

Libyan Teachers' Attitudes Towards Teaching The Target Culture in EFL Classrooms At Misurata University

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Abstract:

Culture and language have been considered to be strongly linked to each other, this comes from the fact that language is not a code free from culture. The present study aims to investigate the EFL Libyan teachers' attitudes and opinions towards the integration of the target cultural information within the teaching process. It also attempts to shed the light on the challenges that teachers think they may encounter in order to teach cultural information. On one hand, it is important to establish whether teachers contemplate teaching culture alongside with the target language, and on the other hand, to know if the knowledge of cultural references and culture related issues or aspects contributes to cultural awareness. The participants of the study are 21 lecturers who teach English as a foreign language (EFL) at the English departments in two colleges of Misurata University. Questionnaire and semi structured interviews are used to collect data. Findings show that the majority of EFL teachers hold a positive attitude towards teaching culture. Moreover the results of the interviews reveal some challenges from the teachers' opinions that may be encountered when integrating the target culture in their classrooms.

Keywords: attitude, culture teaching, cultural information, challenges.

مواقف المعلمين الليبيين تجاه تدريس الثقافة الأجنبية في فصول اللغة

الإنجليزية بجامعة مصراتة

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الملخص:

تترابط الثقافة واللغة ببعضهما ارتباط قوي، وهذا يأتي من حقيقة أن اللغة ليست رمزاً خالٍ من الثقافة. تهدف الدراسة الحالية إلى اكتشاف اتجاهات وآراء المعلمين الليبيين الذين يُدرّسون اللغة الإنجليزية كلغة أجنبية تجاه دمج المعلومات الثقافية في عملية التدريس في تعليم اللغة. كما تهدف الي إلقاء الضوء على التحديات التي يعتقد المعلمون أنهم قد يواجهونها أثناء تدريس المعلومات الثقافية. من ناحية، من المهم تحديد ما إذا كان المعلمون يفكرون في تدريس الثقافة جنباً إلى جنب مع اللغة، ومن ناحية أخرى، معرفة ما إذا كانت المعرفة بالمراجع الثقافية أو الحقائق أو الجوانب المتعلقة بالثقافة تساهم في الوعي الثقافي للطلبة. المشاركون في الدراسة 21 محاضرا يدرسون اللغة الإنجليزية كلغة أجنبية في قسم اللغة الإنجليزية بجامعة مصراتة. تم استخدام الاستبيان والمقابلات الشخصية لجمع البيانات المطلوبة. تظهر النتائج أن غالبية المعلمين لديهم موقف إيجابي تجاه تدريس اللغة ولا يجدونها عائق في العملية التدريسية. علاوة على ذلك، تكشف نتائج المقابلات عن بعض التحديات من رأي المعلمين التي يمكن مواجهتها عند دمج الثقافة المستهدفة في فصولهم الدراسية وكيفية معالجة ووضع حلول لهذه التحديات ومعالجته.

الكلمات المفتاحية: الثقافة الأجنبية، تدريس الثقافة، المعلومات الثقافية، التحديات.

1. Introduction:

1.1 Research Problem and Background.

Culture and language have often been described as interrelated and the relationship between them is highly complex. Language is not only grammatical structures, a wide range of vocabulary and sentence constructions, but also unique cultural norms and social systems. Different cultures hold different norms, beliefs and values which affect language use. Thus, understanding these cultural-specific contexts along with linguistic principles of a particular culture is essential to effective language acquisition and learning.

In Libya, where English is considered as a Foreign language (EFL), it is not easy for learners to surround themselves with large amounts of the English language input and its culture. As a result, this may affect EFL learners' ability in understanding the intention of the speakers in cross-cultural communication and sometimes fail to use the appropriate language in appropriate situations or following the target language rules of conversations. These skills and rules may vary across cultures and within cultures, so EFL learners may come across some difficulties when using the target language in social situations. Native speakers often interpret the violation of such socio-cultural rules as "bad manners" rather than a lack of knowledge (Tanaka 1997:16). Moreover speakers who are from different cultural backgrounds may adhere to their own cultural conventions without paying attention to the fact that they could be appropriate or not in the target language. To solve such communication problems, some scholars such as (Kramsch, 1993; Lange, 2003) advised the teaching of target culture especially in the EFL environment alongside the curriculum. Teaching culture along with language becomes an essential part of the communication process, the Standards of Foreign language learning (1996) listed culture as one of the five goals of learning any foreign languages. Moreover, a modern language association of America MLA (2007) emphasized the importance of teaching both culture and language at higher education.

The main goal of any foreign language teaching program is the mastery of both linguistic and communicative competence. For Canale (1988), the communicative competence occurs when learners are provided with meaningful interaction and sociocultural knowledge in authentic situations of the target language. In other words, teaching a foreign language means preparing learners for real life situations that they may encounter while communicating with native speakers and how they avoid misunderstanding. Teaching cultures, as Brown (2014) stated, can enhance the learners' ability to use the target language convention successfully and gain a better understanding of cross cultural communications.

However, teaching target culture has not been easily accepted in some societies due to many reasons such as religious differences (Jabeen & Shah, 2011). In these societies, some teachers think that target culture teaching would harm the mother culture, students' beliefs and way of thinking. Others hold the view that it is an additional component and considered as "appetizer" which is added to the main meal, as it is shown in the study of (Chen and Yang, 2016).

Also, introducing culture in language classrooms may trigger negative consequences. Alptekin (1993) stated that teaching target language culture may hinder learners' understanding of the target language as they have to cope with the unfamiliar vocabulary items as well as cultural items which are foreign to

them and against their beliefs. Adaskou, Britten and Fahsi (as cited in Nation & Macalister, 2009) discussed the same issue with reference to English language teachers' experiences in Morocco. Teachers feel that the inclusion of target culture may lead to a sense of dissatisfaction with the local culture as learners compare their culture with that of the target languages.

Therefore, these contradictory arguments raise the important question; should target culture be addressed while teaching English as a foreign language in Libya?. Furthermore, research has shown that teachers' attitudes and beliefs play a significant role in the teaching process (Zheng et al., 2009). They also have an impact on how they plan classroom activities and select teaching methods. So, the current study is an attempt to investigate the teachers' attitudes and beliefs towards teaching the target culture in the EFL context.

1.2 Research Objectives:

The present study aims at investigating the attitudes (perceptions, feelings and opinions) of EFL Libyan teachers towards the target language culture integration at the English Language Departments in Misurata University; and to check whether the integration of the target culture in the EFL classes constitutes a threat or benefit to the teaching of the English language or not. Also to investigate the challenges that might be faced during the teaching of target culture from the teachers' perspectives.

1.3 Research Questions:

This study is an attempt to answer the following questions:

1. What attitudes do EFL teachers have towards the integration of the target culture?
2. What are the barriers and challenges of teaching culture to EFL students, from the teachers' point of view?

2. Literature Review:

2.1 The Concept of Culture:

Culture has gained the attention of many scholars and researchers and it has been defined in many ways (i.e. Hammer,1985; Kramsch, 1998; Johnson & Chang 2012). Brown (2007) defined culture as a way of life and a context within which people exist, feel and think and how they behave. Brown added that culture can also be the ideas, customs, arts, skills that distinguish group of people.

According to Monde (2005:90) "culture is composed of traditional ideas and related values; it is learned, shared and transmitted from one generation to the next".

Culture is composed of various elements that work together to create unique cultural identity, such as symbols, language, values, norms and rituals.

According to the National Standards for Foreign Language Learning (1996), culture is typically understood to include the philosophical perspectives, the behavioral practices, and both tangible and intangible products of a society. The relationship between perspectives, practices, and products within culture is illustrated below.

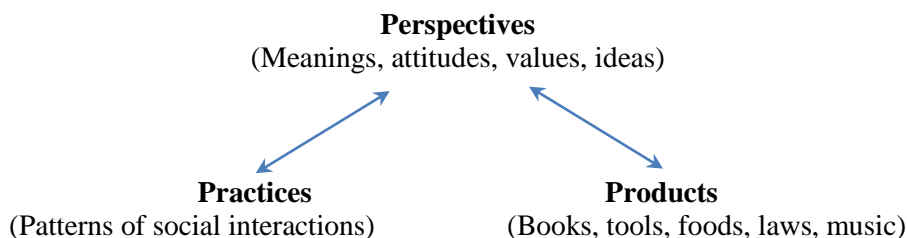


Figure 1: What constitutes culture? (The National Standards for Foreign Language Learning, 1996: 43)

2.2 Culture and Foreign Language Learning and Teaching:

Since language emerges from societal interaction, EFL learners cannot learn any language without referring to its cultural information, Onalan (2005: 216) described culture as "vital part of communication process" revealing that "learning language without its culture is a recipe for becoming fluent fool". It is difficult for language learners to communicate effectively with native speakers since he/she lacks cultural knowledge. In other words, the mastery of the target language involves both linguistic and cultural knowledge. For example, Social etiquette and norms can differ between English and Arabic cultures. Greetings, gestures, and forms of address may vary significantly. For instance, English speakers often shake hands as a common greeting, while Arabic speakers may use verbal greetings and physical gestures like placing the right hand over the heart. As Byram (2004) argued that language does not function independently from the context where it is used. Therefore, when learners learn the target language, they need to be aware of the target culture for better communication and better understanding of native speakers' perceptions.

Moreover, McKay (2003) stated that culture has a significant influence on teaching any foreign language in terms of two sides; linguistic and pedagogical. The former is related to the influence of culture on semantic, pragmatic and discourse level, such as (compliments) and (some words which used for greeting females) are culture specific of certain societies. The latter side is that culture affects the material-content and the teaching methods.

Peck (1998) suggested that culture teaching has many benefits for learners, it allows learners to touch, feel, smell, and see the target language speakers, not only hearing their language. The teaching process experience becomes more

real and authentic for learners. Also, teaching elements and facts about target culture can arouse learners' interest and act as a motivator.

On the other hand, some other scholars and researchers (Al- Abed and Samadi 1996, Rodliyah & Muniroh 2012) pointed out that teaching culture sometimes leads to a sense of dissatisfaction especially when the learners compare their own culture with the target one. And in turn learners may be influenced by the target culture and lose their identity and religious values. Also, Chen & Yang (2016) showed that some college instructors believed that culture is an additional component of the teaching process and English should not be taught with referring to English speaking countries' culture.

2.3 Related Studies:

Mahmoud (2015) discussed whether culture should be taught in an EFL classroom. The issue at hand concerned the local culture and the target culture and its pertinence in the classroom. He showed that learners' cultural background should be addressed and taken into account to help them develop effective communication. Teachers have an important role in selecting what culture to teach to a specific group of learners, so as not to "clash with the learners' culture, from religious and sociocultural viewpoints" (Mahmoud, 2015: 71)

Al-Amir (2017) used a three-Points Likert scale questionnaire to investigate teachers' perceptions of culture teaching in EFL classrooms at the University of Jeddah. The results showed that the majority of EFL teachers supported the teaching of culture in the foreign language classes. Though Saudi EFL teachers were affected by the Islamic-phobia events, they supported the teaching of cultural components through their classes, (Alfahadi, 2012).

Yeganeh and Raesi (2015) conducted a study to shed light on the major means of teaching culture and the barriers that Iranian teachers face when integrating culture in the EFL class. They collected data through a questionnaire from 291 teachers, the results showed some barriers faced EFL teachers while teaching cultural elements. As far as difficulties are concerned, lack of time was the main obstacle for teaching culture and behavior.

Chen and Yang (2016) investigated language instructors' attitudes and beliefs towards teaching culture and the difficulties and barriers of teaching culture to college-level students. The study was conducted using qualitative tools: document miming, classroom observations and interviews with language instructors. Results revealed two profound barriers, namely instructors' beliefs and attitudes in addition to the lack of professional development opportunities in learning strategies on weaving culture teaching in foreign language classrooms at the college-level.

Aydemir (2014) studied the perceptions and classroom applications of 80 Turkish FL instructors about integrating the target culture in the classroom. The researchers used a questionnaire, semi-structured interviews and stimulated recalls to gather the data. Results showed positive signs particularly towards the Integration of culture in the EFL classroom. Bayyurt (2000) conducted another similar study. She carried out an investigation in 25 EFL classrooms in public and private primary and secondary schools in Istanbul, Turkey. Her aim was to find out the attitudes of non-native EFL teachers towards the cultural aspect of the foreign language they are teaching. The results showed that most teachers were concerned with raising the awareness of their students towards the cultural values of the target language.

Regarding the Libyan context, a study conducted by AL Ahmed (2014) examines the perceptions of 20 Libyan teachers of English as a foreign language (FL) at Sebha University towards teaching EFL culture inside Libyan EFL classrooms. It seeks to find out whether Libyan EFL teachers hold positive attitudes towards the use of the target language culture as oppose to the students' first language or not, a quantitative approach was used. The results of the study showed that the majority of the participants hold positive attitudes towards the integration of EFL culture in teaching English language in Libya.

Comparing the research in the literature, the current study focuses on EFL teachers' attitudes towards teaching the target culture in the Faculty of Arts and Languages & Translation College in Misurata University. In addition to investigating the challenges that they may come cross during teaching the target culture.

3. Research Methodology.

The current study focuses on EFL teachers' perceptions and attitude towards teaching target culture, the researcher chose to use a mixed-methods approach that combines quantitative and qualitative approaches. Mixed methods can give the researchers conventional and contemporary design to provide authentic data. (Terrell 2012)

3.1 Participants and setting:

The participants of the present study are 21 instructors working at (the Faculty of Arts and Languages & Translation College) in Misurata. All the participants are EFL teachers who are teaching courses at the English Departments in the Fall Semester (2023). They are four males and 17 females with a minimum experience of 4 year while the maximum experience was 16 years of teaching English. The target sample was 35 teachers but only 21 responded to the questionnaire. All participants hold MA degrees in English language and linguistics.

3.2 Instruments:

Two instruments, namely questionnaires and semi-structured interviews were utilized to elicit the study data and achieve the objectives.

Firstly, the use of questionnaires is one of the dominant ways of collecting data related to perceptions and attitudes (Mackey & Gass, 2005), the main tool in this study is a questionnaire adapted from Al-Amir (2017) study. It consists of 15 items with three-point Likert Scale (Agree, neutral, disagree). The questionnaire investigates teachers' attitudes and perceptions towards culture teaching in EFL classrooms. The data gathered from the questionnaire were analyzed descriptively to find the frequencies and percentages of the responses, (see appendix A).

A set of semi-structured interviews was also prepared. It included three open-ended questions, (see Appendix B), that sought information on the teachers' perceptions regarding teaching culture and their opinions on the challenges of teaching culture. Five of the teachers who participated in the questionnaire were interviewed individually to clarify some issues related to the study and to give some explanations for their views. Interviews allow the researcher to be aware of the dimensions of the research and gain verbal insights into participant's perceptions. In order to observe consistency in terms of content areas to be covered and for the purpose of achieving minimal convergence between the information obtained through questionnaires and interviews, enough care was taken in formulation of the interview questions to target some components in the questionnaires, which need some clarification.

4. Results and discussion.

Libyan teachers' perception of the teaching culture in EFL classes was uncovered through analyzing teachers' responses to each item of the attitude questionnaire as well as interview questions.

4.1 Questionnaire Results:

The questionnaire consists of fifteen items, adopted from the related study of (Al-Amir 2017). They all aimed to answer the first research question (What attitudes do EFL teachers have towards the integration of the target culture?), the answers are analyzed quantitatively to determine the teachers' attitudes towards teaching culture. The following table summarizes the results:

Table 1: Teachers' attitudes percentage towards teaching target culture

Items of the questionnaire	Agree	Neutral	Disagree
1. In a FL classroom, teaching culture is as important as the target language itself.	85.7%	0%	14.2%
2. It is impossible to teach the foreign language and the foreign culture in an integrated way.	14.2%	0%	85.7%
3. The more students know about the foreign culture, the more tolerant they become.	76.1%	9,5%	14.2%
4. Teaching foreign culture should enhance students' understanding of their own cultural identity.	80%	14.5%	6.5%
5. The cultural dimension in foreign language classes should be expanded.	76.1%	23.8%	0%
6. European and global identities of the student/citizen should be fostered in foreign language / culture classes.	61.9%	%23.5	14.5%
7. All the English-speaking countries cultures are equally valid to be represented in an English syllabus.	14.2%	28.5%	57.1%
8. The study of culture in language classes can hinder progress in linguistic accuracy.	9.2%	0%	90.4%
9. Learning about a foreign culture can change the student's attitude toward her/ his own culture.	47.6%	9.5%	42.8%
10. An emphasis on the study of foreign cultures can contribute to the student's loss of cultural identity.	47.6%	0%	52.3%
11. One important goal in learning about a foreign culture is to develop a critical attitude towards both target and native cultures.	71.4%	9.5%	19.1%
12. The development of cultural awareness should be kept only for the most advanced levels.	85.7%	%0	%14.2
13. Teaching target culture motivates EFL students.	%95.4	5.6%	%0
14. Combining language and culture helps learners to improve their language skills	90.4%	%0	%9.6
15. When speakers of different languages meet, misunderstandings arise often from cultural differences Between FL and TL.	95.4%	%0	%5.6

As shown in (Table 1.), a significant number of teachers (85%) hold positive attitudes towards the importance of teaching culture in the EFL context, similarly and with the same proportion (85%) they disagree the view that culture and language can't be integrated together in the teaching process. Such a result is compatible with Onalan (2005) that stated language and culture are inseparable.

As for questionnaire items (3, 4, 11, 13 and 14) which explore the benefits of culture integration in the teaching process; the results show that approximately (71%) of teachers believe that teaching culture can improve students' understanding of cultural uniqueness, and similar proportion of teachers (71%) agree that learning about a foreign culture can develop a critical attitude towards both target and native cultures. Likewise, (95%) and (90%) of teachers agree that teaching culture will motivate students to learn, and improve their language skills, respectively.

Regarding the questionnaire items (8, 9, and 10) which examine the teachers' attitudes to the negative effects of teaching cultures, (90%) of teachers disagree that teaching target culture may hinder the linguistic progress of EFL students. But when it comes to the item that stated "Learning about a foreign culture can change the student's attitude toward her/ his own culture" only (42%) of teachers disagree, 47% agree and 9% have a neutral view. Similarly (47%) of teachers agree that an emphasis on the teaching of foreign cultures can contribute to the student's loss of cultural identity.

As for items (6 and 7) which both investigate which English-speaking countries' cultures are valid to be taught to EFL students, (57%) disagree that all English speaking countries' cultures are valid and (14%) agree whereas (28%) keep neutral. This result may arise from what is called Islamic-phobic as described by ALfahadi (2012); some EFL teachers are concerned that some aspects of the target culture may affect the students' own Islamic beliefs. Finally most of the teachers (95%) agree that misunderstanding in cross culture communication may come from unawareness.

To sum up, the quantitative data show that the teachers were viewing positively regarding teaching culture in EFL classrooms, teacher's responses to the questionnaire showed that they were aware of the importance of teaching the target culture.

4.2 Interview Results:

Furthermore, to answer the second question of the present study, a semi structured interview was conducted with five teachers (will be referred to as T1, T2, T3, T4 and T5). They are members of teaching staff at the English Department, Faculty of Arts. All of them hold MA degrees in applied linguistics. The information was collected on audio. Each participant was

informed of the purpose of the interview and was given their consent under the condition of confidentiality.

The opinions conveyed in the interviews were analyzed using the tools of Bardin's content analysis (Bardin,1977). Content analysis is described as a technique that allows inferring knowledge from the information obtained from the interview then the researchers build and categorize the results into several points. This investigation technique can be applied to different people under the same context.

For this study an individual interview is the best choice because it is designed to obtain the interviewee's understanding and views of the topic.

In general, all interviewees acknowledged in their responses to the first question (Appendix B) that the integration of the target culture in English language classes can be a very effective way to enhance language learning process. Learning a language is not just about grammar and vocabulary, but also about understanding the culture and customs of the people who speak that language. For example, T1 stated that by immersing students in the target culture, they can develop a deeper understanding and appreciation of the language and its speakers. Whereas, T3 believed that integrating the target culture in English language classes can be done through various activities such as watching films or reading literature, and participating in cultural events. These activities can help students understand the nuances of the language, learn new idioms, proverbs and vocabulary, and develop the ability to communicate more effectively with native speakers in cross-cultural communication.

Moreover, T2 & T5 both suggested that learning about the target culture can also help students develop cross-cultural competence, which is becoming increasingly important in our globalized world. By understanding and appreciating different cultures, students can become more open-minded and empathetic, which can help them build better relationships with people from different backgrounds. Overall, the participants reply positively and acknowledged that integrating the target culture in English language classes can be a valuable tool for improving language learning outcomes and promoting cultural awareness and understanding.

The responses of the interview questions Q2 and Q3 suggested some challenges that teachers may face when implementing this approach. Here is a summary of the common challenges that obtained from teachers' responses in their interviews:

1. Limited resources: Teachers may face challenges in terms of accessing authentic and up-to-date cultural materials that are appropriate for their student's needs. Especially if the teachers are not native speakers of that language, For example, it may be difficult to find suitable videos, articles, or textbooks that

are applicable to their students' beliefs, interests and language proficiency levels. T 2, T3 & T5 stated that due to the religious constraints it might be difficult to find suitable materials.

2. Cultural differences: Teachers may need to navigate cultural differences between the target culture and the students' own culture. T4 states that *"what can be appropriate in one culture might be inappropriate in the others. For example, there are some cultural differences between Arabic culture and English culture mm well, the Arabic culture is considered to be collectivistic which is different from western ones"* These differences can manifest in different ways, such as different attitudes towards time, personal space, or social interaction. T3 mentioned that students should be aware of cultural differences such as the use of direct or indirect language. In communication. T1 said that *"understanding cultural differences is important for effective communication and for avoiding misunderstanding"*

3. Time constraints: Integrating the target culture in English language classes can be time-consuming, and teachers may struggle to balance this approach with other language learning objectives, T2 stated *"teaching culture require extensive preparation and research on the part of culture perspective"*.

4. Student resistance: One other challenge that stemmed from teachers' interviews is that some students may be resistant to learning about the target culture, or may find it difficult to relate to cultural materials that are unfamiliar to them. T4 and T5 mentioned that Libyan students may not accept the target language norms and some cultural aspects that are not exist in our culture.

5. Language proficiency: Integrating the target culture may be more challenging for students who are still developing their language proficiency, especially freshmen students, as they may struggle to understand cultural materials or express their own cultural perspectives in English. Most teachers suggested that teaching culture should be kept for advanced levels.

6. Teacher training: Teachers may need additional training or support to effectively integrate the target culture in their language classes. This may involve professional development opportunities, such as workshops or courses, or access to resources and materials that can help them design culturally relevant lessons and activities. T 3 stated that *"teachers should be aware of the potential stereotypes and misconceptions that students have about target culture and this needs cultural competence on the part of teachers,"*

Overall, while integrating the target culture in English language classes can be challenging, it can also be highly rewarding for both teachers and students. By taking these challenges into consideration while integrating the target culture, students can gain a deeper understanding and appreciation of the language, culture, and people who speak it.

5. Conclusion and Recommendations.

Teaching target culture to EFL students is important for improving language learning, promoting cultural competence, and facilitating cross cultural understanding. The goal behind teaching culture in EFL classes should be inoculating intercultural competence rather than showing the superiority of the target culture over the native one. Since teachers is integral part of any teaching process, their attitudes towards teaching the target culture are very important and greatly affect the students' development.

This study is an attempt to look into teachers' perceptions on culture teaching and explore the barriers and challenges that may be encountered by Libyan teachers during the teaching process. It investigates 21 EFL Libyan teachers at Misurata University. In general, the majority of teachers are aware of the important role that the teaching culture plays alongside the language teaching itself. They hold positive attitudes towards teaching the target culture, though there are some challenges that they think can stand as obstacles, such as teaching target culture can be time-consuming and demanding. Also some teachers show their concerns about the interference of the target culture on the students' own culture. Such results suggest that without addressing these challenges, language teachers will experience difficulty in teaching the target culture in their foreign language classes.

Further studies should be conducted to focus deeply on these challenges and how to overcome them. Also how and which components of culture should be taught. EFL Teachers' perceptions may vary, therefore it is recommended to replicate the current study at different languages colleges in Libya. Future research can also investigate EFL students' attitudes towards the integration of the target culture alongside with teachers' attitudes.

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Appendix A Questionnaire

Gender

Year of experience

Educational Degree

1. In a FL classroom, teaching culture is as important as the target language itself. Agree neutral disagree
2. It is impossible to teach the foreign language and the foreign culture in an integrated way. Agree neutral disagree
3. The more students know about the foreign culture, the more tolerant they become. Agree neutral disagree
4. Teaching foreign culture should enhance students' understanding of their own cultural identity. Agree neutral disagree
5. The cultural dimension in foreign language classes should be expanded. Agree neutral disagree
6. European and global identities of the student/ citizen should be fostered in foreign language/ culture classes. Agree neutral disagree
7. All the English-speaking countries cultures are equally valid to be represented in an English syllabus. Agree neutral disagree
8. The study of culture in language classes can hinder progress in linguistic accuracy. Agree neutral disagree
9. Learning about a foreign culture can change the student's attitude toward her/ his own culture. Agree neutral disagree
10. An emphasis on the study of foreign cultures can contribute to the student's loss of cultural identity. Agree neutral disagree
11. One important goal in learning about a foreign culture is to develop a critical attitude towards both target and native cultures. Agree neutral disagree
12. The development of cultural awareness should be kept only for the most advanced levels. Agree neutral disagree

13. Teaching target culture motivates EFL students.

Agree neutral disagree

14. Combining language and culture helps learners to improve their language skills.

Agree neutral disagree

15. When speakers of different languages meet, misunderstandings arise often from cultural differences between FL and TL.

Agree neutral disagree

Appendix B

Interview questions:

1. What do you think about the integration of the target culture t are in EFL classes?
2. From your point of view, what are the challenges that teachers may face when integrating the target culture?
3. How is it effective for learners to teach them the target culture?