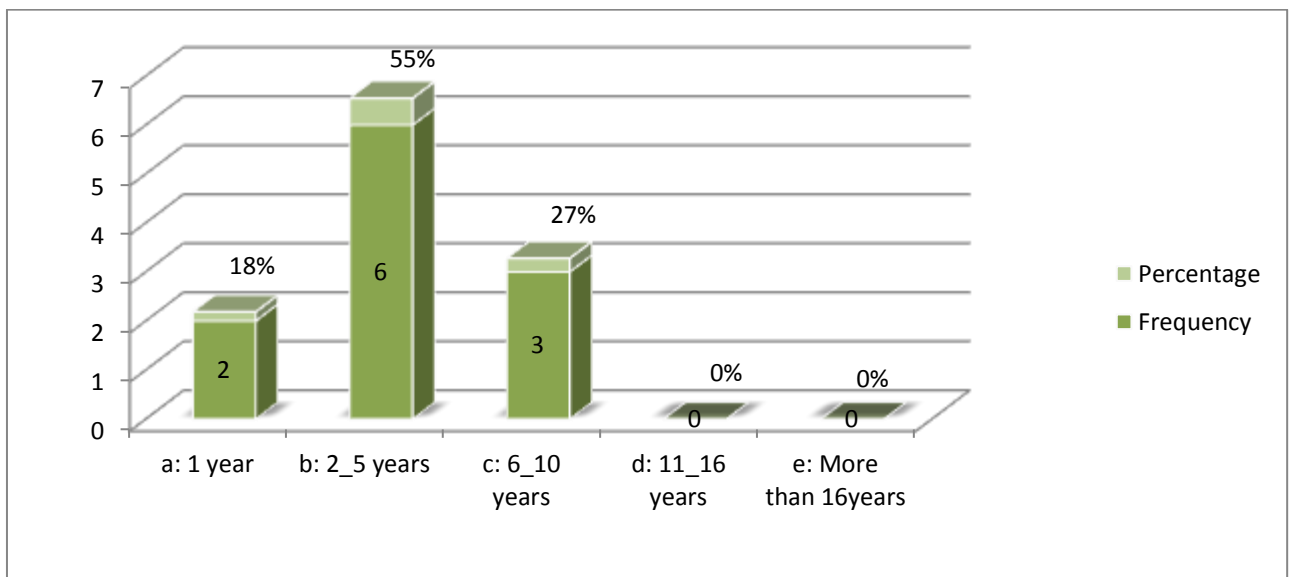
Figure 3:
Years of Teaching Oral Expression

The results show that the majority of teachers (55%) have a moderate experience with the module of oral expression (2_5years), whereas 27% is attributed to those who have a slightly more experience (6_10 years), and 18% is given to those with little experience (1year). It is worth mentioning here that the mean and standard deviation of our subjects' Oral Expression teaching years equal (2,2) and (2,4) successively.

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4.2. Section Two: Familiarity with the Target Language Culture

Q4 is open-ended and gives us an idea about whether our subjects acknowledge or at least hint to "LANGUAGE" in their identification of "CULTURE". Their responses to this question are stated verbatim as follows:

- *Culture is all what defines a community from religion to language to history…etc.*
- *Culture refers to all the attributes and the components of an individual's life: way of life, language; customs and traditions, literature, history…etc*
- Culture is more like a way of life to me. It is everything that is specific to a group of people—a set of shared beliefs, attitudes, customs, and lifestyle.
- Culture is the set of all values, beliefs and practices that certain populations and geographical settings have and live by. It is part of the larger expressed civilization of for example, Eastern or Western entities.
- Culture is a set of beliefs, values, customs, lifestyles, and habits which characterize a certain society. It passes from one generation to another.
- *Culture is the specific characteristics that are linked to a specific group of people. Language shows crucial characteristics of any culture.*
- Culture can be defined as the set of shared values, practices, customs, beliefs that characterize a specific social group.
- Culture means a way to discover the world.
- Culture is the identity of any society. It defines the traditions and customs of the society.
- *It is a set of conventions, arts, customs, language in a society or nation.*
- It is the sum of the material, spiritual, historical and intellectual characteristics and therefore "heritage" of a social group.

Depending on our respondents' definitions of culture, we can notice that only four have referred to 'language'; and it is worth mentioning here that these definitions are shown in italics. On the one hand, these few subjects believe in the impact of culture on language, as a result, they preferred not to exclude language from their identifications. Such impact is demonstrated in words as: "*Culture is all what defines a community from* [...] *to language* [...]". Indeed, one can not deny such influence because if a concept belongs to our culture, it is automatically part of our language, and likewise, when it is absent. On the other hand, one of the participants acknowledges the fact that language reflects culture as: "[…] *Language shows crucial characteristics of any culture*". To sum up, culture shapes language, and language reflects or holds characteristics of culture. .

Q5 attempts to find out the extent to which our subjects are familiar with the suggested target language cultural aspects. It is presented in the form of a scale that has been adapted from Farooq, Soomro, &Umer (2018). Our findings are illustrated in the following table and figure:

Table 1:

The Extent of Familiarity with Target Language Culture

|	TL Cultural Aspects	Not Familiar	Sufficiently Familiar	Very Familiar
1	Youth life	0%	73%	27%
2	History, geography	18%	73%	9%
3	Government	27%	73%	0%
4	Ethnic and social groups	0%	91%	9%
5	Customs and festivals	0%	82%	18%
6	Education	9%	55%	36%
7	Professional life	18%	45%	36%
8	Law and order	45%	45%	9%
9	Literature	0%	36%	64%
10	Values and beliefs	0%	82%	18%
11	Music and art	9%	55%	36%
12	Non-verbal communication	64%	36%	0%
Mean		16%	62%	22%
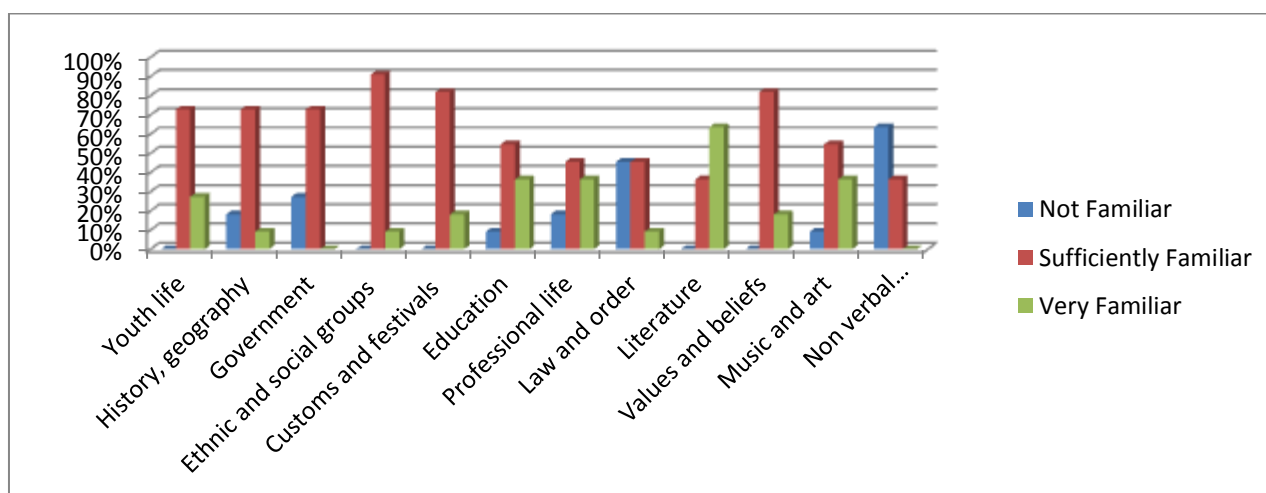
Figure 4:

The Extent of Familiarity with Target Language Culture

Our findings show that the *very familiar* target language cultural aspect is "literature" as it occupied the highest percentage (64%). This can be related to the fact that almost all of our subjects appointed to teach oral expression are specialized in 'literature'. However, the sufficiently familiar TL cultural aspect is "Ethnic and social groups" since it was selected by 91% of teachers under study. Finally, the aspect that is not familiar at all is "non-verbal communication" because more than half of our participants (64%) chose it. It is important to note here that teachers should develop knowledge of foreign language non-verbal communication because all sorts of body language, gestures, and facial expressions are as important as verbal communication. The importance lies in the notion of relativity. i. e. the same gesture can send different messages in different cultures, so if a teacher or student ignores this fact, he would take a gesture that means something in his native language (e. g. Arabic), and wrongly apply it on a foreign language (e. g. English) leading to communication

breakdown or miscommunication on the part of his interlocutor. All in all, we can say that our subjects claim to be sufficiently familiar with TL culture because we have noticed the highest mean (62%).

4.3. Section Three: Teachers' Perspectives towards the Importance of Integrating Target Language Culture in Oral Classes

Q6 is also presented in the form of a scale and has been adapted from Farooq, Soomro, &Umer (2018). The results that reflect our respondents' opinions are demonstrated in the following table:

Table2:

The Importance of Integrating Target Language Culture in Oral Classes
Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), Strongly Agree (SA)

N	Statement	SD	D	N	A	SA
1	It is important to teach foreign language and foreign culture in an integrated way.	0%	0%	9%	18%	73%
2	Foreign language teaching enhances students' understanding of their own cultural identity.	0%	0%	0%	73%	27%
3	It is important to promote students' sensitivity to different cultures.	0%	0%	9%	45%	45%
4	It is important to develop positive attitude & tolerance towards L2 culture.	0%	0%	9%	55%	36%
5	Teaching culture motivates students.	0%	0%	9%	55%	36%
6	L2 Culture teaching does not improve intercultural competence; it is waste of time.	36%	55%	9%	0%	0%
7	Students' language skills may improve by integrating language and culture.	0%	0%	9%	73%	18%
8	Students' own culture is at risk while teaching them a foreign culture.	64%	9%	27%	0%	0%
9	Understanding target culture may help students in creating critical thinking regarding target and local cultures.	0%	9%	0%	55%	36%
10	Introducing culture in oral classrooms may hinder the language learning process.	45%	36%	18%	0%	0%
	Means	15%	11%	10%	37%	27%

According to these findings, we can deduce that our informants consider the integration of target language culture in EFL oral classes as important since the option "Agree" has the highest mean (37%). What reinforces their positive attitudes is statement "8": we notice that the majority of teachers in the present study (64%) have "strongly disagreed" on any potential risk that can be caused by teaching foreign language culture. In addition to that, statement "6" can also serve as an evidence because more than half of the subjects (55%) have "disagreed" on considering TL culture teaching as 'waste of time'. Moreover, a higher rate (73%) "agrees" with statement "2" and "7" that revolve around the importance of incorporating TL culture in improving the understanding of one's mother tongue culture and even other target

language skills. Last but not least, the majority of our participants (73%) "strongly agree" on statement "1" which revolves around the significance of 'teaching foreign language and foreign culture in an integrated way'.

4. 4. Section Four: Classroom Practices

Q7 helps us to check whether teachers in the current study integrate TL culture in their oral classes or not. The results are exemplified in the following table:

Table 3:

The Integration of EFL Culture in Oral Classes

		Frequency	Percentage
a	Yes	11	100%
b	No	0	0%

In accordance with table (3), we can conclude that all teachers in the current study incorporate culture of the foreign language that they are teaching, mainly English.

Q8 provides justification to the previous answer. It should be noted that the various justifications of our respondents are mentioned verbatim below:

- Personally, I think students cannot learn language without having a sufficient cultural background. The latter is the basis of all disciplines i. e. linguistics and namely literature and civilization.
- I, in fact try whenever possible, to stress for my students the differences between the way my students perceive issues and social phenomena on the one hand and the way societies of the target languages do perceive them. I try to draw my students' attention to the fact that cultural artefacts and ingredients of a society play a decisive role in making them perceive life issues.
- Language is part of culture. To enhance one's learning of a language, one must consider the importance of the culture that language comes from.
- It widens the students' knowledge and helps them learn the language in a better way.
- The integration of target culture in language teaching is paramount because it enhances the students' competence, skills, and understanding.
- Teaching FL would necessarily mean integrating cultural aspects of the target language.
- It is better for the students who are studying a foreign language to know as much as possible about other aspects of the culture of those people who speak this language.
- Without cultural aspect, I think no motivation can attract learners.
- Sometimes I integrate the target culture if the topic is talking about something related to culture like traditions, festivals to understand the topic better and to have better participation from the students.
- Learning FL culture is part of the FL process.
- Well, it depends on the nature of the topic. If the tackled topic contains some cultural aspects, then it will be worthwhile to refer to target culture to enrich the details.

To sum up, our participants incorporate TL culture due to different reasons that all represent benefits of TL culture, namely: enlarging students' knowledge, capturing their attention and making them feel excited or motivated, improving their competence skills, mainly raising their awareness and understanding on intercultural competence.

Q9 shows how teachers usually address cultural aspects in oral expression sessions. Table (4) below clarifies the type of activities followed:

Table 4:

How Teachers Address Cultural Aspects in Oral Expression Sessions

Items	Type of activities	Frequency
a+b+c+d+e+f	Cultural differences between L1/L2+role play+culture loaded vocabulary+ discussions+ songs/poems+ mimicry of audio recordings	2
a +b +c+f	Cultural differences between L1/L2+role play+culture loaded vocabulary+ mimicry of audio recordings	1
a+b+d+e+f	Cultural differences between L1/L2+role play + discussions+ songs/poems+ mimicry of audio recordings	1
a+ c +d	Cultural differences between L1/L2+culture loaded vocabulary+ discussions	1
a +c +d +e+ f	Cultural differences between L1/L2+culture loaded vocabulary+ discussions+ songs/poems+ mimicry of audio recordings	2
a +c +d +f	Cultural differences between L1/L2+culture loaded vocabulary+ discussions+ mimicry of audio recordings	1
b +e	Role play+ songs/poems	1
d+e+f	Discussions+ songs/poems+ mimicry of audio recordings	1
e	Songs/poems	1

From these findings, we can observe that almost all teachers prefer to diversify classroom practices or activities that aim at addressing TL cultural aspects. Such diversity may be done intentionally to respond to the various needs, styles, and preferences of heterogeneous learners. Paying a deeper observation to the table also enables us to extract the most recurrent or used activities by our subjects: the three items "a", "e", "f" are all repeated six times, and they stand for "cultural points which are different in L1/L2", "songs/poems", "mimicry of audio recordings" successively.

5. **Suggestions**

This section offers our informants an opportunity to mention other suggestions on how to integrate foreign language culture in foreign language teaching. These suggestions are stated in teachers' words as follows:

• There are many documentaries, encyclopedias, different literature, and media that break ground of our previous knowledge on target languages taught in classes. Some focus may be put on curious, bizarre, or unique aspects of certain cultures help in opening the minds of students to different human cultures not solely the target-language related one. Creating debates away from "judgementalism" would also be a great objective to set and work on accordingly.

• Teaching the target language's most important proverbs and idioms is helpful.

• I try to teach them idiomatic expressions, but I think that literature can also help.

• I think using drama, movies…etc can help learners to be aware of what is happening in the world.

These answers can serve as recommendations or guidelines for teachers who are willing to incorporate culture of the foreign language they are teaching. However, they should first test each method with their students to see if it is successful or fruitful in making students acquire new cultural aspects. Otherwise, they should keep changing the methods until they produce learners with a better communicative competence.

6. Conclusion

The overall aim of the present study was to seek for teachers' perceptions on the integration of EFL culture in oral expression sessions. As for data collection tools, we have distributed a questionnaire to eleven teachers from the English department at Badji Mokhtar University- Annaba. Through data analysis, we have managed to find answers to the following research questions: 1. Do oral expression teachers hold positive attitudes towards the integration of target language culture? 2. To what extent they are familiar with target language cultural aspects? 3. How do they address the target language culture in oral classrooms?

With respect to the findings, all teachers under study have claimed to incorporate EFL culture because they consider it as significant in boosting students' linguistic competence, increasing their motivation and engagement, widening knowledge, raising awareness about divergences between L1 and FL cultures... etc. Also, the majority of our subjects were found to be sufficiently familiar with FL cultural aspects. Moreover, they were found to vary their classroom practices in order to address cultural aspects such as the use of proverbs, idioms, drama, movies, songs, role play, discussions or other activities that stress differences between cultures... etc.

To conclude, future researchers are recommended to tackle the topic by combining perspectives of both teachers and students. In addition to questionnaires, researchers can make use of other data gathering instruments as interviews, or classroom observations that report more authentic findings about teachers' practices, their familiarity with FL culture, students' reactions... etc.

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AppendixI: Teachers' Questionnaire

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Dear teacher,

You are kindly requested to answer the following questions for the purpose of getting enough information about the integration of EFL culture in Oral Classes.

Please, put a tick (√) in the appropriate box, or give a full answer whenever necessary.

I would like to thank you in advance for your contribution.

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Academic year: 2018/2019

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Section One: Teaching Experience

Q1) Qualification:

a) Licence

b) M. A degree

c) Magister

d) Doctorate

Q2) How long have you been teaching English at the university?

a) 1 year

b) 2 _5 years

c) 6 _10 years

d) 11 _16 years

e) More than 16 year

Q3) How long have you been teaching the module of oral expression?

a) 1 year

b) 2 _5 years

c) 6 _10 years

d) 11 _16 years

e) More than 16 year

Section two: Familiarity with the target language culture

Q4) How would you define "CULTURE'?

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

Q5) Please indicate to what extent you are familiar with the following target language cultural aspects?

	TL Cultural Aspects	Not Familiar	Sufficiently Familiar	Very Familiar
1	Youth life			
2	History, geography			
3	Government			
4	Ethnic and social groups			
5	Customs and festivals			
6	Education			
7	Professional life			
8	Law and order			
9	Literature			
10	Values and beliefs			
11	Music and art			
12	Non-verbal communication			

Section three: Teachers' perspectives towards the importance of integrating target language culture in Oral Classes

P. S. The acronyms demonstrated in the table below stand for the following: *SD_Strongly Disagree, D_ Disagree, N_ Neutral, A_ Agree, SA_ Strongly Agree*

Q6) Please indicate to what extent you agree with the following statements?

N	Statement	SD	D	N	A	SA
1	It is important to teach foreign language and foreign culture in an integrated way.					
2	Foreign language teaching enhances students' understanding of their own cultural identity.					
3	It is important to promote students' sensitivity to different cultures.					
4	It is important to develop positive attitude & tolerance towards L2 culture.					
5	Teaching culture motivates students.					
6	L2 Culture teaching does not improve intercultural competence; it is waste of time.					
7	Students' language skills may improve by integrating language and culture.					
8	Students' own culture is at risk while teaching them a foreign culture.					
9	Understanding target culture may help students in creating critical thinking regarding target and local cultures.					
10	Introducing culture in oral classrooms may hinder the language learning process.					

Section four: Classroom practices

Q7) Do you personally integrate target language culture in language teaching?
a) Yes
b) NO
Q8) Whatever be your choice, please justify it?
……………………………………………………………………………………………………
…
Q9) If your answer to the previous question is "yes", how do you usually address cultural aspects in oral classrooms?
a) I focus on specific aspects of cultural points which are different in Arabic and English-speaking countries

b) I ask my students to participate in role play activities in which people from different cultures meet ☐

c) I focus my students' attention on culture-loaded vocabulary ☐

d) I involve students in discussion while comparing different elements of target culture with the local culture ☐

e) I teach my students English songs or poems to let them experience the different cultures. ☐

f) I use audio recordings and ask my students to mime according to what they hear ☐

Suggestions

If you have any suggestions concerning "how teachers can integrate target language culture in language learning", please feel free to write them down:

....