THE ROLES OF TEACHING METHODS, TEACHERS' SELF-EFFICACY, ICT RESOURCES AND INTRINSIC MOTIVATION IN THE TEACHING OF ENGLISH CULTURE IN EFL CLASSROOMS IN ALGERIA

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Abstrak

Pengajaran bahasa asing perlu berpandukan latar belakang budaya bahasa sasaran. Walaupun begitu, nampaknya kemasukan budaya masih diabaikan dalam kebanyakan kelas bahasa. Lebih-lebih lagi, jarang terdapat penyelidikan empirikal mengenai hubungan antara kaedah pengajaran, keberkesanan diri guru, sumber ICT dan pengajaran budaya Inggeris dalam konteks EFL. Tambahan pula, kajian mengenai hubungan antara kaedah pengajaran, keberkesanan diri guru, sumber ICT dan pengajaran budaya menggunakan motivasi intrinsik guru sebagai moderator agak terhad dilakukan. Kajian ini bertujuan untuk mengkaji situasi pengajaran budaya di sekolah menengah yang terletak di bahagian timur Algeria. Lebih khusus lagi, kajian ini berusaha untuk mengetahui sama ada budaya diberi kepentingan di dalam kelas bahasa dan adakah guru EFL Algeria menyedari akan kepentingan budaya dalam pengajaran bahasa Inggeris mereka. Tambahan pula, kajian ini turut mencadangkan bahawa motivasi intrinsik guru dapat menyederhanakan hubungan antara kaedah pengajaran, keberkesanan diri guru, sumber ICT dan pengajaran budaya Inggeris. Kajian ini menggunakan reka bentuk penyelidikan berurutan penjelasan kaedah campuran di mana data kuantitatif menggunakan soal selidik dikumpulkan dengan menggunakan persampelan rawak mudah dari 379 guru EFL Algeria. Selain itu, data kualitatif pula dikumpulkan melalui wawancara separa berstruktur dengan sepuluh orang guru EFL Algeria menggunakan persampelan bertujuan homogen. Hasil kajian menunjukkan bahawa kesan kaedah pengajaran, keberkesanan diri guru dan sumber ICT terhadap pengajaran budaya adalah signifikan. Tambahan pula, motivasi intrinsik Guru menyederhanakan hubungan antara semua konstruk dan pengajaran budaya. Hasil penemuan kualitatif pula menunjukkan bahawa beberapa faktor mempengaruhi kaedah pengajaran, keberkesanan diri guru dan sumber ICT terhadap pengajaran budaya Inggeris. Penemuan ini menawarkan beberapa implikasi kepada guru EFL dan penggubal dasar dari segi meningkatkan efikasi kendiri dan meningkatkan pendekatan pengajaran mereka serta menyediakan sumber yang mudah untuk meningkatkan pengajaran budaya.

Kata Kunci: Kaedah pengajaran, Keberkesanan diri, Sumber ICT, Pengajaran budaya, Guru EFL Algeria.

Abstract

Foreign language teaching needs to be instructed on the cultural background of the target language. Despite this, it seems that the inclusion of culture is still overlooked in many language classrooms. Moreover, empirical research on the relationship between teaching methods, teachers' self-efficacy, ICT resources and the teaching of English culture is scarce in the EFL context. Furthermore, there is limited research on the relationship between teaching methods, teachers' self-efficacy, ICT resources and the teaching of culture using teacher intrinsic motivation as a moderator. This study sought to examine the situation of cultural teaching in the high schools of the eastern part of Algeria. More specifically, it attempted to find out whether culture is given much importance in language classrooms and whether Algerian EFL teachers are cognizant of the significance of culture in their teaching of English. Moreover, this study proposed that teachers' intrinsic motivation might moderate the relationship between teaching methods, teachers' self-efficacy, ICT resources and the teaching of English culture. This study employed the mixed-method explanatory sequential research design in which quantitative data using questionnaires was collected by employing the simple random sampling of 379 Algerian EFL teachers. Besides, qualitative data was gathered through semi-structured interviews with ten Algerian EFL teachers using homogeneous purposeful sampling. The findings indicated that the effect of teaching methods, teachers' self-efficacy and ICT resources on the teaching of culture was significant. Furthermore, teachers' intrinsic motivation moderated the relationship between all the constructs and the teaching of culture. The qualitative findings revealed that several factors were responsible for the influence of teaching methods, teachers' self-efficacy and ICT resources in the teaching of English culture. The findings offer several implications for EFL teachers and policy-makers in terms of increasing their self-efficacy and improving their teaching approaches as well as providing convenient resources for enhancing culture teaching.

Keywords: Teaching methods, Self-efficacy, ICT resources, Culture teaching, Algerian EFL teachers.

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List of Abbreviations

Abbreviation	Description of Abbreviation
ANC	Algerian National Constitution
ANC	Algerian National Curriculum
BAC	Baccalaureate examination
BE	Basic Education
BEF	Basic Education Certificate
BEM	Middle School Certificate
CAQDAS	Computer-Assisted Qualitative Data Analysis Software
CBA	Communicative Based Approach
CBA	Competency-Based Approach
CL	Culture Learning
NCRESE	National Commission for the Reform of the Educational System Education
CT	Culture Teaching
EFL	English as a Foreign Language
ELA	English Language Acquisition
ELL	English Language Learning
ELT	English Language Teaching
ESP	English for Specific Purposes
FC	Foreign Culture
FL	Foreign Language
FLL	Foreign Language Learning
FLT	Foreign Language Teaching

ICC	Intercultural Communicative Competence
LMD	License Master Doctorate
LT	Language Teaching
NCCMNE	National Curriculum Committee of the Ministry of National Education
NCMNE	National Curriculum of the Ministry of National Education
PSE	Primary School Examination
SDT	Self-Determination Theory
SE1	First Year Secondary Education
SE1	First Year Secondary Education
ST	Sociocultural Transmission
TBL	Team-Based Learning
TC	Target Culture
TL	Target Language
CLT	Communicative Language Teaching
DM	Direct Method
CLL	Community Language Learning
SW	Silent Way
NA	Natural Approach
GIE	General Inspectorate of English
NR	National Reconciliation
NCER	National Commission for Educational Reform
CA	Classical Arabic
ANC	Algerian National Constitution
CBA	Competency-Based Approach
NCCMNE	National Curriculum Committee of the Ministry of National Education

ICTs	Information and Communication Technologies
ICP	Intercultural Communicative Proficiency
BC	British Council
SCT	Social Cognitive Theory
ICALT	International Comparative Analysis of Learning and Teaching
RMA	Rasch Model Analysis
NGSE	New Generation Self Efficacy
SEM	Structural Equations Modelling
CFA	Confirmatory Factor Analysis
PLS	Partial Least Squares
VIF	Variance Inflation Factor
TPACK	Technological Pedagogical Content Knowledge
IBLA	Inquiry-Based Learning Approach
CBLT	Competency-Based Language Teaching
TBLA	Task-Based Learning Approach
CSE	Computer Self-Efficacy
CTL	Contextual Teaching-Learning
CRS	Christian Religious Studies
ESE	Exceptional Student Education
ELA	English Language Arts
OECD	Organisation for Economic Co-operation and Development
ZPD	Zone of Proximal Development
ILT	Intercultural language Teaching

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter first provides the overview of the whole research (see Figure 1.1). Thereafter, problem statement of the research is explained. Based on the problem statement, research objectives, questions and hypotheses are formulated. Following, significance and scope of research are described. Furthermore, definitions of related terms are presented. Organisation of the thesis is also explained, while the chapter ends with a summary of the whole chapter.
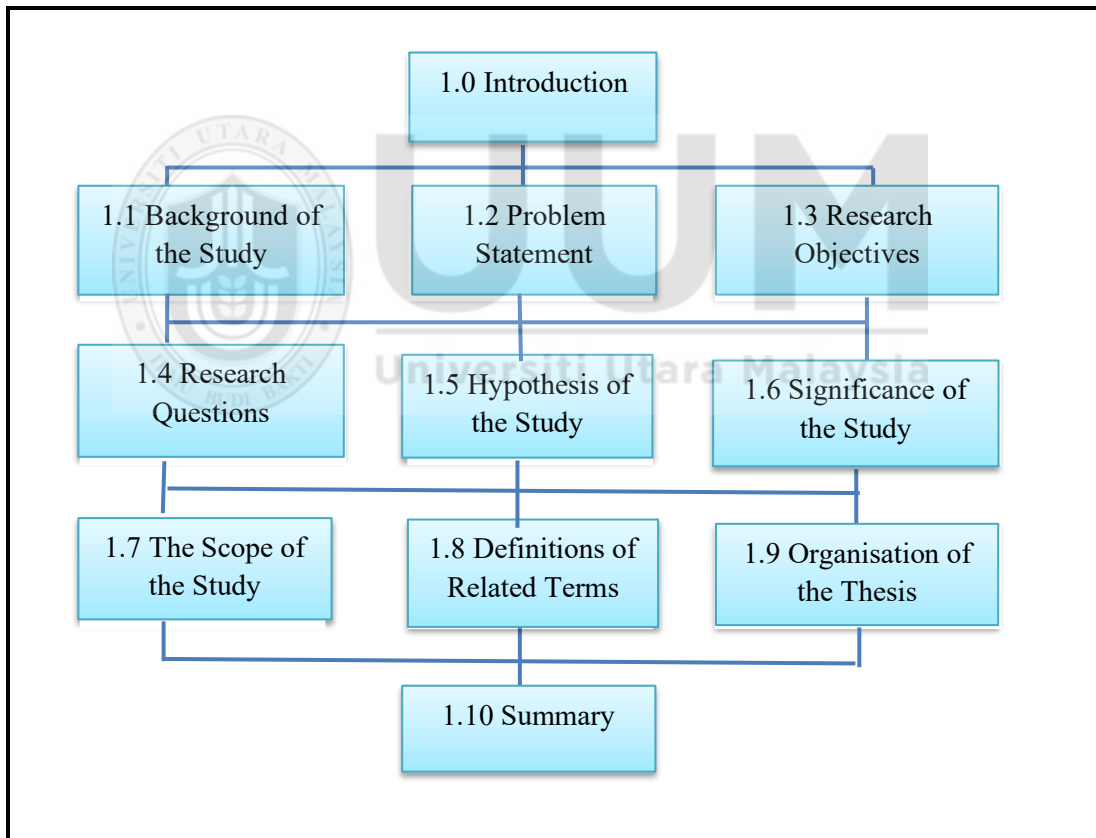
Figure 1.1. The organisation of chapter one

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APPENDICES

Appendix A
Research Questionnaire

Questionnaire about The influence of Teaching Methods, Teachers' Self-Efficacy and ICT Resources on the Teaching of English Culture in EFL Classrooms; A Moderating Role of Teachers' Intrinsic Motivation

This study is designed to analyze "**The influence of Teaching Methods, Teachers' Self-Efficacy and ICT Resources on the Teaching of English Culture in EFL Classrooms; A Moderating Role of Teachers' Intrinsic Motivation**". The objective of the study is to check the impact of teaching methods and teachers' self-efficacy on the teaching of English culture in EFL classroom environment. All the information provided by you will be used for research purpose only and will be kept confidential. Unbiased responses to these statements would be highly appreciated.

This survey has six sections:

1. Biodata
2. The Teaching off English Culture in EFL Classroom
3. Teaching Methods
4. Teachers' Self-Efficacy
5. ICT Resources
6. Teachers' Intrinsic Motivation

Section A: Biodata

Name of Your Organization:

_____

_____

Gender

Male	
Female	

Age

20-30	
31-40	
41-50	
51-60	
60>	

Qualification

Bachelor Degree	
Master Degree	

Marital Status

Single	
Married	
Divorced	
Widowed	

How many years have you been teaching English (including this year).

0-5	
6-10	
11-15	
16-20	
21>	

Section B: The Teaching of English Culture in EFL Classroom

Please tick (-) appropriately your satisfaction level on every statement given below:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
01	I teach cultural contents with prior preparation.	O	O	O	O	O
02	I consider it important to integrate cultural contents into EFL classroom teaching.	O	O	O	O	O
03	I try to a great extent to include cultural contents in teaching.	O	O	O	O	O
04	I inform the learners on the target language customs and habits.	O	O	O	O	O
05	I encourage the learners to reflect over cultural differences.	O	O	O	O	O

06	I develop the learners' tolerance and openness towards other nations and cultures.	O	O	O	O	O
07	I inform the learners about L2 fine arts (eg: literature, music, arts…).	O	O	O	O	O
08	I develop abilities of intercultural communication.	O	O	O	O	O
09	I encourage the learners to understand English culture.	O	O	O	O	O
10	I inform the learners on values of L1 Native speakers.	O	O	O	O	O
11	I inform the learners on attitudes of L1 Native speakers.	O	O	O	O	O

12	I ask my students to compare various aspects of their own culture to that of foreign culture.	O	O	O	O	O
13	I ask my students to describe an aspect of their own culture in the foreign language.	O	O	O	O	O
14	I tell my students why I find something unique about the foreign culture(s).	O	O	O	O	O
15	I ask my students to perform role-play in which people from different cultures meet.	O	O	O	O	O
16		O	O	O	O	O

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	I ask my students to think what it would be like to live in a foreign culture.					
17	I draw students' attention on the way foreign culture is represented in the EFL textbook.	O	O	O	O	O
18	I talk to my students about experiences I heard regarding a foreign country.	O	O	O	O	O
19	I talk with my students about stereotypes regarding particular cultures.	O	O	O	O	O
20	I decorate my classroom with posters illustrating	O	O	O	O	O

	particular aspects of a foreign culture.					
21	I tell my EFL learners what I read about a foreign culture.	O	O	O	O	O
22	I ask my EFL learners about their interest in the foreign culture.	O	O	O	O	O
23	I ask my students to independently explore aspects of a foreign culture.	O	O	O	O	O
24	I ask my students to think about the image that the media promote of a foreign culture.	O	O	O	O	O
25	I bring objects originating from the foreign culture to my classroom.	O	O	O	O	O
26		O	O	O	O	O

	I touch upon aspects of a foreign culture although I feel negatively disposed towards them.					
27	If I have the chance, I invite a person originating from a foreign culture to my classroom.	O	O	O	O	O

Section C : Teaching Methods

01	I offer cultural related activities that stimulate learners to take an active learning approach.	O	O	O	O	O
02	I stimulate the building of self-confidence in weaker learners towards the target culture.	O	O	O	O	O
03	I stimulate learners to think about cultural differences.	O	O	O	O	O

04	I ask questions that stimulate learners to reflect on a target culture.	O	O	O	O	O
05	I let learners think aloud about culture.	O	O	O	O	O
06	I give interactive instruction on cultural aspects.	O	O	O	O	O
07	I clearly specify the cultural aims at the start of the lesson.	O	O	O	O	O

Section D: Teacher's Self-Efficacy

01	I am capable of accomplishing the cultural goals I set.	O	O	O	O	O

02	When facing complicated cultural tasks, I am sure that I will succeed in them.	O	O	O	O	O
03	I believe that I can achieve cultural outcomes that are significant to me.	O	O	O	O	O
04	I believe I can accomplish cultural aspects of the planned lesson.	O	O	O	O	O
05	I can successfully overcome challenges in culture teaching.	O	O	O	O	O
06	I am certain that I can work effectively on different cultural tasks.	O	O	O	O	O
07	I can perform cultural tasks adequately.	O	O	O	O	O
08		O	O	O	O	O

	Even when culture-based lessons are hard, I can work well.				

Section E: ICTs Resources (in relation to teaching cultural elements)

01	I conduct cultural based English lessons using ICT tools.	O	O	O	O	O
02	An interactive projector screen is available for use while teaching culture in a classroom	O	O	O	O	O
03	There are computer laboratories that facilitate the teaching of culture.	O	O	O	O	O
04	Lack of ICT resources impedes the integration of culture in the teaching and learning of English.	O	O	O	O	O
05	There are sufficient computer laboratories in schools to support culturally integrated lessons.	O	O	O	O	O
06		O	O	O	O	O

	Broadband accessibility is readily available to support online culture learning.					
07	I refer to suggested CD-ROM materials for culture learning.	O	O	O	O	O
08	I refer to suggested e-learning web sites for culture learning.	O	O	O	O	O
09	My attitudes towards ICT integration is supportive for the teaching of culture.	O	O	O	O	O
Section F : Teachers' Intrinsic Motivation						
01	I participate in cultural based learning projects because I am interested in them.	O	O	O	O	O
02	I participate in cultural besed learning projects because I can help students overcome learning problems.	O	O	O	O	O
03	I participate in cultural bases learning projects because I am interested in	O	O	O	O	O

	knowing more about instructional skills.				
04	I participate in cultural based learning projects because learning new teaching approaches is enjoyable.	O	O	O	O	O
05	I participate in cultural based learning projects because I feel satisfied when I can overcome the obstacles in teaching and learning processes.	O	O	O	O	O

Appendix B
Interview Guide

The interview questions are divided into 3 parts:

A. Teaching Methods in relation to the teaching of English culture in EL classrooms.

B. Teacher`s Self-efficacy in relation to the teaching of English culture in EFL classrooms.

 C. ICT Resources in relation to the teaching of English culture in EFL classrooms.

 For each part are the following questions:

A. Teaching Methods

Q1: What teaching approach do you use inside the EFL Classroom which has a considerable impact on the teaching of culture?

Q2: Do you think the intercultural communicative approach contributes to a big extent to the teaching of culture among EFL learners? Why?

Q3: Which teaching strategy do you use in your lessons that have a great impact on the teaching of culture inside EFL classrooms?

Q4: How does the incorporation of visual teaching/learning strategies enhance the teaching of culture in EFL classrooms?

Q5: How does the incorporation of an auditory learning strategy improve the teaching of culture inside EFL classrooms?

Q6: How do your interactive instructions about cultural aspects influence the teaching of culture in EFL classrooms?

Q7: How does incorporating different teaching styles affect the teaching of culture inside EFL classrooms?

Q8: How can integrating productive language skills contribute to the teaching of culture in EFL classrooms?

B. Teachers' Self-efficacy

Q1: How do your past experiences contribute to the success or failure in the teaching of culture inside EFL classrooms?

Q2: How do your vicarious experiences affect the teaching of culture in EFL classrooms?

Q3: How can verbal persuasion affect the teaching of culture inside EFL classrooms?

Q4: How can a competent teacher contribute to the prosperity of the teaching of culture inside EFL classrooms?

Q5: How can your psychological state affect your teaching of culture in EFL classrooms?

Q6: What weaknesses impede your ability to implement the teaching of culture in EFL classrooms?

Q7: How does your analytical thinking help in fostering the teaching of culture inside EFL classrooms?

Q8: How well can you overcome challenges to help students value learning about the target culture?

C. ICT Resources

Q1: What are some of the ICT resources you use that make the teaching of culture inside the EFL classroom easy?

Q2: What experience do you have with ICTs that you feel most contributes to the success or failure in the teaching of culture inside EFL classrooms?

Q3: How can ICT Resources support the teaching of culture in EFL classrooms?

Q4: How can the integration of ICTs in your lessons make a significant difference concerning the teaching of the target culture?

Q5: Do all ICT devices make the teaching of culture in EFL classrooms more effective and more fun for pupils? Why?

Q6: Do you feel there is a good range of ICT instructions related to the teaching of culture in the teachers' guide or do you feel more is needed? why?

Q7: What suggestions about ICT Resources to be implemented, do you think they better stimulate the teaching of culture in EFL classrooms? Why?

Q8: What is your ICT-related vision in relation to the teaching of culture?

Appendix C

Consent Letter for Data Collection

UUM/CAS/ AHSGS/902644
25 August 2019

TO WHOM IT MAY CONCERN

Dear Sir/Madam

DATA COLLECTION FOR PROJECT PAPER/ THESIS

This is to certify that **Mrs. Guechi Ryma (matric number: 901631)** is a full-time graduate student in Doctor of Philosophy (Applied Linguistics) at UUM College of Arts and Sciences.

She needs to do her field study and data collection for her project paper/thesis in order to fulfill the partial requirements of her graduate studies.

We sincerely hope that your organization will be able to assist her in the data collection and the distribution of the questionnaires for her research.

Thank you.

"KEDAH AMAN MAKMUR – HARAPAN BERSAMA MAKMURKAN KEDAH"
"KNOWLEDGE, VIRTUE, SERVICE"

Yours faithfully

AHMAD MUJAHID ABD. GHANI
Senior Principal Assistant Registrar
Awang Had Salleh Graduate School of Arts and Sciences
Universiti Utara Malaysia

Universiti Pengurusan Terkemuka
The Eminent Management University

AACSB ACCREDITED · AMBA · IQA · STARS · UN-QA

Appendix D
Form of Consent

This form is intended to seek your permission to participate in an interview. Please read the following statement and sign your name, indicating your approval.

I hereby declare that I agree to participate in an interview session that will be conducted by Ryma Guechi. I am well informed about the purpose of the interview. I am fully aware that the interview session is taped recorded and confidential.

Name:

Signature:

Date:

Appendix E

Transcription of the Interviews

September 2019 22 minutes	Teacher One (T1)		High School
People	**Responses**		
Interviewer (Q1)	**Q1: What teaching approach do you use inside the EFL Classroom which has a considerable impact on the teaching of culture?**		
Interviewee	I sometimes use the inquiry-based approach because I think it is better for my students to search and find things themselves in order to learn the culture of a foreign language rather than I tell them directly what they need to know. So I thoroughly, as I have said, push them to discover facts and details about other cultures through their own efforts, which may help them to raise their critical thinking and excitement for a new knowledge about the target culture.		
Interviewer	***Probing question: Do you think using this approach in your classes is effective in enhancing the teaching of culture?**		
Interviewee	Unfortunately, I find my students still lack the skills to think critically. They are not motivated to learn about the target culture.		
Interviewer (Q2)	**Q2: Do you think the intercultural communicative approach contributes to a big extent to the teaching of culture among EFL learners? Why?**		
Interviewee	Yes, absolutely I think that it contributes a lot because learners like to discover new things they are not used to see before. But the unfamiliarity with the target culture and the poor training we received weakens my method towards teaching the target culture and decrease my motivation as well. So I mostly focus on the linguistic aspects rather than cultural aspects (pause). I rarely tackle culture inside my classes.		
Interviewer (Q3)	**Q3: Which teaching strategy do you use in your lessons that have a great impact on the teaching of culture inside EFL classrooms?**		
Interviewee	I start with semantic mapping. First, I try to elicit the words related to the theme and the topic. Then I make my students draw maps and graphics by themselves. This helps them to understand the target culture better, I think. And then while dealing with the lesson, I generally try to use a cultural capsule and try to compare actual aspects from the target culture with the native one.		

Interviewer	***Probing question: Do you use these two strategies frequently in all your planned lessons?**
Interviewee	Well, actually, I just use both strategies each time I launch a new unit as I don't tackle culture too much. That's it.
Interviewer (Q4)	**Q4: How does the incorporation of visual teaching/learning strategies enhance the teaching of culture in EFL classrooms?**
Interviewee	The visual strategy should be done mainly through videos, pictures, songs, movies and so on using different equipment such as projectors, computers, speakers and so on
Interviewer	***Probing question: How often do you use it?**
Interviewee	Despite its importance, I rarely use this strategy since the equipment is not available all time.
Interviewer (Q5)	**Q5: How does the incorporation of an auditory learning strategy improve the teaching of culture inside EFL classrooms?**
Interviewee	Well, I believe that auditory input and auditory material in the media help a lot because they expose learners to sources and materials that mediate and facilitate the speaking and listening fluency and accuracy. And it also exposes them to a culturally enriching aspects, which give them a good opportunity to develop vocabulary related to those aspects, but unfortunately, I rarely use in my classroom because of its unavailability.
Interviewer (Q6)	**Q6: How do your interactive instructions about cultural aspects influence the teaching of culture in EFL classrooms?**
Interviewee	I decide to teach culture or tackle any aspect of the target culture, and I rarely do that, I first choose the context and the role for each student. After that, I introduce the situation and make them act it out. I always try to put language in its cultural setting through effective discussion. By the end, I assess and give them feedback. This is how I do it. So I think that a role play will make them more active and motivated to learn a new culture.
Interviewer (Q7)	**Q7: How does incorporating different teaching styles affect the teaching of culture inside EFL classrooms?**
Interviewee	As there appears no single perfect style, we need to have a repertoire of different teaching styles in the way that they help teachers to accomplish

	different objectives related to some aspects of the target culture in a given situation. But actually, this is not the fact.
Interviewer	***Probing question: which styles do you use?**
Interviewee	Sometimes, I use the discussion style or self-check style or even the guided discovery style.
	***Probing question: Do you feel them effective?**
Interviewee	I still find them not that much effective for enhancing learners' awareness and understanding about many sides of the target culture. So I switch to the facilitator style for example. Because I think that it may help them to solve and find answers to many questions related to the English culture. But the same thing happens; it doesn't work in my classes as my students and me still lack knowledge about the English culture. So I generally, mix all of these styles or sometimes, I just select some of them and do my lesson. But in my opinion and from my experience are still not workable concerning the teaching of culture.
Interviewer (Q8)	**Q8: How can integrating productive language skills contribute to the teaching of culture in EFL classrooms?**
Interviewee	When we are talking about productive language skills, we are talking about speaking and writing. So generally, I give some notes about a given culture to talk about or to write about. But still, I find my students cannot communicate or write well in the target culture.
Interviewer (Q1)	**Q1: How do your past experiences contribute to the success or failure in the teaching of culture inside EFL classrooms?**
Interviewee	Yes, I remember when I attended a workshop entitled "Culture Inside Grammar" with my colleagues in which we tried to design some new activities related to the foreign culture. I noticed that even we teachers, we are not knowledgeable enough about the target culture and sometimes we have contradictions in ideas concerning the target culture. So, we faced a big difficulty setting those activities.
Interviewer	***Probing question: How does your lack of knowledge about the target culture affect your teaching performance?**
Interviewee	I remember when I tried to present them to my pupils it doesn't work on that time. Because me myself was not that much convinced with some aspects as they were imposed on me since we got different perceptions regarding some aspects. So this difficult experience makes me less motivated to teach culture

	as I feel it's a broad field that needs more time to understand. It is a debatable field and each one sees it from his own perception.
Interviewer (Q2)	**Q2: How do your vicarious experiences affect the teaching of culture in EFL classrooms?**
Interviewee	Yes, it is true that I sometimes feel that I cannot present any lesson that deals with culture since I have already seen my colleagues fail in doing so because of many reasons and they are more experienced than me. This, makes me lose confidence and lowers my motivation towards teaching culture.
Interviewer (Q3)	**Q3: How can verbal persuasion affect the teaching of culture inside EFL classrooms?**
Interviewee	Well, you make me remember one story happen to me when my inspector suddenly visited my class three weeks ago. During my presentation, I was tackling a lesson about ancient civilization. So, on that time, I just focused on teaching the 'used to' form. So, when I finished my presentation he tried to direct me towards injecting some aspects related to culture by suggesting that I should read more about the British civilization. I can tell you that I felt very shy during the discussion at that time and felt I am not knowledgeable enough about the target culture.
Interviewer	***Probing question: Does this have an impact on pupils?**
Interviewee	Well, but unfortunately it doesn't work with my pupils.
Interviewer (Q4)	**Q4: How can a competent teacher contribute to the prosperity of the teaching of culture inside EFL classrooms?**
Interviewee	We should pay more attention to the cultural content we present in class. It should be attractive.
Interviewer	***Probing question: how it can be attractive?**
Interviewee	He should select appropriate methods and convenient tools that help in the prosperity of culture teaching.
Interviewer	***Probing question: Do you practice this in your classes with your students?**
Interviewee	Ammmm (pause) the thing that we really lack.
Interviewer (Q5)	**Q5: How can your psychological state affect your teaching of culture in EFL classrooms?**

Interviewee	You know Algeria is a very big country and I am unfortunately familiar only with my regional culture which is the culture of the east. If I go along into the west or to the south I don't have a big idea about the differences between our cultures, and this makes it difficult for me to compare and contrast our local culture for example with the foreign one. So, I always avoid such comparisons between cultures in order not to face failure in doing so.
Interviewer (Q6)	**Q6: What weaknesses impede your ability to implement the teaching of culture in EFL classrooms?**
Interviewee	My limited knowledge about my own culture and the target culture as well are what hinder me.
Interviewer (Q7)	**Q7: How does your analytical thinking help in fostering the teaching of culture inside EFL classrooms?**
Interviewee	I think I always try to identify all aspects of any problem I face during my teaching of linguistic aspects, but I don't think that I possess enough critical thinking skills to solve problems related to teaching culture.
Interviewer	***Probing question: could you mention some of these problems that your analytical thinking can't solve?**
Interviewee	Well, problems related to students themselves. For example lack of interest. They start making noise in class whenever we tackle cultural aspects. So, this led to a lack of motivation from both sides. In addition to a lack of knowledge about the target culture. So, all these stand as obstacles against fostering the teaching of culture.
Interviewer (Q8)	**8: How well can you overcome challenges to help students value learning about the target culture?**
Interviewee	Well, sometimes I try to force myself to prepare something attractive for my students related to the target culture. My intention is to make my students feel comfortable with the tasks I present in order not to make them feel board.
Interviewer	***Probing question: does this effort attracts your students towards learning the target culture?**
Interviewee	Well, in my classes, I feel that I still lack enough knowledge that may solve the problem in teaching culture as I mostly focus on the linguistic aspects. (pause) I feel that I still can't solve problems related to the teaching of culture.

Interviewer (Q1)	**Q1: What are some of the ICT resources you use that make the teaching of culture inside the EFL classroom easy?**
Interviewee	The most frequent ICTs I use are the data show and computer if available.
Interviewer (Q2)	**Q2: What experience do you have with ICTs that you feel most contributes to the success or failure in the teaching of culture inside EFL classrooms?**
Interviewee	Ah yes, whenever I teach cultural aspects, I wish I could use ICTs all time to present my lesson that deals with some aspects of culture especially with my 2nd and 3rd year literature and philosophy streams but as you know, ICTs in our school depends on their availability. So most of the time, I just use the coursebook and it doesn't help me to teach culture. (pause) So, I don't get my points.
Interviewer (Q3)	**Q3: How can ICT Resources support the teaching of culture in EFL classrooms?**
Interviewee	By bringing reality to students. Yes, they cannot reach or just imagine the culture. But when I bring something for them a video or song with scripts or movie and I rarely do. Here, I am bringing reality about the culture of any other country.
Interviewer (Q4)	**Q4: How can the integration of ICTs in your lessons make a significant difference concerning the teaching of the target culture?**
Interviewee	Frankly speaking, I didn't deal with ICTs in teaching culture too much. But I think that ICTs are helpful in all kinds of lessons not only cultural lessons. They make a difference in creating a better and closer to real environment that motivates students to learn and understand the language including its culture.
Interviewer (Q5)	**Q5: Do all ICT devices make the teaching of culture in EFL classrooms more effective and more fun for pupils? Why?**
Interviewee	Not all resources. I can say that visual or audio-visual resources are better for comprehension activities. But concerning the auditory ones I don't think that EFL learners do really understand what native speakers are saying.
Interviewer (Q6)	**Q6:Do you feel there is a good range of ICT instructions related to the teaching of culture in the teachers' guide or do you feel more is needed? why?**
Interviewee	I can tell you that our teachers' guide is almost free from any ICT resources related to teaching culture because only a few lessons deal with culture.

Interviewer (Q7)	Q7: What suggestions about ICT Resources to be implemented, do you think they better stimulate the teaching of culture in EFL classrooms? Why?
Interviewee	Well, I suggest an interactive whiteboard to put emphasis on shared talk among pupils' responses. And also sound recording with manuscripts because I think details cannot be easily remembered unless recorded in some way. And this way, we can improve and train them for listening in a better and easy way. As I have mentioned before, learners are not good at just listening to scripts.
Interviewer (Q8)	Q8: What is your ICT-related vision in relation to the teaching of culture?
Interviewee	The way we teach should be changed with the use of ICTs and technology. And we have to be ready to use it in the teaching of culture as it paves the way for it.

September 2019 23 minutes	Teacher Tow (T2)	High School
People	**Responses**	
Interviewer (Q1)	Q1: What teaching approach do you use inside the EFL Classroom which has a considerable impact on the teaching of culture?	
Interviewee	Actually, I think I sometimes use the inquiry-based learning approach when I tackle an idea or concept about the target culture. I try to ask questions which provoke and encourage them to share their ideas and ask more questions to investigate on their own about the foreign culture and analyze their outcomes. So that's it. So I encourage my students to ask questions by themselves and share ideas. It is based on questions.But I don't use all the time as my students are not motivated to know more about the target culture.	
Interviewer (Q2)	Q2: Do you think the intercultural communicative approach contributes to a big extent to the teaching of culture among EFL learners? Why?	
Interviewee	I think it facilitates the communication and makes it successful, but I don't use a lot because I don't think that it is effective in Algerian classes as the majority of my learners are passive towards English culture; they bias more to the French culture.	
Interviewer (Q3)	Q3: Which teaching strategy do you use in your lessons that have a great impact on the teaching of culture inside EFL classrooms?	

Interviewee	I use cultural capsules, so I try to engage or inject cultural aspects whenever I see possible or time fit (pause). I see cultural capsule as the earlier profile that we can use in the limited timeframe we have.
Interviewer (Q4)	**Q4: How does the incorporation of visual teaching/learning strategies enhance the teaching of culture in EFL classrooms?**
Interviewee	Despite that visual aids are important in the education system. Personally, I seldom use them because of the lack of time. It takes time for me to bring the material, set it up, and present the lesson. And sometimes we couldn't even bring data show for example because our school provides only one for the whole teachers.
Interviewer (Q5)	**Q5: How does the incorporation of an auditory learning strategy improve the teaching of culture inside EFL classrooms?**
Interviewee	Same thing for auditory teaching strategy I consider it very important in teaching culture, but unfortunately, it is too difficult to be applied in our school because of the deficiency in material and lack of time as well.
Interviewer (Q6)	**Q6: How do your interactive instructions about cultural aspects influence the teaching of culture in EFL classrooms?**
Interviewee	I don't use interactive instruction teaching strategy in my classes because I think it will not contribute to the teaching of culture as creating an authentic environment strategy does. And the latter is also difficult to be applied in our schools as it depends on visual and tangible presence of the target culture. For that reason, and because of these difficulties, I am not motivated to deal with cultural topics inside my classes. I, most of the time, focus on teaching grammar.
Interviewer (Q7)	**Q7: How does incorporating different teaching styles affect the teaching of culture inside EFL classrooms?**
Interviewee	Concerning the teaching styles (pause) well, personally, I always try to use discussing style. For example, I ask them questions about some different cultures. And then, I discuss and interact with them to try to encourage their critical thinking about that target culture. And sometimes, I switch to facilitator or directing style. It depends on the topic and situation. But as I have said pupils are a little bit poor concerning the knowledge about the other country and other culture and it makes it a little bit difficult to use these styles despite of its importance in teaching in general and teaching culture

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	specifically in the sense that pupils cannot give you enough information and so on.
Interviewer (Q8)	**Q8: How can integrating productive language skills contribute to the teaching of culture in EFL classrooms?**
Interviewee	Well, here I think that I have only opposing opinion for I don't think that productive language skills are very effective in teaching culture .when we are talking about productive skills, we are talking about writing and speaking, right. But I think pupils are not really getting some items of culture from speaking and writing, unlike the authentic one such as listening and reading, yes. For me, I think when they are focusing on words and expressions related to that target culture while reading or listening to natives, here, they are learning that culture.
Interviewer (Q1)	**Q1: How do your past experiences contribute to the success or failure in the teaching of culture inside EFL classrooms?**
Interviewee	Actually, when I made an exam three weeks ago, I injected a part about life In Australia. What I observed is that my students didn't perform well in that part that deals with Australian culture. They almost don't know anything about Australia. They leave a lot of questions without answers and answer just one or two questions correctly. Well, this bad experience I have faced turned my mind upside down. It makes me less motivated to do so in the future, despite the fact I was interested before.
Interviewer (Q2)	**Q2: How do your vicarious experiences affect the teaching of culture in EFL classrooms?**
Interviewee	Initially, in my school, I observed that there was no coordination between teachers. Yes, this may passively affect me and make me feel bad, and it would greatly lower my confidence in teaching culture.
Interviewer (Q3)	**Q3: How can verbal persuasion affect the teaching of culture inside EFL classrooms?**
Interviewee	Yes, I think receiving positive feedback, for example, will definitely help in increasing performance. But just criticism, I don't think that it will help. I can tell you that whenever our inspector come and visit me in our school, I don't feel comfortable during his visit because he always blames me for not including the cultural aspects of the English language in my lessons as I don't have time for that.

Interviewer	***Probing question: Does his visit get you to feel confident that you can do well in teaching culture in the future?**
Interviewee	Yes, definitely because he always gives us constructive criticism which really plays a big role in making a change concerning teaching the language in general including its culture. And boosts our motivation in the future to change the bad situations we are facing concerning the teaching of the foreign culture.
Interviewer (Q4)	**Q4: How can a competent teacher contribute to the prosperity of the teaching of culture inside EFL classrooms?**
Interviewee	Teachers can contribute to the prosperity of the teaching of culture by creating attractive content related to culture.
Interviewer	***Probing question: How can you create attractive content?**
Interviewee	Obviously, by providing a variety of activities, tools, and methods that fits each situation and attracts the learners.
Interviewer	***Probing question: Do you consider yourself a creative teacher while teaching cultural topics? And why?**
Interviewee	Actually no. Because of the many obstacles mentioned before. But, I can show more my creativity while dealing with linguistic aspects.
Interviewer (Q5)	**Q5: How can your psychological state affect your teaching of culture in EFL classrooms?**
Interviewee	To be honest, I am ready to teach culture and I am doing my best. But the many obstacles that we teachers are facing while teaching culture, as I have mentioned before, makes me fear failure in teaching culture.
Interviewer (Q6)	**Q6: What weaknesses impede your ability to implement the teaching of culture in EFL classrooms?**
Interviewee	Well, the culture of a foreign language should be taught to facilitate the understanding process despite the many obstacles such as the lack of resources, the lack of cooperation between teachers, as well as the non-support from the administration. It doesn't collaborate with us. in addition to that the lack of students' interest (pause) I don't know they are afraid of it or they are scared of not being able to learn it.
Interviewer (Q7)	**Q7: How does your analytical thinking help in fostering the teaching of culture inside EFL classrooms?**

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Interviewee	I think the teacher who possesses a logical critical thinking skills that afford him to simplify the tasks related to foreign culture, taking into consideration all levels of students, will succeed in solving many issues related to the teaching of culture. But I think we teachers and me personally still lack those skills while tackling the cultural aspects of the language.
Interviewer (Q8)	**Q8: How well can you overcome challenges to help students value learning about the target culture?**
Interviewee	Generally, I escape from teaching culture (pause). I engage my students in projects about culture only at the end of each unit and ask them to perform it outside the classroom.
Interviewer (Q1)	**Q1: What are some of the ICT resources you use that make the teaching of culture inside the EFL classroom easy?**
Interviewee	Well in our school, we don't have ICTs so whenever I decide to tackle cultural aspects I bring my own laptop and speakers and use just the data show from school if it is provided. Otherwise, that lesson will be postponed to other session or not taught.
Interviewer (Q2)	**Q2: What experience do you have with ICTs that you feel most contributes to the success or failure in the teaching of culture inside EFL classrooms?**
Interviewee	Frankly speaking, I don't have specific experience with ICTs, since I rarely deal with culture. And I always depend on my coursebook. And sometimes, I bring other activities that are related to the lessons. I mean some other activities that have same objectives of the coursebook. But, I rarely use data show or any other resources while teaching culture. But I can remember that the previous year when I was attending one seminar with our inspector, the topic was about using ICTs in teaching, so I was motivated on the next day to use ICTs to teach ancient civilization with 3rd year students. But, unfortunately, the course doesn't much my expectations and even my students don't interact with the lesson may be because it's hard to use ICTs inside the classroom all the time because of the reasons we have mentioned before, in addition to the lack of skills in using them appropriately, so I don't use them too much, I just proceed in my program and finish it on time.
Interviewer (Q3)	**Q3: How can ICT Resources support the teaching of culture in EFL classrooms?**

Interviewee	By making a rational selection of the appropriate ICT that should be used in teaching that target culture. So, the teacher should be aware of the content of these ICTs and how they could be perceived by pupils while learning that aspect of a foreign culture. Means by being rational in selecting the ICTs that fit such content.
Interviewer (Q4)	**Q4: How can the integration of ICTs in your lessons make a significant difference concerning the teaching of the target culture?**
Interviewee	Generally speaking, integrating ICTs in the teaching process, makes learners more competent. So that, they will acquire the target language easily and at the same time, they will not feel bored while studying about the foreign culture.
	*Probing question: Is that the case with your learners?
Interviewee	Well, as I have said my learners are not motivated to learn about culture. But when I sometimes, try to use ICTs when they are available, I notice that my students become more interested in learning when compared to if I don't use ICTs.
Interviewer (Q5)	**Q5: Do all ICT devices make the teaching of culture in EFL classrooms more effective and more fun for pupils? Why?**
Interviewee	No not all of them. This is because the choice should be made according to our students' level. So, we don't use everything. We should be selective concerning the ICTs we are using. So if students have a beginner level, we should select audio-visual ICTs and so on to help them understand easily.
Interviewer (Q6)	**Q6: Do you feel there is a good range of ICT instructions related to the teaching of culture in the teachers' guide or do you feel more is needed? why?**
Interviewee	Ya, obviously, ICTs for teaching culture are almost not mentioned in the teachers' guide, and even the cultural points are almost missing in the syllabus, only few lessons that deal with it.
Interviewer (Q7)	**Q7: What suggestions about ICT Resources to be implemented, do you think they better stimulate the teaching of culture in EFL classrooms? Why?**
Interviewee	I can suggest audio-based reading schemes, many of which offer significant advantages over books. For struggling readers, I can also suggest many

	software-based reading intervention programs that can dramatically improve pupils' achievement.
Interviewer (Q8)	**Q8: What is your ICT-related vision in relation to the teaching of culture?**
Interviewee	I believe that through ICTs, schools can improve the teaching process and offer opportunities for teachers to manage and boost efficiency towards the teaching of culture.

September 2019 20 minutes	Teacher Three (T3)	High School
People	**Responses**	
Interviewer (Q1)	**Q1: What teaching approach do you use inside the EFL Classroom which has a considerable impact on the teaching of culture?**	
Interviewee	Ok, well, personally, when I teach culture, I pay more attention to a practice that helps move from a traditional teacher-centred to a new dynamic learner-centred approach. I just facilitate and guide the learning process through activities in which I let them cooperate and work together to solve problems related to that target culture. And sometimes, I let them formulate questions and answer them of their own of course (pause) discuss, explain, debate, and so on. I mean, I try to make them responsible for their learning. So, I just guide them. For example, I sometimes choose a passage related to culture and let them discuss it and write comprehension questions about it to solve some problems or find solutions. But from my experience, I think that this approach is really overwhelming for my students as they bear most of the responsibility especially because of their humble knowledge about the target culture. So I face some difficulties, especially when teaching culture-related topics using this approach.	
Interviewer (Q2)	**Q2: Do you think the intercultural communicative approach contributes to a big extent to the teaching of culture among EFL learners? Why?**	
Interviewee	Yes, indeed, since this approach should use the language itself in an authentic situation, it is supposed to make them able to use language in context. They are supposed to get familiar with the target culture. (pause)Well, in fact, I am using it but at the same time having some problems. So I think it's not that effective on my students as they still lack the skills of communicating in the target culture. Also, I think that one hour is not enough for me to tackle both the cultural and the grammatical aspects simultaneously.	

Interviewer (Q3)	Q3: Which teaching strategy do you use in your lessons that have a great impact on the teaching of culture inside EFL classrooms?
Interviewee	I sometimes use realia in which I bring some original materials and create authentic environment directed only for teaching culture. But, I generally face difficulty in doing so because sometimes I can't find the best tool for the specific aspect of the target culture as our school doesn't help in this matter. So, I bring tools on my own expenses, which demotivate me to use this strategy all time. And the coursebook also doesn't guide us how to do so. So this is why I just sometimes use it, not all time.
Interviewer (Q4)	Q4: How does the incorporation of visual teaching/learning strategies enhance the teaching of culture in EFL classrooms?
Interviewee	I try to provide them with pictures or stickers to refresh them, and sometimes I project a short video for them to watch. So that they will become familiar with the body language and facial expressions that native speakers do. So I always try to tentatively use the media.
Interviewer (Q5)	Q5: How does the incorporation of an auditory learning strategy improve the teaching of culture inside EFL classrooms?
Interviewee	Ok, well, sometimes I use this strategy as well because I think when learners listen to the speakers of such language, they will know how they speak with each other, how they interact with each other, how they greet each other. And this is how they will learn their culture.
Interviewer (Q6)	Q6: How do your interactive instructions about cultural aspects influence the teaching of culture in EFL classrooms?
Interviewee	Most of the time, when I tackle topics related to culture, I seek help from the interactive instruction teaching strategy, which I consider it good in teaching that kind of topics. I do it through student pairs or small groups or even total class discussions. I always outline the amount of discussion time that allows for interactions.
Interviewer (Q7)	Q7: How does incorporating different teaching styles affect the teaching of culture inside EFL classrooms?
Interviewee	Well, as students have different learning styles, we need to go through different teaching styles as well. So, to teach a lesson related to culture we just focus on the learners' needs here.

Interviewer	***Probing question: How do learners' needs affect your teaching style which in turn affects your teaching of culture?**
Interviewee	Well, I think it is all through enhancing learners' awareness towards understanding notable sides about the target culture.Personally, I do so by the use of a mixture of teaching styles like discussing style, directing style,self-check style, facilitator style and sometimes guided discovery style ect..So, the use of different styles depends on the learners' needs of course. For me, I think that incorporating different teaching styles influence the motivational climate to know more about the target culture, which enhances their interaction, so to increase their participation.But unfortunately even we teachers are motivated to do our best and try to practice a mixture of different styles according to students' needs, we still face many difficulties in enhancing the teaching of English culture as our students still lack the competency and knowledge about it.
Interviewer (Q8)	**Q8: How can integrating productive language skills contribute to the teaching of culture in EFL classrooms?**
Interviewee	When I talk to my students, I try to make facial expressions and use my body as natives do to get them understand the meaning of words corresponding to that target culture. Students may read very different things into the choice of words or body language, or eye contact. It is also possible that neither of them will have quite the same understanding about the target culture.
Interviewer (Q1)	**Q1: How do your past experiences contribute to the success or failure in the teaching of culture inside EFL classrooms?**
Interviewee	My experience with the students, colleagues and administration make me look backwards so that to make a step forward and try to improve my teaching, as I recognised that teaching couldn't go in such a random way, but rather we have to be reflective, critical, and thoughtful about what we provide for learners to find a solution to things that didn't work earlier.
Interviewer (Q2)	**Q2: How do your vicarious experiences affect the teaching of culture in EFL classrooms?**
Interviewee	Actually, my wish is to sit with my colleagues and learn from the experiences they faced while teaching culture. Because I believe that this will definitely ameliorate the quality of my teaching. Because learning from others' experiences, means I don't have to go back and repeat same lapses. So as to proceed well. But what I observed is that teachers don't have time for each

	other to sit and discuss about topics related to culture. Each one performs his task the way he or she sees it right.
Interviewer (Q3)	**Q3: How can verbal persuasion affect the teaching of culture inside EFL classrooms?**
Interviewee	Personally, I am aware about the cultural side of the language. But still, I am facing difficulties with my inspector. I was surprised by his words. He kept blaming me for many circumstances I was not responsible for. This situation makes me feel his words doesn't provide me with any rationale for change.
Interviewer (Q4)	**Q4: How can a competent teacher contribute to the prosperity of the teaching of culture inside EFL classrooms?**
Interviewee	By building a strong relationship with students which makes them engaged in learning such aspects. Because you know, having just cultural knowledge is not enough for teaching. We should also be intelligent in reinforcing our relations with students, especially while dealing with cultural topics.
Interviewer	***Probing question: Do you find it helpful in your classes?**
Interviewee	Yea. For sure my good relation with my students facilitates my teaching while dealing with culture
Interviewer (Q5)	**Q5: How can your psychological state affect your teaching of culture in EFL classrooms?**
Interviewee	In order to make the lesson more attractive, I prepared audio script, as it was not provided as I have said before. And then, when I wanted to present it to my students, I felt pressure because there was no laptop. I brought my own. There were no data shows and no printers, so nothing helped me; how can I show the culture to my students. It's really a big problem.
Interviewer (Q6)	**Q6: What weaknesses impede your ability to implement the teaching of culture in EFL classrooms?**
Interviewee	Well, there are shortcomings in the textbook. For example, in 2nd year there is a unit which is called 'Signs of the Time' and in 3rd year 'Ancient Civilisation'.They both speak about culture. But, they lack the CD scripts. In addition to shortage of material, the lack of time also makes me feel less comfortable and somehow restricted in teaching culture.
Interviewer (Q7)	**Q7: How does your analytical thinking help in fostering the teaching of culture inside EFL classrooms?**

Interviewee	I always try to understand why such a problem exists concerning the teaching of culture and reflect on it. But, still, I face a big problem with students to get them absorb the target culture**.**
Interviewer (Q8)	**Q8: How well can you overcome challenges to help students value learning about the target culture?**
Interviewee	When I talk to my students, I try to make facial expressions and use my body as natives do, to get them understand the meaning of words corresponding to that target culture.
Interviewer	***Probing questions: do your students react positively to these gestures?**
Interviewee	Students may read very different things through the choice of words or body language, or eye contact.It is also possible that neither of them will have quite the same understanding of the target culture.
Interviewer (Q1)	**Q1: What are some of the ICT resources you use that make the teaching of culture inside the EFL classroom easy?**
Interviewee	Well, sometimes my laptop sometimes, the school laptop and the data show these are the most frequent tools I use if I tackle culture.
Interviewer (Q2)	**Q2: What experience do you have with ICTs that you feel most contributes to the success or failure in the teaching of culture inside EFL classrooms?**
Interviewee	Despite the fact that I don't have enough experience in using ICTs, I can tell you about one experience with my 3rd year language class students when I was teaching the unit of 'Ancient Civilisation'.At first, I tried to explain the word civilisation without using ICTs as they were not available on that day. So, I noticed that my students faced a difficulty in guessing the meaning of the word Civilisation and cannot provide vocabulary related to it. But, once I found a good video related to ancient civilisation and present it. It was incredible the way how it facilitated the work. But, still, I don't consider this as an effective experience for enhancing the teaching of culture. Because the lack of time and shortage of material makes me rarely use them.
Interviewer (Q3)	**Q3: How can ICT Resources support the teaching of culture in EFL classrooms?**
Interviewee	Ok. well , here, I can say that teachers can use ICTs to promote the shift to a learner-centred approach in which they create an authentic environment that helps in insuring a tangible understanding of such an activity for their students.

Interviewer (Q4)	Q4: How can the integration of ICTs in your lessons make a significant difference concerning the teaching of the target culture?
Interviewee	By starting from the easiest to the hardest activity to ensure a better understanding.
Interviewer (Q5)	Q5: Do all ICT devices make the teaching of culture in EFL classrooms more effective and more fun for pupils? Why?
Interviewee	Yes, I think because they will be more excited and motivated to study a new culture. For example, if they listen to a song or watch a movie. This will be very interesting I think. And they will learn better.
Interviewer (Q6)	Q6: Do you feel there is a good range of ICT instructions related to the teaching of culture in the teachers' guide or do you feel more is needed? why?
Interviewee	Actually, our teachers' guide has a flaw concerning the use of ICTs for teaching culture. So for this reason, we teachers should do our best first to include culture in our lessons while teaching the linguistic aspects by using the appropriate range of ICTs for the specific target taking into consideration the level of students and their needs of course.
Interviewer (Q7)	Q7: What suggestions about ICT Resources to be implemented, do you think they better stimulate the teaching of culture in EFL classrooms? Why?
Interviewee	I can suggest language labs that are equipped with any audio-visual tool such as keypads, cameras, DVDs and projectors. I think these ICTs can save teachers' time and inspire pupils to learn. So, let's get tapping those keypads, pointing those cameras and have some fun.
Interviewer (Q8)	Q8: What is your ICT-related vision in relation to the teaching of culture?
Interviewee	Well, my vision about ICTs is that they may address multiple goals and may expand the concept of the teaching of culture. I think they are very interesting and important as well.

September 2019 23 minutes	Teacher Four (4)	High School
people	Resposes	

Interviewer (Q1)	Q1: What teaching approach do you use inside the EFL Classroom which has a considerable impact on the teaching of culture?
Interviewee	Personally, I follow the CBA approach, and I believe that the most accurate way to determine my students' competency towards the target culture is to assess them using both knowledge and skills. So I always use a series of assessment tools that identify skills and behaviours of my students. And I think that this approach can lead to more efficient student outcomes to determine whether they can perform well when doing tasks related to foreign culture or not.
Interviewer	*Probing question: From your assessment of their performance how can this approach contribute to the enhancement of the teaching of culture?
Interviewee	Well, from my assessment, I find that CBA is not effective in teaching culture-related topics because culture is not implemented in our curriculum.
Interviewer (Q2)	Q2: Do you think the intercultural communicative approach contributes to a big extent to the teaching of culture among EFL learners? Why?
Interviewee	Well, I think that this approach brought about many good things as it helps students grow more aware of the target culture as well as consolidate and extend their knowledge about their own culture. Personally, I sometimes use it when tackling some cultural aspects in the foreign culture in an indirect way, for it is not implemented in our curriculum from our ministry, you know. But still, I find difficulties because of the shortage of material.
Interviewer (Q3)	Q3: Which teaching strategy do you use in your lessons that have a great impact on the teaching of culture inside EFL classrooms?
Interviewee	I sometimes use cultural capsules. For example, while I was teaching them a unit entitled "Our Findings Show," we had to teach learners reported speech, but first we started with titles of American and British newspapers, and then we did something like a comparison between Algerian newspapers and British newspapers. I called a friend in Europe, and he gave me some newspapers and magazines, which I took to the school. I presented them to my students, who were motivated, and even some of my first-year students came up to me at the end of the session and wanted to pick them up and even took photographs as they were reading them (pause), you see. So what I did was that I made a photocopy of each one.

Interviewer (Q4)	Q4: How does the incorporation of visual teaching/learning strategies enhance the teaching of culture in EFL classrooms?
Interviewee	Well, here, I sometimes use videos and pictures as a warm-up. You know that before starting our lesson normally we have to make a short worm up about five to ten minutes in which we present or in which we show a short video or picture that show the lifestyle of different aspects of the target culture, which is English of course. It means it is an introduction to the lesson. And I think this helps a lot in teaching culture.
Interviewer (Q5)	Q5: How does the incorporation of an auditory learning strategy improve the teaching of culture inside EFL classrooms?
Interviewee	Well, here I use two different things or let's say they are almost the same concerning their purpose: the phone and the audio type. I find them very effective in teaching the cultural aspect of the foreign language. Ya, I mean phones and audio type. I frequently use them and select topics dealing with the target culture, of course.
Interviewer (Q6)	Q6: How do your interactive instructions about cultural aspects influence the teaching of culture in EFL classrooms?
Interviewee	The interactive instruction strategy allows for a range of groupings, discussions, and interactive debates about the target culture. I always depend on it in my teaching.
Interviewer (Q7)	Q7: How does incorporating different teaching styles affect the teaching of culture inside EFL classrooms?
Interviewee	Well, out of my experience, I could figure out that exposing learners to the same content using the same way using the same style would be meaningless and not really viable for the learners to understand. So, different learners stipulate the idea that there are different learning styles that basically hold the learning process. For that reason, in my classes, I always try to practice different styles whenever I tackle cultural aspects because I feel this will enhance their understanding and motivation. For example, I sometimes, make my students listen to a passage or a dialogue. After that, I direct them about what they should do next, how they will do it, and when it is needed to be done. Or I set a target about a cultural aspect and guide my students to discover it. Also, I always open the discussion with my students and make them interact and ask more questions about some aspects of the target culture. But the problem is that students here in Algeria lack knowledge and information about British or American or even Australian cultures,you see. That's why I

	personally face some difficulties with my students whenever I tackle culture, even I vary my style of teaching.
Interviewer (Q8)	**Q8: How can integrating productive language skills contribute to the teaching of culture in EFL classrooms?**
Interviewee	Well, now as a teacher of secondary school I can provide you with examples as far as this question is concerned. With my 1st year learners each and every time, I try to introduce them to the other culture to enhance their pronunciation and improve their writing skills through watching videos or listening to music or reading British newspapers and so on .So I think knowing the meaning of some scientific and cultural key words while reading and listening contribute more in acquiring the language with its culture.
Interviewer (Q1)	**Q1: How do your past experiences contribute to the success or failure in the teaching of culture inside EFL classrooms?**
Interviewee	A few days before, I decided to shed light on some aspects of life in America. Their customs, behaviour, attitudes, food etc. I was very determined and motivated to do so. I connected the data show to my laptop and suddenly everything stopped. I was very surprised about what happened. But later I discovered that this was due to the bad quality of material it was very old. I tried to ask help from students and some administrative staffs but with no result. Everything damaged. And by the end, they obliged me to refund the damage. I was exhausted and sad to what happen. Because I felt I just wasted my time using these poor tools. So, my lesson in which I intended to tackle those cultural aspects was concealed later. And I moved immediately towards teaching grammar.
Interviewer (Q2)	**Q2: How do your vicarious experiences affect the teaching of culture in EFL classrooms?**
Interviewee	When I see my colleagues not performing well in teaching cultural aspects of the language, this affects my teaching performance.
Interviewer (Q3)	**Q3: How can verbal persuasion affect the teaching of culture inside EFL classrooms?**
Interviewee	Many years ago, when I was passing my final capes exam in front of the jury(pause) I remember my topic was about lifestyle in Canada. At that time, I tried to do my best to show my students the customs, attitudes, behaviours of Canadian people, as I was living there before coming back to Algeria. So my inspector and all the jury was excited about the way I presented the lesson.

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	They gave me positive remarks, which I was very happy to hear. But yet, I was surprised about the negative feedback they gave me despite all the efforts I made. He asked me to do things I think I have already injected. I mean things I already put there in my lesson. This decreased my self-confidence and impaired my competence when tackling some aspects of the language.
Interviewer (Q4)	**Q4: How can a competent teacher contribute to the prosperity of the teaching of culture inside EFL classrooms?**
Interviewee	For me, to think critically about things in certain ways, so as to arrive at the best reasoning that affords me to select appropriate topics related to culture which I think is a good solution for improving the teaching of culture.
Interviewer	***Probing question: But how can this critical thinking lead to the best teaching of culture in your classes?**
Interviewee	By making some reflections, discussions, evaluations and explanations about the selected cultural aspect I am teaching.
Interviewer (Q5)	**Q5: How can your psychological state affect your teaching of culture in EFL classrooms?**
Interviewee	We are given a bunch of inadequate and old material the thing that makes me work under tension using them while teaching.
Interviewer (Q6)	**Q6: What weaknesses impede your ability to implement the teaching of culture in EFL classrooms?**
Interviewee	I think, the basic weakness we are suffering from as teachers is the unauthentic material. In addition to that, the poor coursebook that just contains some grammatical and lexical aspects which are something a bit far from cultural aspects.
Interviewer (Q7)	**Q7: How does your analytical thinking help in fostering the teaching of culture inside EFL classrooms?**
Interviewee	Actually, to be honest, I would feel a bit jealous if I find other teachers doing better than me in their classes. Because I would think that they know about the English culture more than me. So, daily when I go home, I read a lot about the British culture and at the same time, I urge my students to read also about the foreign culture even outside the classroom to break down all problems or shortages related to the other culture. So that, to try to foster the learning process.
Interviewer	***Probing question: Does this work with your students? Is it effective?**

Interviewee	Yes, I can say that I can notice some improvement for my students despite the some difficulties I'm facing in doing so.
Interviewer (Q8)	**Q8: How well can you overcome challenges to help students value learning about the target culture?**
Interviewee	I always make my students move, dance, sing whenever I tackle aspects of the foreign culture to make them enjoy and learn better. I challenge myself to increase my confidence to be at the same level as other good teachers, as I feel that I still lack self-confidence when tackling cultural aspects, not as when I tackle linguistic aspects; I have full confidence in myself.
Interviewer (Q1)	**Q1: What are some of the ICT resources you use that make the teaching of culture inside the EFL classroom easy?**
Interviewee	Actually, I use only a laptop and data show this is what our school can provide for us. We don't have other options or resources.
Interviewer (Q2)	**Q2: What experience do you have with ICTs that you feel most contributes to the success or failure in the teaching of culture inside EFL classrooms?**
Interviewee	One time while I was teaching a unit called 'Signs of the Time'.It's about diversity. I selected for it one good video and presented the lesson. Despite the fact that I don't use ICTs too much, I noticed that my pupils really interacted with that lesson. Personally, I think using visual tools like videos are very helpful to tackle culture. But unfortunately, we teachers still lack the experience in using ICTs because of their scarcity.
Interviewer (Q3)	**Q3: How can ICT Resources support the teaching of culture in EFL classrooms?**
Interviewee	ICTs are transformational tools that facilitate the teaching of culture. So that, we teachers are supposed to create authentic environment for our students using these tools.
Interviewer (Q4)	**Q4: How can the integration of ICTs in your lessons make a significant difference concerning the teaching of the target culture?**
Interviewee	Well, including ICTs in our teaching of culture attracts learners and increases their motivation to know more about the target culture.
Interviewer (Q5)	**Q5: Do all ICT devices make the teaching of culture in EFL classrooms more effective and more fun for pupils? Why?**

Interviewee	Ya, I think that teaching culture using ICTs makes the lesson vital and creates motivation for both teachers and students.
Interviewer (Q6)	**Q6:Do you feel there is a good range of ICT instructions related to the teaching of culture in the teachers' guide or do you feel more is needed? why?**
Interviewee	ICTs related to teaching culture are almost absent in the teachers' guide, so we need to include more in the syllabus and the teachers' guide as well to make the language more understandable.
Interviewer (Q7)	**Q7: What suggestions about ICT Resources to be implemented, do you think they better stimulate the teaching of culture in EFL classrooms? Why?**
Interviewee	For me, I suggest the use of webcams. Because in my opinion it extends interactivity and allows for instant feedback and reflection on the processes involved in talking, both in groups and individually.
Interviewer (Q8)	**Q8: What is your ICT-related vision in relation to the teaching of culture?**
Interviewee	Ya, I see ICTs as a very important means for a better understanding of the new culture.

September 2019 25 minutes	Teacher Five (T5)	High School
People	**Responses**	
Interviewer (Q1)	**Q1: What teaching approach do you use inside the EFL Classroom which has a considerable impact on the teaching of culture?**	
Interviewee	Ok, well concerning teaching approach in our schools (pause), generally competency-based approach CBA.But the major problem is there are few we can say 5% to 10% of lessons that include some information about foreign culture. So I use CBA, but it is not really effective.	
Interviewer (Q2)	**Q2: Do you think the intercultural communicative approach contributes to a big extent to the teaching of culture among EFL learners? Why?**	
Interviewee	Yes, for sure, we all know that the ICC makes everyday interaction in a given culture easy and convenient for learners. They will be more aware of how to	

	communicate in the target culture. But it's too difficult when practising it even for us as teachers of English since we are not natives we are not knowledgeable enough about the target culture, so how can we convey it to our students.
Interviewer (Q3)	**Q3: Which teaching strategy do you use in your lessons that have a great impact on the teaching of culture inside EFL classrooms?**
Interviewee	I think these two strategies, dramatization and mini-dramas have good potential in teaching the target culture. I don't use a lot, but I think they will contribute a lot if we have the time and possibilities. Besides, slice of the life strategy where I try to bring songs or some writing recordings that contains a segment of life from the target culture and present it to my students. This strategy, I think, has a big advantage as it catches learners' attention and arouses their interest in learning a new culture, but unfortunately, I just use it occasionally because you know too difficult to find equipment for watching or listening.
Interviewer (Q4)	**Q4: How does the incorporation of visual teaching/learning strategies enhance the teaching of culture in EFL classrooms?**
Interviewee	Well, in my classes, I rarely use the visual strategy because this I think will take me time since tools are not available. We have only two data shows and one lap for the whole school, and no labs at all. Besides, in case if I need to print pictures, for example, for daily teaching, the administration doesn't offer this service. Staffs there print for us only for exam purposes. So sometimes I have to do this at my own expense, which makes me not motivated to use neither pictures nor videos.
Interviewer (Q5)	**Q5: How does the incorporation of an auditory learning strategy improve the teaching of culture inside EFL classrooms?**
Interviewee	Concerning the auditory strategy, it will definitely enhance the teaching of culture because so far, it will give pupils the opportunity to know the correct spelling and the right pronunciation of words. So they have to listen to get some ideas about the other cultures, ok. It will also develop the language skills, the four language skills, ok. But still, we are facing the same problem. We rarely use this strategy because the school administration doesn't provide us with the appropriate materials. It is not cooperating with us in terms of material or even time schedule as we have only three hours per week which I think not enough for teaching a foreign language.
Interviewer (Q6)	**Q6: How do your interactive instructions about cultural aspects influence the teaching of culture in EFL classrooms?**

Interviewee	Well, generally, I rarely use instructions that are related to a given culture, ok. I said it, and I repeat, we both teachers and students don't have enough information about foreign cultures, especially the country that uses English, ok, because first of all our country is colonized by France. So, we are more biased to the French language than to English, you see. The second thing we as teachers don't have enough information about lifestyle in Britain or in England that's why we always try to use things that are used in our culture to give them a clear idea about the lessons and so on (pause) and our focus is more on grammar.
Interviewer (Q7)	**Q7: How does incorporating different teaching styles affect the teaching of culture inside EFL classrooms?**
Interviewee	I generally use the practice style when dealing with grammatical aspects. But if my objective is to develop social skills or tackle cultural aspects, then I switch to reciprocal style, which I believe it is more appropriate and effective when teaching social interaction for topics related to culture in general. But when I use it, sometimes doesn't work in my classes.
Interviewer	***Probing question: You have said that the reciprocal style doesn't work in your classes. Why?**
Interviewee	It doesn't work in the sense that my students are not interested in learning about new cultures. They cannot give feedback to each other concerning the English culture. They are not tolerant towards their culture and the target culture as well. They just focus on grammar and getting good marks. So, sometimes I change to self-model style where I demonstrate to students how to access and comprehend information by giving humble examples from my learning experience concerning the target culture. But I see that using these different styles are not that much effective in teaching the cultural aspects as in teaching the grammatical aspects.
Interviewer	***Probing question: Why do you think using different teaching styles is more effective in teaching grammar rather than in teaching culture?**
Interviewee	Maybe because of the shortage in knowledge about the target culture or the low motivation towards teaching or learning different culture from both sides.
Interviewer (Q8)	**Q8: How can integrating productive language skills contribute to the teaching of culture in EFL classrooms?**
Interviewee	Despite the fact that I believe in verbal communication as a good practice to transmit cultural knowledge to students because I think it may help to clarify misunderstandings and provide missing information concerning the target

	culture. But unfortunately, using it with my students doesn't provide them with further information concerning the target culture. Instead, I feel that it misleads them. As they, most of the time, interpret and understand it according to our culture.
Interviewer (Q1)	**Q1: How do your past experiences contribute to the success or failure in the teaching of culture inside EFL classrooms?**
Interviewee	Well, from my past experience with students, I noticed that they didn't get the meaning of the text and they got confused in many tasks related to foreign culture because of their poor knowledge. Also, I faced a lot of problems in teaching culture because of my limited knowledge as well. So my students are not interested in the target culture. This bad experience made me focus only on grammar and vocabulary, and this really reflected negatively on my teaching performance as I become not motivated to include it in my lessons.
Interviewer (Q2)	**Q2: How do your vicarious experiences affect the teaching of culture in EFL classrooms?**
Interviewee	Yes, they affected me a lot. I remember one teacher from Ain Abid high school when I was teaching there. She used to tell me a lot of stories about her bad teaching experiences, and I have taken them as they are mine. They make such an impact on me.
Interviewer	***Probing question: Could you provide us with some stories? And explain how they impact your teaching**
Interviewee	Yes, I attended one of her classes. She started delivering a lesson about 'Ancient Civilisation' without including any attractive tools or instruments. She did that unintentionally.So that, the pupils were so bored and the lesson from the beginning seems so boring. I was demotivated and got a bad idea about the school as it doesn't provide the least of material that may help teachers do their job. And since we are under the same school, so I expected my failure also in teaching culture.
Interviewer (Q3)	**Q3: How can verbal persuasion affect the teaching of culture inside EFL classrooms?**
Interviewee	Destructive criticism from surrounding environments, whether colleagues, inspectors, coordinators or even friends, can contribute to impairing any performance, including teaching performance. To be more specific, it can hurt pride and affect self-esteem, so that lower self-efficacy towards tackling cultural aspects of the foreign language.

Interviewer (Q4)	**Q4: How can a competent teacher contribute to the prosperity of the teaching of culture inside EFL classrooms?**
Interviewee	This can happen if he has the skill to convey the massage and share the knowledge with his students concerning the target culture.
	*Probing question: do you feel that possess this skill that allows you to teach culture easily?
Interviewee	I face difficulty to impart knowledge to my students because of the many obstacles.
Interviewer (Q5)	**Q5: How can your psychological state affect your teaching of culture in EFL classrooms?**
Interviewee	All the previously mentioned obstacles, such as the absence of help from the administration, the lack of tools etc., and especially my humble knowledge, create tension for me while tackling culture. I don't feel comfortable. This is why I just mention it from time to time when occasions come.
Interviewer (Q6)	**Q6: What weaknesses impede your ability to implement the teaching of culture in EFL classrooms?**
Interviewee	We are limited by the time I have only three hours per week to finish that particular lesson. So I feel no time for teaching the cultural aspects, as I have humble knowledge about the target culture. Besides that, there is a shortage of tools. No equipped labs and data show for us as teachers of English. We share same labs and data show with other teachers in different fields. If we ask for data show, for example, from the administration, we have to wait for 10 minutes. When we bring and settle it, this will take around 20 minutes. Plus, we should return it back before the end of the session. We are suffering from an absence of help from the administration as well. They are not involved at all.
Interviewer (Q7)	**Q7: How does your analytical thinking help in fostering the teaching of culture inside EFL classrooms?**
Interviewee	My lack of critical thinking about aspects related to culture makes it not working with me to a big extent to find a solution for them and facilitate my teaching.
Interviewer (Q8)	**Q8: How well can you overcome challenges to help students value learning about the target culture?**

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Interviewee	I corporate with my colleagues and select from novels and books interesting topics and ideas that tackle both native and target cultures. Then ask my students to perform them in a sort of role plays. I do this only when celebrating the end of each semester. But I think they don't value or show any interest to know more about the other cultures.
Interviewer (Q1)	**Q1: What are some of the ICT resources you use that make the teaching of culture inside the EFL classroom easy?**
Interviewee	Well, I use my own computer and speakers. And use the data show and projector from my school.
Interviewer (Q2)	**Q2: What experience do you have with ICTs that you feel most contributes to the success or failure in the teaching of culture inside EFL classrooms?**
Interviewee	Well, when I reached the unit of "Budding Scientist" with 1st year learners, I tried to start it with a short movie of "10001 inventions". I was very excited to present it using my own laptop. And the movie was very interesting. But I find my students not involved in the lesson.
Interviewer (Q3)	**Q3: How can ICT Resources support the teaching of culture in EFL classrooms?**
Interviewee	Showing them a movie or video or speech can support the teaching of culture in an authentic way. But this happens, only if ICTs are provided for us at any time we need to teach with.
Interviewer	***Probing question: What do you think about the provision of ICTs?**
Interviewee	Well, I think we, as teachers,we still face a shortage concerning the provision of ICTs from our educational system. For example, in my school, even labs are not available.
Interviewer (Q4)	**Q4: How can the integration of ICTs in your lessons make a significant difference concerning the teaching of the target culture?**
Interviewee	Well, it makes a big difference by making the learners more motivated. So that the lesson will be more vital and pupils will understand better. But despite this fact I don't use a lot because I think it takes less time to explain but more time to present as we still lack enough skills using and settling tools as we didn't get used to deal with them inside the classroom.
Interviewer (Q5)	**Q5: Do all ICT devices make the teaching of culture in EFL classrooms more effective and more fun for pupils? Why?**

Interviewee	Ya, for sure. Because they create motivation and make them more interested in learning about the target culture. Because when they see concrete and authentic facts, not same as when they just hear from their teachers. So if provided, they create an environment full of trust and authenticity.
Interviewer (Q6)	**Q6:Do you feel there is a good range of ICT instructions related to the teaching of culture in the teachers' guide or do you feel more is needed? why?**
Interviewee	Since our teachers' guide doesn't focus on the cultural aspects of the language, the use of ICTs related to the teaching of culture is almost neglected. This is obviously because of the lack of cultural elements in our lesson plans, so more is needed.
Interviewer (Q7)	**Q7: What suggestions about ICT Resources to be implemented, do you think they better stimulate the teaching of culture in EFL classrooms? Why?**
Interviewee	I can suggest for teachers a PowerPoint TM. It is a fantastic presentation tool. Easy to use at a basic level, It looks impressive and very fast. It contains many designs and different visual enhancements. This software is a must-have in the classroom. If it is available, it will really impress and motivate students to learn about the new culture. In addition to language labs. (pause) Also, they are very important in teaching culture.
Interviewer (Q8)	**Q8: What is your ICT-related vision in relation to the teaching of culture?**
Interviewee	Well, my vision about ICTs is that if used appropriately in the classroom, they may create a very dynamic environment that can help to prepare students for better communication in the future.

September 2019 20 minutes	Teacher Six (6)		High School
People	**Responses**		
Interviewer (Q1)	**Q1: What teaching approach do you use inside the EFL Classroom which has a considerable impact on the teaching of culture?**		
Interviewee	Actually, I use task-based learning approach where I ask my students to do some tasks related to daily routines of British people(pause), for example, buying coffee, doing shopping, visiting and inviting friends among others. Then I let my students prepare .when they finish, they present it in front of the		

	classroom, and I evaluate their assignments with certain criteria in order to improve their communication skills and knowledge toward the target culture.
Interviewer	***Probing question: what can you expect from your assessment of students' assignments?**
Interviewee	But from my assessment and my humble experience, I can say that my students still cannot communicate well in the target culture.
Interviewer (Q2)	**Q2: Do you think the intercultural communicative approach contributes to a big extent to the teaching of culture among EFL learners? Why?**
Interviewee	Yes, of course, normally, ICC pushes them to go to a higher level of thinking. And once their critical thinking is high, they can learn language and culture much more easily. But for me, I use this approach only Sometimes. I mean not in an enough way because of the lack of time, and this is why I feel my students are not that much good at communicating in the target culture.
Interviewer (Q3)	**Q3: Which teaching strategy do you use in your lessons that have a great impact on the teaching of culture inside EFL classrooms?**
Interviewee	I think that the most strategy that has a great percentage towards a successful teaching of culture is the creation of authentic and suitable environment for learners which means that is mainly through the use of authentic material such as posters, maps, realia and so on. So I sometimes use this strategy when tackling culture but with difficulty because, in our school, it is too difficult to find authentic material.
Interviewer (Q4)	**Q4: How does the incorporation of visual teaching/learning strategies enhance the teaching of culture in EFL classrooms?**
Interviewee	I sometimes use videos to show my students the way people of such language live, how they react with each other, their lifestyle in general. And I find it as a better way to introduce the foreign culture. So this is what I use whenever it is possible. I mean whenever I find tools to do so.
Interviewer (Q5)	**Q5: How does the incorporation of an auditory learning strategy improve the teaching of culture inside EFL classrooms?**
Interviewee	Well, as far as material is provided, I sometimes use it, but it's not that effective. Few of my learners are good listeners; the others find difficulty in detecting what the audio is saying because of their humble vocabulary stock

	age. They cannot even detect what the audio says, so I don't think that it is really a good strategy to be inside our classrooms.
Interviewer (Q6)	**Q6: How do your interactive instructions about cultural aspects influence the teaching of culture in EFL classrooms?**
Interviewee	Amm, personally, I generally apply my interactive instructions through problem-solving strategy. In which I first state the problem within a foreign context, then I ask questions about the issue to help them understand it better. After that, I make suggestions to find solutions and let them compare their thinking with native speakers.
Interviewer	***Probing question: Do you think this strategy is helpful for understanding other cultures better? And why**
Interviewee	Well, I generally find some difficulties in its application while teaching culture because my students are not familiar with the target language. Each time I try to include some examples about foreign cultures, I find that my pupils can't catch the ideas. So I switch to another example wish is related to our Algerian culture.
Interviewer (Q7)	**Q7: How does incorporating different teaching styles affect the teaching of culture inside EFL classrooms?**
Interviewee	I try to use different teaching styles. Sometimes, the discussing style where we held a meaningful discussion about the target culture which I think in turn will increase their critical thinking. And sometimes, I use the delegating style where I assign for example research projects about lifestyle of British people by the end of each unit in which me myself divide and share responsibilities with my students to strengthen the entire group work. So, I am straggling to use different styles just to help my students get as much information as they can about the target culture because you know they still lack enough knowledge about the foreign culture.
Interviewer (Q8)	**Q8: How can integrating productive language skills contribute to the teaching of culture in EFL classrooms?**
Interviewee	Focusing on meaning of words they bear in context while reading a passage is more effective in learning about the target culture, and then trying to use them in authentic situations in relation to the target culture will be in the next stage.
Interviewer (Q1)	**Q1: How do your past experiences contribute to the success or failure in the teaching of culture inside EFL classrooms?**

Interviewee	One day I decided to talk with my pupils about some attitudes of American pupils which are different from ours concerning inviting someone to ceremonies. So, I prepared some ticks on a sheet of paper. And was very excited to present them to my students. My intention was to teach them how to be tolerant towards other cultures. But unfortunately, things didn't go the way it was expected to be because my students didn't show any interest. Instead, they were just focusing on pure vocabulary and grammar to get good marks on the day of the exam. There was no interaction from their side. This bad experience with them demotivated me and made my lesson too much boring.
Interviewer (Q2)	**Q2: How do your vicarious experiences affect the teaching of culture in EFL classrooms?**
Interviewee	Although I always try to overcome many difficulties that make me fail during the process of my teaching, some poor performances of some teachers, especially in teaching culture, can influence me and make me feel disappointed when trying to present something related to the target culture, especially when I hear that students are not interested in learning a new foreign culture.
Interviewer (Q3)	**Q3: How can verbal persuasion affect the teaching of culture inside EFL classrooms?**
Interviewee	Positive and convincing words I received from my coordinator concerning my teaching of grammar and linguistic aspects, encouraged and increased my confidence in teaching. But, when she started giving me her observations and remarks about my weak points concerning my teaching of some other aspects and asking me to develop some skills, her unexpected negative feedback really disappointed me (pause) and lost confidence I got when receiving those positive words. Really I thought I was not ready or committed to tackling culture.
Interviewer	***Probing question: Could you share your story in which verbal persuasion increases your determination toward the teaching of culture?**
Interviewee	Yah sure. I can tell you. (pause) Weeks earlier when I prepared one final exam subject for first-year literary stream. Its comprehension part was about wedding invitation customs of American people. When my coordinator and other colleagues who were sharing the same level stream with me saw it, they were very excited about the way I designed that exam. And my coordinator gave me some positive words that pushed me to work harder and better than

	the way I am doing right now. She said that I have the capacity to go further behind teaching merely the linguistic aspect of the language to cross its cultural aspects.
Interviewer (Q4)	**Q4: How can a competent teacher contribute to the prosperity of the teaching of culture inside EFL classrooms?**
Interviewee	As you know, students are not all the same. So, I think we teachers should engage students in more culture-related topics to attract their attention.
Interviewer (Q5)	**Q5: How can your psychological state affect your teaching of culture in EFL classrooms?**
Interviewee	To be honest, I like to implement culture as much as possible whenever I find the opportunity but, time restriction and the lack of interest from the students' side sometimes makes me feel stressed whenever I present any lesson related to culture.
Interviewer (Q6)	**Q6: What weaknesses impede your ability to implement the teaching of culture in EFL classrooms?**
Interviewee	Lack of interest, shortage of material, limited time, and many other factors can influence my culture teaching performance.
Interviewer (Q7)	**Q7: How does your analytical thinking help in fostering the teaching of culture inside EFL classrooms?**
Interviewee	I always try to use my mind to simplify any lesson related to culture for my students. So, I do my best to teach culture. Sometimes it works very well. And sometimes, I feel that my students are still facing difficulties when learning a new culture. Here, it depends on the topic I am teaching.
Interviewer (Q8)	**Q8: How well can you overcome challenges to help students value learning about the target culture?**
Interviewee	I set the classroom in a U-shape and try to give them interesting and easy tasks with multiple choices about the target culture to encourage interaction among my students and give them the impression that learning about the target culture is not that difficult. But my students don't seem interested in learning about the target culture.
Interviewer (Q1)	**Q1: What are some of the ICT resources you use that make the teaching of culture inside the EFL classroom easy?**

Interviewee	I use my own laptop and my Flash disc. The printer and data show, from the school.
Interviewer (Q2)	**Q2: What experience do you have with ICTs that you feel most contributes to the success or failure in the teaching of culture inside EFL classrooms?**
Interviewee	While I was dealing with a unit of 'Business is Business', I tried to allow my students to use their phones. But they were not interested, and the lesson was not successful. I didn't reach all my goals concerning that lesson as they find it boring to use just their phones.
Interviewer (Q3)	**Q3: How can ICT Resources support the teaching of culture in EFL classrooms?**
Interviewee	They can enhance the learning in the classroom in just one click. And make students dive into different cultures.
Interviewer (Q4)	**Q4: How can the integration of ICTs in your lessons make a significant difference concerning the teaching of the target culture?**
Interviewee	For sure, integrating cultural elements through authentic and real-time aural and visual activities; I mean ICTs, into our lessons, make the context very easy for learners to be understood. And make a big difference for them. but you know we rarely use them as our administration doesn't provide us with these amazing and effective tools in teaching. And for this reason, I feel I am not ready or trained enough for using them in my teaching career despite their importance.
Interviewer (Q5)	**Q5: Do all ICT devices make the teaching of culture in EFL classrooms more effective and more fun for pupils? Why?**
Interviewee	No, not all. For example, using auditory ICTs seems boring for my students. They prefer visual things. For me, I also prefer to use audio-visual tools. Well, let us say, it depends on students' needs as well.
Interviewer (Q6)	**Q6: Do you feel there is a good range of ICT instructions related to the teaching of culture in the teachers' guide or do you feel more is needed? why?**
Interviewee	Actually, our teachers' guide is poor concerning the use of ICTs while teaching culture because the coursebook itself is poor in cultural elements.

Interviewer (Q7)	Q7: What suggestions about ICT Resources to be implemented, do you think they better stimulate the teaching of culture in EFL classrooms? Why?
Interviewee	I suggest creating an audio-visual room to experience learning culture in an effective way and make students not bored from just listening to some scripts in the classroom.I mean to create a new motivational environment for them.
Interviewer (Q8)	Q8: What is your ICT-related vision in relation to the teaching of culture?
Interviewee	The ICT resource mustn't be used just for its own sake. It needs to be used for the improvement of the teaching and learning of culture and for supporting teachers' competency towards the teaching of the foreign culture as well.

September 2019 20 minutes	Teacher Seven (7)	High School
People	**Responses**	
Interviewer (Q1)	Q1: What teaching approach do you use inside the EFL Classroom which has a considerable impact on the teaching of culture?	
Interviewee	Well, it depends here on the cultural aspect I am going to teach. So if teaching something related to speaking, for example, I will use the communicative language teaching approach here to enable my students to communicate, exchange ideas and so on. And if it is just something to be acquired, just like behaviour, here I am going to use a different teaching approach.	
Interviewer	*Probing question: What other approaches you may use?	
Interviewee	It depends here on my learners' needs.	
Interviewer	*Probing question: Do you think using the different approaches is effective in teaching culture?	
Interviewee	Well, still, I face many difficulties while using different approaches for teaching culture. I don't use a lot as students are still not competent towards the target culture.	
Interviewer (Q2)	Q2: Do you think the intercultural communicative approach contributes to a big extent to the teaching of culture among EFL learners? Why?	
Interviewee	Well, in fact, I think it is to a great extent in theory or in some other countries. Because of its achievement, in the way that the learners will go across cultural	

	comparison between the native and the target culture which facilitates communication and makes them much more flexible and easy to adapt with the other cultures. But in reality, this doesn't happen. Let's say doesn't work in Algeria. Or if it works, with difficulty. (pause)Well, I am speaking about my classes since our school doesn't provide us with the appropriate tools that may help or fit this target. The majority of tools are old or of bad quality. This is why I only sometimes use this approach whenever I tackle cultural aspects in my classes. Well, generally, my focus is more on grammar tasks.
Interviewer (Q3)	**Q3: Which teaching strategy do you use in your lessons that have a great impact on the teaching of culture inside EFL classrooms?**
Interviewee	Running an inquiry-based learning strategy will give me a chance to use differentiated instruction strategies, appealing to the diverse learning styles of my students.
Interviewer (Q4)	**Q4: How does the incorporation of visual teaching/learning strategies enhance the teaching of culture in EFL classrooms?**
Interviewee	Personally, I have never used such a strategy in my classes; instead, I use the interactive instruction teaching strategy, especially the "think-pair-share" (TPS) strategy, as it is designed in our coursebook and which I personally consider as a collaborative learning strategy where students work together to solve a problem or answer a question about an assigned task. This strategy requires students to think individually about a topic, answer a question, and share ideas with classmates. And I think that it is the best strategy that fits our Algerian schools' conditions since there are no tools, no labs and no time for teaching culture using audio-visual strategy.
Interviewer (Q5)	**Q5: How does the incorporation of an auditory learning strategy improve the teaching of culture inside EFL classrooms?**
Interviewee	I believe that auditory strategy enhances the teaching of culture a lot, especially by the use of authentic materials such as audio types, speakers, audiobooks and so on. But unfortunately in our school, these tools are not available. And even time, as I have said, is not sufficient for using such tools to teach cultural aspects.
Interviewer (Q6)	**Q6: How do your interactive instructions about cultural aspects influence the teaching of culture in EFL classrooms?**
Interviewee	Actually, from time to time when I need to tackle cultural topics I use interactive interactions as a teaching strategy to deal with culture-related

	topics. But I always face difficulty when teaching culture because of my and my students' limited knowledge concerning the target culture.
Interviewer (Q7)	**Q7: How does incorporating different teaching styles affect the teaching of culture inside EFL classrooms?**
Interviewee	Well, using different teaching styles paved the way to meet the need of learners with different learning styles. In my classroom, I am using a mixture of both discussing and practice styles. So while my students practice their tasks, I move around and observe their performance. At the same time, I open discussions with them where they are expected to participate and express themselves according to the target culture. And by the end, I offer feedback to them. But, from what I noticed, it is hard a bit to tackle topics related to culture since we didn't face this culture in real-life situations.
Interviewer (Q8)	**Q8: How can integrating productive language skills contribute to the teaching of culture in EFL classrooms?**
Interviewee	I rarely include some aspects or situations about the target culture in my written tasks while I am teaching grammar or vocabulary. But when I do, then I ask them how they will react to such a situation if they are native, using verbal communication.
Interviewer	***Probing question: What do you notice from their answers?**
Interviewee	Most of them still lack knowledge about the target culture.
Interviewer (Q1)	**Q1: How do your past experiences contribute to the success or failure in the teaching of culture inside EFL classrooms?**
Interviewee	Three years before, I planned a lesson that dealt with some aspects of British culture. When I was about to deliver it I noticed that I forgot the sheet of paper at home. So, I started just teaching them from what I remembered. But I faced a big difficulty doing so because some of my students started asking me many questions that needs more concentration. And since my lesson plan was at home, I was put in a very bad situation. So I started changing the topic to linguistic aspects to escape this unwanted situation. But I think, this pushed me towards strengthening my negative points concerning the target culture. And I started reading and watching as much as I can about the other culture to have a strong cultural background that may facilitate my teaching in the future, despite the fact that right now, I am still feeling that I have limited knowledge about the target culture.

Interviewer (Q2)	Q2: How do your vicarious experiences affect the teaching of culture in EFL classrooms?
Interviewee	Observing my colleagues' failure towards the teaching of culture affects my performance towards the teaching of culture. Sometimes, I neglect to teach culture and focus only on other sides of the language. And sometimes I challenge myself to develop my knowledge about the English culture. So, it depends on the situation and the topic itself whether it is easy or difficult to deal with.
Interviewer (Q3)	Q3: How can verbal persuasion affect the teaching of culture inside EFL classrooms?
Interviewee	My inspector gave me a low grade and corrected me on several facts regarding British people during my presentation in front of him. Yes, it was relevant, but it caused me discomfort since it occurred in front of my students, which diminished my enthusiasm to teach culture because I felt incompetent.
Interviewer (Q4)	Q4: How can a competent teacher contribute to the prosperity of the teaching of culture inside EFL classrooms?
Interviewee	A less skilled teacher makes the lesson boring by ignoring the cultural content while teaching language. So, learners will not follow. While the skilled teacher tries to create a meaningful cultural content that makes the lesson vivid. So that, learners will follow the lesson and will get a lot of ideas and information about the target culture because they will be motivated.
Interviewer	*Probing question: What about you? Have you contributed to the prosperity of the teaching of culture by creating meaningful cultural content?
Interviewee	Well, right now I can say I am trying to create a meaningful context that makes the lesson vivid and attracts learners. So that, they will get attention. But I am not satisfied with my teaching of culture because of some obstacles that prevent me from doing so. May be in the future with the more efforts I will make towards enhancing this side of language, I can reach such a satisfying point and contribute to the prosperity of culture teaching.
Interviewer (Q5)	Q5: How can your psychological state affect your teaching of culture in EFL classrooms?

Interviewee	As I have said before, I think that those weaknesses that all teachers are facing affect their mood and make them fear failure towards teaching the English culture.
Interviewer (Q6)	**Q6: What weaknesses impede your ability to implement the teaching of culture in EFL classrooms?**
Interviewee	The unavailability of technological tools, the program, the curriculum, teachers' and students' limited knowledge and the Algerian culture, which has no relation to the British one because French is really dominating in the administration and outside even our dialect is influenced by the French language, you see.(pause) Also our students are careless about the target culture. They just focus on how to get good marks and succeed.
Interviewer (Q7)	**Q7: How does your analytical thinking help in fostering the teaching of culture inside EFL classrooms?**
Interviewee	Before plunging into a unit of study, it's important to discover how much background knowledge students have. If students know a lot about a topic, then I proceed with the study. If they have little background knowledge, I reserve time to build it.
Interviewer (Q8)	**Q8: How well can you overcome challenges to help students value learning about the target culture?**
Interviewee	Well, when occasions come, I ask them to do extra research on specific points and sometimes give them choices and let them free to express their ideas about the target culture.
Interviewer (Q1)	**Q1: What are some of the ICT resources you use that make the teaching of culture inside the EFL classroom easy?**
Interviewee	Well, I use computer and data show if available. In addition to our phones.
Interviewer (Q2)	**Q2: What experience do you have with ICTs that you feel most contributes to the success or failure in the teaching of culture inside EFL classrooms?**
Interviewee	I don't have enough experience concerning the success in the teaching of culture since we have a scarcity of ICTs in our school. But still using cell phones are somehow helpful. Our cell phones make us work in collaboration to discover more about the target culture and teach it in an appropriate way in the future. Also, I can tell you about my terrible experience when I planned to teach a lesson about ancient civilizations. So, by mistake, I put the wrong

	video. It was about "Safety First". And the comprehension questions were about "Ancient Civilizations". It was a very poor session, as I don't have enough knowledge about how to manipulate and adjust the target video using PowerPoint or any other solution as I am not that much skilled in using ICTs.
Interviewer (Q3)	**Q3: How can ICT Resources support the teaching of culture in EFL classrooms?**
Interviewee	I am so sorry because as I have said before I don't have enough experience with teaching culture in my EFL classrooms. Yes, this is a big problem. It's a big problem of not using a variety of ICTs in teaching culture in my EFL classroom. That's why I don't have enough idea about this. But I can tell you from my point of view that being authentic is an important deal for teaching cultural aspects. So, using authentic material like videos speeches and so on supports to a big extent the teaching of culture.
Interviewer (Q4)	**Q4: How can the integration of ICTs in your lessons make a significant difference concerning the teaching of the target culture?**
Interviewee	Well, including ICTs into our teaching of culture will surely enhance learners' knowledge competency and communication. But the problem is that we don't have enough lessons related to culture. So, we are always limited to the lessons we have in our programme. So we don't use ICTs too much while teaching.
Interviewer (Q5)	**Q5: Do all ICT devices make the teaching of culture in EFL classrooms more effective and more fun for pupils? Why?**
Interviewee	Yes, I totally agree even if we are suffering from the scarcity of materials. But still, I believe that ICTs are very important for improving and enhancing the quality and efficiency of education. And make students move from merely traditional way of learning to a more fan and modern ways of learning.
Interviewer (Q6)	**Q6: Do you feel there is a good range of ICT instructions related to the teaching of culture in the teachers' guide or do you feel more is needed? why?**
Interviewee	I think we should appeal to our ministry of education to make some changes in the syllabus and to include some ICTs for use in relation to teaching culture in the teachers' guide because we need to make such a balance between the use of ICTs for teaching grammatical aspects and the use of it for teaching cultural aspects.

Interviewer (Q7)	Q7: What suggestions about ICT Resources to be implemented, do you think they better stimulate the teaching of culture in EFL classrooms? Why?
Interviewee	I can say that language labs that are equipped with different ICT resources like headsets, loudspeakers and so on. If used appropriately, will enhance the teaching of culture in a better way. And will motivate both teachers and students to learn the language better, including its culture.
Interviewer (Q8)	Q8: What is your ICT-related vision in relation to the teaching of culture?
Interviewee	I think it is important to involve ICTs in the teaching of culture as it will better explain the new culture.

September 2019 23 minutes	Teacher Eight (8)		High School
People	**Responses**		
Interviewer (Q1)	Q1: What teaching approach do you use inside the EFL Classroom which has a considerable impact on the teaching of culture?		
Interviewee	Ok, for me, I sometimes use the communicative language teaching approach since it focuses on the use of language in everyday situations and gives priority to interaction and meanings rather than to grammar and structure. I use it through interactive games and role-plays whenever possible or if time fits in order to make students more interested and improve their knowledge about the English culture. As they still lack the competency towards understanding the target culture.		
Interviewer (Q2)	Q2: Do you think the intercultural communicative approach contributes to a big extent to the teaching of culture among EFL learners? Why?		
Interviewee	Even if I don't use a lot. But sometimes, I give them class activities designed to enhance such intercultural competence in order to develop their language proficiency level. Such class activities normally will provide my students with another opportunity to activate critical thinking skills, which in turn, I hope will promote better understanding of the target culture.		
Interviewer	*Probing question: Could you provide us with concrete examples of use?		
Interviewee	For example, sometimes I use body language to show them how British people greet each other by just waving hands from distance. But in our culture, while		

	greeting someone we approach him/her and kiss his/ her cheeks. But unfortunately, as you know, sometimes pupils are not interested in knowing about the target culture, which makes me fear from failure to achieve such a competency.
Interviewer (Q3)	**Q3: Which teaching strategy do you use in your lessons that have a great impact on the teaching of culture inside EFL classrooms?**
Interviewee	The strategy that I generally use in my class which I think better fits, is culture capsules because cultural capsules are more interactive. So I always interact and collaborate with my students in the way that we discuss and share ideas with each other about some aspects of the foreign culture.
Interviewer (Q4)	**Q4: How does the incorporation of visual teaching/learning strategies enhance the teaching of culture in EFL classrooms?**
Interviewee	In our school, it is so difficult to teach culture using such a demanding visual strategy. Because it's very tough to get the tools designed for this purpose. And I also rarely use them because I consider them time-consuming as well since no specific language labs are provided for us. This makes us demotivated to use such a strategy despite the fact of its effectiveness in teaching culture.
Interviewer (Q5)	**Q5: How does the incorporation of an auditory learning strategy improve the teaching of culture inside EFL classrooms?**
Interviewee	Well, I consider the auditory strategy very important while teaching culture. Because for example when they listen to an interview or a conversation of the native speakers, they will definitely learn not only the vocabulary but the intonation, the pronunciation and so on. So, they will know how to make language effective and how to use it in specific situations. But unfortunately, as I have said before, this strategy is rarely used in our school because of the aforementioned conditions, lack of time, and non-availability of tools.
Interviewer (Q6)	**Q6: How do your interactive instructions about cultural aspects influence the teaching of culture in EFL classrooms?**
Interviewee	Ok, I think that the success of the interactive instruction strategy is mainly dependent on cooperation. In my opinion, it enhances the teaching of culture because students have to work in groups along with their teachers where they discuss, share ideas and check information about that different culture, you see. So I always enjoy using this strategy while teaching any aspect related to a foreign culture. For example, I sometimes select interactive role-play exercises related to one aspect of the target culture from our project. You know

	that we have a project work by the end of each unit. So I ask my students to practice it through a role play. It is really an effective and active teaching strategy that makes them live a moment of a certain aspect of the foreign culture. A cultural moment of the target culture, I mean. So I always encourage and motivate my students to participate especially shy pupils. I set time limit for them to speak and practice their roles to help them remove their shyness and engage them to be more interested in learning about a foreign language.
Interviewer (Q7)	**Q7: How does incorporating different teaching styles affect the teaching of culture inside EFL classrooms?**
Interviewee	Personally, I believe that incorporating different teaching styles make students, whatever their differences and talents, engaged in the learning of the target culture. For example, sometimes I use the self-check style where I set some standards concerning a specific task that is related to some aspects of the target culture of course. And let them work independently on that task. So, I through all the responsibility on them and encourage them to make self-assessments and come up with decisions by themselves concerning some cultural elements. But despite the fact that I am always ready to answer their questions and inquiries, I still feel my students didn't reach that level of proficiency. They still need to go deeper into the target culture to know more about it. This is why I sometimes try to use a totally different teaching styles from the self-check style. For example, I use personal model style, practice style, facilitator style and so on just to make them take part and participate in the lesson.
Interviewer (Q8)	**Q8: How can integrating productive language skills contribute to the teaching of culture in EFL classrooms?**
Interviewee	Aha, so productive language skills could offer an opportunity for the learners to share and show their understanding of what they processed as a whole cultural input. It would be unfair to make them spoon set with the cultural input through language without giving them the opportunity to tell their point of view. Doing so will give us the chance to make somehow kind of evaluation and judgment upon their progress concerning that target culture.
Interviewer	***Probing question: From your assessment what can you say about the contribution of different skills in enhancing the teaching of culture?**
Interviewee	As I have said before, students still lack the competency towards the target culture.

Interviewer (Q1)	**Q1: How do your past experiences contribute to the success or failure in the teaching of culture inside EFL classrooms?**
Interviewee	Well, I think here in my school, no one competes for each other to improve their teaching from merely teaching grammar rules and vocabulary to go beyond the limits and integrate culture when teaching the four skills. And I experienced this with my colleagues (pause). And this badly reflected on my performance. This doesn't mean that I never tried to include it in my lessons. I sometimes try to do so but with bad results because I feel even my students are interested only in getting good marks, and that's it.
Interviewer (Q2)	**Q2: How do your vicarious experiences affect the teaching of culture in EFL classrooms?**
Interviewee	Unsuccessful experiences I observed from peers obliged me not to inject culture in my exams, despite of my awareness about the importance of tackling language as not merely a grammatical aspect but also to consider its cultural aspect while teaching.
Interviewer (Q3)	**Q3: How can verbal persuasion affect the teaching of culture inside EFL classrooms?**
Interviewee	For sure good words have a big impact on us as teachers. They will affect our teaching positively in the sense that they will guide and help us in performing some tasks. For example, while receiving aggravating criticism, using harsh words that don't contain any guiding tips from colleagues and others will definitely make us not committed to teach effectively.
Interviewer (Q4)	**Q4: How can a competent teacher contribute to the prosperity of the teaching of culture inside EFL classrooms?**
Interviewee	A skilled teacher should master his knowledge very well to attract his students. Once they are attracted they will follow all his instructions. And this may facilitate the teaching of culture as well.
Interviewer	***Probing question: Do you think that you reach that point?**
Interviewee	Mmmm, well, I think I am doing my best to reach that point but still facing difficulty doing so.
Interviewer (Q5)	**Q5: How can your psychological state affect your teaching of culture in EFL classrooms?**

Interviewee	Personally, I am afraid and don't have the courage to teach culture. I just focus on its linguistic side and rarely deal with it because I think the outdated equipment and the lack of students' interest contribute to decreasing the chances for understanding a new foreign language with its culture.
Interviewer (Q6)	**Q6: What weaknesses impede your ability to implement the teaching of culture in EFL classrooms?**
Interviewee	Factors such as lack of students' interest and old equipment reduce my chances to tackle the cultural side of the language. I focus only on its linguistic side.
Interviewer (Q7)	**Q7: How does your analytical thinking help in fostering the teaching of culture inside EFL classrooms?**
Interviewee	I think being somehow not able to identify solutions to problems I may face while teaching culture. I think this will not cover the teaching of many cultural issues.
Interviewer (Q8)	**Q8: How well can you overcome challenges to help students value learning about the target culture?**
Interviewee	I always try to give them simple and updated tasks related to the target culture to encourage interaction among my students in the absence of ICTs. But the many problems I may face make me move towards teaching its linguistic aspects.
Interviewer (Q1)	**Q1: What are some of the ICT resources you use that make the teaching of culture inside the EFL classroom easy?**
Interviewee	Definitely, ICTs will facilitate the teaching of culture. But in fact, there is a scarcity of ICTs in our school. Even if it makes the teaching of culture easy we find difficulty to use because we have only one old data show and computer; that's it. This is why I rarely use.
Interviewer (Q2)	**Q2: What experience do you have with ICTs that you feel most contributes to the success or failure in the teaching of culture inside EFL classrooms?**
Interviewee	I remember when I was teaching a lesson about a letter of complaint. I used a listening script that deals with that aspect. I was expecting that it will make them dive into the target culture. But unfortunately, I noticed the opposite thing happened. My students didn't show interest in what was presented in

	that script. So I was so disappointed at that time, and the lesson was not successful.
Interviewer	***Probing question: Why they don't show interest?**
Interviewee	Maybe because they found the topic which is part from the Coursebook not interesting and boring. Or maybe students prefer visual things.
Interviewer (Q3)	**Q3: How can ICT Resources support the teaching of culture in EFL classrooms?**
Interviewee	Personally, I don't have enough experience in teaching culture using ICTs in my classes. That's why I don't have really an idea about this. But from my point of view, I can say that being authentic and selecting up-to-date topics are an important steps toward teaching cultural aspects. I mean using authentic material and new topics that fit or let's say much the new generation's needs support to a big extent the teaching of culture.
Interviewer (Q4)	**Q4: How can the integration of ICTs in your lessons make a significant difference concerning the teaching of the target culture?**
Interviewee	Well, maybe because I don't use ICTs too much while tackling culture in my classes. This makes my students not motivated in learning foreign languages. But I think if ICTs are available, integrating them along with new and attractive topics in the teaching process, will make learners more competent. So that, they will acquire the target language easily. And at the same time, they will not feel bored while studying about the foreign culture. And they will be more interested I think.
Interviewer (Q5)	**Q5: Do all ICT devices make the teaching of culture in EFL classrooms more effective and more fun for pupils? Why?**
Interviewee	Yes indeed, as ICTs stimulate and activate the learning process.
Interviewer (Q6)	**Q6:Do you feel there is a good range of ICT instructions related to the teaching of culture in the teachers' guide or do you feel more is needed? why?**
Interviewee	Sure we need more ICTs related to the teaching of culture to be included in the syllabus because, in the guide, they just mention to audio types in which learners will just listen to scripts that are not necessarily related to teaching culture. It can be related to just linguistic aspects.

Interviewer (Q7)	Q7: What suggestions about ICT Resources to be implemented, do you think they better stimulate the teaching of culture in EFL classrooms? Why?
Interviewee	I think language labs with new computers and headsets are quite stimulating. Because this will facilitate the teaching of culture. And it will be also an interesting experience.
Interviewer (Q8)	Q8: What is your ICT-related vision in relation to the teaching of culture?
Interviewee	I think we teachers have to change our accustomed way of teaching and use more interactive ways of teaching culture, and this demands reliable use of ICTs. I think they are very good at presenting many lessons related to culture.

September 2019 25 minutes	Teacher Nine (T9)	High School
People	**Responses**	
Interviewer (Q1)	Q1: What teaching approach do you use inside the EFL Classroom which has a considerable impact on the teaching of culture?	
Interviewee	Generally, I use the communicative approach because I believe that it enables the learners to be more confident and enjoy talking more when interacting with other people from other cultures. But, this doesn't really match my expectations with my students.Sometimes, I use also competency-based approach but still, I find it not that much effective in my classes. I am doing such a balance between both approaches.	
Interviewer (Q2)	Q2: Do you think the intercultural communicative approach contributes to a big extent to the teaching of culture among EFL learners? Why?	
Interviewee	Yes, it does in the way that it makes our learners accept other cultures and be tolerant to them.	
Interviewer (Q3)	Q3: Which teaching strategy do you use in your lessons that have a great impact on the teaching of culture inside EFL classrooms?	
Interviewee	Besides both approached my frequent use of culture capsule strategy helps them to observe similarities and differences among various cultural groups.	
Interviewer (Q4)	Q4: How does the incorporation of visual teaching/learning strategies enhance the teaching of culture in EFL classrooms?	

Interviewee	Yes, I sometimes use the visual teaching strategy while tackling some aspects of culture using videos and pictures. But with difficulty. Because you know tools are not provided all times.
Interviewer (Q5)	**Q5: How does the incorporation of an auditory learning strategy improve the teaching of culture inside EFL classrooms?**
Interviewee	Yes, I sometimes try the auditory strategy, and it works very well because I think exposing learners to authentic language by listening to native speakers is very beneficial as it shows them how a meaning changes and it could change intonation or their attitudes in general, but you know the condition in our school doesn't afford us to use it all time. So, whenever equipment is available and time fits, I do my best to teach through audit strategy happily. Here I can give an example of listening to interviews or dialogues that may consist of data that are debatable as some cultural aspects to be tackled but as I have said before,, depending on its availability, of course. So ya, I sometimes may use the audit strategy to deal with different learners.
Interviewer (Q6)	**Q6: How do your interactive instructions about cultural aspects influence the teaching of culture in EFL classrooms?**
Interviewee	I rely heavily on discussion and sharing among my pupils, and this provides my learners with the opportunity to react to my ideas and knowledge as well as to their peers' knowledge and ideas to generate alternative ways of thinking about the target culture.
Interviewer (Q7)	**Q7: How does incorporating different teaching styles affect the teaching of culture inside EFL classrooms?**
Interviewee	Well, there are learners who prefer visual aids. Others who prefer to hear things. Some like to interact. So the better and the clearer you get to understand the different learners' styles you have inside the classroom, the exposure to the target language culture would be much moreeasier for us to decide what styles we will use. For me, I vary between many styles. Sometimes I use the directing style in which I bring a conversation and make my students listen to it. After that, I tell them what they should do next and how to do it. I also use the discussing style where I open discussion about one aspect of the target culture and let them interact and make critics about it. I also use the facilitating style where I monitor the progress of my students and encourage them to find solutions and explanations to different phenomena related to the target culture because I think that these styles and many others expose learners to a

	motivating authentic and culture-bound content.But to be frank, even we teachers try to vary between different styles while teaching culture, we still have limited knowledge about the foreign culture even we are doing our best to provide an authentic environment to teach it. We may have effective content, excellent ideas, accurate and supporting environment. However, if the style we use in teaching is inappropriate to the occasion or to the purpose we are trying to achieve, our content will be likely more than ineffective.
Interviewer (Q8)	**Q8: How can integrating productive language skills contribute to the teaching of culture in EFL classrooms?**
Interviewee	By putting language into use, the student will start to be more familiar with the target language. They rise themselves with the intonation, words, phrases and body language that comes into practice, so if they use the productive abilities, they won't write only things about their language but also with the additional aspect that will add meaning to that speech and production, in general, it's oral or written.
Interviewer	*Probing question: Do you think that your students have reached that level of proficiency while speaking or writing in the target language?**
Interviewee	To reach that level may take time but still it is possible to happen since we are doing our best to reach such goals.
Interviewer (Q1)	**Q1: How do your past experiences contribute to the success or failure in the teaching of culture inside EFL classrooms?**
Interviewee	Few years ago, When I was teaching at the previous high school. At that time, I used to perform poorly in teaching culture. I just focus on grammar. But my past experience doesn't affect my teaching confidence in a negative way because I know it's not a problem from my side. It's because we didn't receive enough training skills concerning the target culture. And this badly affects my teaching of English culture.
Interviewer (Q2)	**Q2: How do your vicarious experiences affect the teaching of culture in EFL classrooms?**
Interviewee	Well, the absence of coordination or rare meeting with other colleagues prevents me from finding or predicting possible solutions for some issues that I may encounter while preparing lessons that deal with complicated cultural issues.

Interviewer (Q3)	**Q3: How can verbal persuasion affect the teaching of culture inside EFL classrooms?**
Interviewee	I think providing strong and positive feedback may affect teachers' attitudes. So that to prepare them to absorb the target culture easily. And this may facilitate the teaching as well.
Interviewer	***Probing question: have you received any feedback from others that affect your teaching of culture?**
Interviewee	Actually, yes, but it was negative feedback from my inspector in which he set some remarks and tips in a sort of training on how to teach culture in EFL classes; as you know, we teachers we still lack that training.
Interviewer (Q4)	**Q4: How can a competent teacher contribute to the prosperity of the teaching of culture inside EFL classrooms?**
Interviewee	When the teacher knows how to master and manipulate his knowledge concerning the cultural side of the language to convey its meaning, I think he will definitely contribute to the prosperity of teaching culture. In addition to that, having good relation with students will enhance the discussion between teacher students about different aspects of the target culture. And this will normally add to the prosperity of teaching culture.
Interviewer (Q5)	**Q5: How can your psychological state affect your teaching of culture in EFL classrooms?**
Interviewee	I feel three hours per week are not enough to tackle all aspects of language.
Interviewer (Q6)	**Q6: What weaknesses impede your ability to implement the teaching of culture in EFL classrooms?**
Interviewee	I think time restriction is the dominant factor that hinders the teaching of culture.
Interviewer (Q7)	**Q7: How does your analytical thinking help in fostering the teaching of culture inside EFL classrooms?**
Interviewee	Whenever I select a topic I want to teach, I tend to detect all the ideas related to culture, learn more about them and examine them carefully to get the students understand the foreign culture better.
Interviewer (Q8)	**Q8: How well can you overcome challenges to help students value learning about the target culture?**

Interviewee	Well, as I am still not satisfied with my students' performance towards learning about the target culture. So to raise my confidence in teaching cultural aspects, the way I teach linguistic aspects, each time I make them compete and challenge each other, and I prepare one gift for the winning group who will perform well.
Interviewer (Q1)	**Q1: What are some of the ICT resources you use that make the teaching of culture inside the EFL classroom easy?**
Interviewee	Whenever I tackle cultural aspects, I try to use some ICTs like a computer,data show, video games and so on.
Interviewer	***Probing question: Are these tools provided from school all time?**
Interviewee	In fact, I use ICTs if they are available. Actually, in our school, we face difficulty having these tools whenever we ask for.
Interviewer (Q2)	**Q2: What experience do you have with ICTs that you feel most contributes to the success or failure in the teaching of culture inside EFL classrooms?**
Interviewee	Actually, I only sometimes use ICTs in teaching culture, depending on their availability. I use them only whenever I reach a new theme related to culture.
Interviewer (Q3)	**Q3: How can ICT Resources support the teaching of culture in EFL classrooms?**
Interviewee	By bringing reality to students. Yes, they cannot reach or just imagine the culture. But when I bring something for them a video or song or movie here I am bringing reality about the culture of any other country.
Interviewer (Q4)	**Q4: How can the integration of ICTs in your lessons make a significant difference concerning the teaching of the target culture?**
Interviewee	Ya, by including visual and aural ICTs. This will boost the learners' autonomy and make them feel as they are the builder of their own learning process.
Interviewer (Q5)	**Q5: Do all ICT devices make the teaching of culture in EFL classrooms more effective and more fun for pupils? Why?**
Interviewee	Yes, indeed. Ya, I do believe that all ICT devices create a dynamic environment which boost the teaching process and makes it more fun. I think ICTs make the teaching process more vital and more authentic. I think that all ICTs have a positive impact on students' performance. You know this is the new generation. The generation of technology. They like everything which is

	different and out of habits. I mean learning through ICTs makes them feel fun and gets rid of the ordinary teaching.
Interviewer (Q6)	**Q6: Do you feel there is a good range of ICT instructions related to the teaching of culture in the teachers' guide or do you feel more is needed? why?**
Interviewee	Actually, it is rare to find ICTs related to teaching culture in the teachers' guide, so I consider this as a flaw in the teachers' guide itself. We need to include more ICTs to facilitate the teaching of culture for teachers and guide them to do better in teaching culture.
Interviewer (Q7)	**Q7: What suggestions about ICT Resources to be implemented, do you think they better stimulate the teaching of culture in EFL classrooms? Why?**
Interviewee	Any type of ICTs I think is helpful in teaching.
Interviewer (Q8)	**Q8: What is your ICT-related vision in relation to the teaching of culture?**
Interviewee	I consider ICTs as very important tools for the better teaching of culture. They are essential tools through which teachers can show their abilities in presenting the foreign culture.

September 2019 22minites	Teacher Ten (10)	High School
People	**Responses**	
Interviewer (Q1)	**Q1: What teaching approach do you use inside the EFL Classroom which has a considerable impact on the teaching of culture?**	
Interviewee	Well, I usually use the direct approach in which I present directly my ideas which are related to the target culture and wait my students to react to them.	
Interviewer (Q2)	**Q2: Do you think the intercultural communicative approach contributes to a big extent to the teaching of culture among EFL learners? Why?**	
Interviewee	I can tell you that I don't think so. It can't work here in Algeria despite its importance in conveying the foreign culture because here we have a lack of knowledge about the foreign culture especially the British or the American one, ok. So we focus generally on the Arab culture. This means that we still related to the native culture, but concerning the British one, we are not	

	influenced by the lifestyle and so on. So intercultural communicative approach can't work here in Algeria, I think.
Interviewer (Q3)	**Q3: Which teaching strategy do you use in your lessons that have a great impact on the teaching of culture inside EFL classrooms?**
Interviewee	I rely heavily on discussion and sharing among my pupils. And this provides my learners with the opportunity to react to my ideas and knowledge as well as to their peers' knowledge and ideas to generate alternative ways of thinking about the target culture.
Interviewer (Q4)	**Q4: How does the incorporation of visual teaching/learning strategies enhance the teaching of culture in EFL classrooms?**
Interviewee	This is our big problem, especially in our schools. You know that when we talk about the audiovisual or visual tools so we are going to talk about ICTs. We have a lack of material. (pause) To get a data show or even the computer it is a little bit hard. For example, in our school, there is only one computer and only one data show for more than 40 teachers. That's a big problem. That's why I rarely use the visual teaching strategy despite the fact that it gives students a clear idea about the topic, I think.
Interviewer (Q5)	**Q5: How does the incorporation of an auditory learning strategy improve the teaching of culture inside EFL classrooms?**
Interviewee	From my humble experience, I noticed that learners are interested more in things they can touch and see more than in what they hear. They lose concentration easily, ok. For me, as I have said before, I seldom use it. So Although of its importance, auditory teaching strategy is also too difficult to be adapted as a strategy in teaching culture in our schools for the same reasons stated before.
Interviewer (Q6)	**Q6: How do your interactive instructions about cultural aspects influence the teaching of culture in EFL classrooms?**
Interviewee	I usually let my students read the incident independently and make individual decisions. Then, I put them into groups to discuss their findings. Next, a classroom discussion follows where students try to give reasons behind their decisions. Finally, I try to give my students the opportunity to see how their decisions and reasoning compare and contrast with the decisions and reasoning of native members of the target culture. I also sometimes give them short stories to read. So, we discuss the events of the story and discuss their lifestyle, I mean the characters and so on. And then, I ask them to summarize the story according to the culture of the target language, of course. And

	sometimes, I raise debates concerning some aspects of the target culture in the story.
Interviewer	*Probing question: Does this strategy has a positive effect on your students?**
Interviewee	What I noticed is that my students still can't discuss and debate in the target culture freely and easily.
Interviewer (Q7)	Q7: How does incorporating different teaching styles affect the teaching of culture inside EFL classrooms?
Interviewee	Well, I presume that the keyword in this question is "teaching style".We all know in the contemporary classroom there are parts of the teaching style that emerge via modern teaching: the authority style, the delegating style, the facilitating style, the demonstrator style and even the hybrid style. I say that to implement one style only, is almost impossible in Algerian classrooms. We teachers and me personally use different styles within one session.My intention behind this is to enhance my teaching of different aspects of language. I presume that all depends on the context, the quality of learners, the availability of tools for teaching and so on. Well, I sometimes use the authority style sometimes the personal model style sometimes the facilitator style.For example, when using the facilitator style and despite my humble knowledge about the target culture, I always try to solve my students' problems and give support concerning some aspects of the target language only when necessary, to make them put more effort to know more about the target culture. But from what I have observed during my teaching carrier, students are not knowledgeable that match about the foreign culture. They don't even show interest to know more about that target culture. So I face difficulty to solve some problems because they are interested more in learning grammar and getting good marks as they find it less difficult to be understood. The thing that makes us sometimes less motivated to present topics related to culture.
Interviewer (Q8)	Q8: How can integrating productive language skills contribute to the teaching of culture in EFL classrooms?
Interviewee	In my opinion, practising speaking and writing will give students the opportunity to use the language in context with its culture. So practice is very important. We should work more on this.
Interviewer (Q1)	Q1: How do your past experiences contribute to the success or failure in the teaching of culture inside EFL classrooms?

Interviewee	Well, I can tell you, for example, for my 3rd year classes, the only lesson that discusses culture is the one on civilisation. It is scheduled in the last unit and deals only with the past. It doesn't deal with something related to the present, you see. In addition, it doesn't deal deeply with the British or American civilization but rather with the Egyptian and Romanian civilisations. So when I started teaching them about ancient civilisation, I found my students boring and were not interested at all. The thing that makes me fail in teaching culture.
Interviewer (Q2)	**Q2: How do your vicarious experiences affect the teaching of culture in EFL classrooms?**
Interviewee	As an experienced language teacher, I wish if I can be different from other teachers' experiences. And try to enrich my background knowledge,(pause) retrieve and use more aspects related to the foreign culture in my lessons. But I think this is hard to be applied in real classroom setting.
Interviewer (Q3)	**Q3: How can verbal persuasion affect the teaching of culture inside EFL classrooms?**
Interviewee	As I have said before, my lack of training about how to teach cultural aspects appropriately and effectively made me receive some negative feedback about my performance in class from one experienced colleague of me who attended my class, which made me feel shy and embarrassed as I considered myself have humble knowledge about the English culture. The thing that lowered my confidence and motivation and made me feel that I can't make achievements towards teaching culture.
Interviewer (Q4)	**Q4: How can a competent teacher contribute to the prosperity of the teaching of culture inside EFL classrooms?**
Interviewee	Well, here when we are talking about the competent teacher, we are talking about a teacher who received an appropriate training that affords him to transmit his cultural background to learners in an effective and impressive way that may open the door for students to communicate and debate freely about different aspects of the target culture. And this may, in turn, help in absorbing all the obstacles that an Algerian teacher is facing concerning the teaching of culture in a very smooth way in the future.
Interviewer	***Probing question: Do you think you have received appropriate training that classifies you as a competent teacher for transmitting cultural background to your learners?**

Interviewee	Well, as I have said before, we teachers still lack the training that makes us effective in teaching cultural topics. Despite all our efforts to make such a change in transmitting this type of knowledge, we still have humble knowledge about the target culture. So, I hope in the future we can overtake all these obstacles.
Interviewer (Q5)	**Q5: How can your psychological state affect your teaching of culture in EFL classrooms?**
Interviewee	I don't have the courage to engage my students in my personal lesson plans related to culture as I am not sure if I can cover all the missing points of the target culture in the textbook using my own layout. And the thing that complicates this process more is the guidelines and restrictions imposed on me by my inspector. He insists to just follow the coursebook, which is, in my opinion, not helpful for culture teaching. In addition to the discomfort, I feel while presenting anything related to culture as it demands many tools for the completion of its purpose.
Interviewer (Q6)	**Q6: What weaknesses impede your ability to implement the teaching of culture in EFL classrooms?**
Interviewee	Actually, we have many. Let's start with the textbook which is full of grammar lessons and has less content related to culture. In addition to that, we are not really free in the lesson we are teaching. Moreover, the material is not provided appropriately. For example, in my school, we don't have data show specific for language teachers. They are not available. We share with the whole teachers.
Interviewer (Q7)	**Q7: How does your analytical thinking help in fostering the teaching of culture inside EFL classrooms?**
Interviewee	Identifying the problem and reflecting on it helps to a big extent in solving many problems while teaching culture.
Interviewer	***Probing question: In your teaching do you think that you can reflect on any problem related to culture?**
Interviewee	Mmm , actually, I still face difficulty in solving and reflecting on problems related to culture teaching, as all my focus is on linguistic aspects.
Interviewer (Q8)	**Q8: How well can you overcome challenges to help students value learning about the target culture?**

Interviewee	Actually, to be frank with you, I always focus on teaching linguistic aspects more.
Interviewer (Q1)	**Q1: What are some of the ICT resources you use that make the teaching of culture inside the EFL classroom easy?**
Interviewee	Whenever I tackle cultural aspects I try to use some old ICTs from our school. As you know, we don't have choice in selecting new ones. Because it is hard to find new tools as we are facing a shortage in finding even old ones.
Interviewer (Q2)	**Q2: What experience do you have with ICTs that you feel most contributes to the success or failure in the teaching of culture inside EFL classrooms?**
Interviewee	Ok, I remember that day of the last year. It will never go from my mind. I was very determined to present one lesson about "Business is Business". I brought an excellent video related to it. While starting my presentation, the data show suddenly was broken and didn't work anymore. I was put in a very bad situation. I tried to ask help from the administration. But it was not cooperative. So the only solution on that day is to refer back to the coursebook. So I tackled the lesson in a very traditional way. It was very boring instead.
Interviewer (Q3)	**Q3: How can ICT Resources support the teaching of culture in EFL classrooms?**
Interviewee	By connecting ICTs to the web net and making life discussions with native speakers. (pause) I know that this is very hard in Algerian schools. So, we can also try to substitute it by just bringing a video or movie that contains idioms and proverbs that has to do with the target culture to make them understand what is going on in that movie. And understand the culture better.
Interviewer (Q4)	**Q4: How can the integration of ICTs in your lessons make a significant difference concerning the teaching of the target culture?**
Interviewee	By using visual and aural ICT means such as the electronic mails, chats, videos and so on, students will be able to experience a real use of English with its culture. So I think integrating ICTs bring students to real contact with the target foreign language and users. But unfortunately, we teachers still have limited use of ICTs following this route of culture teaching.
Interviewer (Q5)	**Q5: Do all ICT devices make the teaching of culture in EFL classrooms more effective and more fun for pupils? Why?**

Interviewee	Yes, of course, especially audiovisual and visual ones. Because from my observation and as I have said before if I use only auditory tools, I find my students not responsive to it as to the visual ones. For example, when I show my students a video or a song with scripts, I observe that they interact better.
Interviewer (Q6)	**Q6: Do you feel there is a good range of ICT instructions related to the teaching of culture in the teachers' guide or do you feel more is needed? why?**
Interviewee	Well, in fact, the usage of ICTs relevant to teaching culture is almost ignored in the teachers' guide because of the absence of cultural elements in the textbook.
Interviewer (Q7)	**Q7: What suggestions about ICT Resources to be implemented, do you think they better stimulate the teaching of culture in EFL classrooms? Why?**
Interviewee	I can suggest using DVDs and video texts, which offer good opportunities to enhance their inspiration and imagination about the target culture.
Interviewer (Q8)	**Q8: What is your ICT-related vision in relation to the teaching of culture?**
Interviewee	Even though we need more training and help in order to develop higher levels of confidence in enhancing the use of ICTs in the teaching of culture. This doesn't hide the fact that they are very important and useful when tackling cultural aspects, especially the audiovisual ones. They make the teaching of culture more vivid.

Appendix F
Form of Validation

This form is intended to verify interview transcriptions. Please read the following statement and sign your name, indicating your approval.

I hereby declare that I have proofread the interview transcription given to me. I have agreed and approved the interview transcription.

Name:

Signature:

Date:

Appendix G

The Original Instrument

The Teaching of English Culture

	Section A: The Place of Culture in Teaching
1	I teach cultural contents with prior preparation.
2	I consider it important to integrate cultural contents into teaching.
3	I try to a great extent to include cultural contents in teaching.
4	Informing the learners on the target language customs and habits.
5	Informing the learners on geography, history, social and political conditions of L2 country.
6	Increasing students' motivation to learn the foreign language.
7	Encouraging the learners to reflect over cultural differences.
8	Developing the learners' tolerance and openness towards other nations and cultures.
9	Informing the learners on L2 literature, music, arts.
10	Developing abilities of intercultural contact.
11	Encouraging the learners to understand L1 culture.
12	Informing the learners on values and attitudes of L2 native speakers
	Section B: Teaching Cultural Contents
1	I ask my students to compare an aspect of their own culture with that aspect in the foreign culture.
2	I ask my pupils to describe an aspect of their own culture in the foreign language.
3	I tell my students why I find something fascinating or strange about the foreign culture(s).
4	I ask my students to perform role-plays in which people from different cultures meet.

5	I use videos, CD-ROMs or the Internet to illustrate an aspect of the foreign culture.
6	I ask my students to think about what it would be like to live in the foreign culture.
7	I comment on the way in which the foreign culture is represented in the classroom materials.
8	I talk to my students about my own experiences in the foreign country.
9	I talk with my students about stereotypes regarding particular cultures and countries or regarding the inhabitants of particular countries.
10	I decorate my classroom with posters illustrating particular aspects of the foreign culture.
11	I tell my students what I heard (or read) about the foreign country or culture.
12	I ask my students about their experiences in the foreign culture
13	I ask my students to independently explore an aspect of the foreign culture.
14	I ask my students to think about the image that the media promote of the foreign country.
15	I bring objects originating from the foreign culture to my classroom
16	I touch upon an aspect of the foreign culture regarding which I feel negatively disposed
17	If I have the chance, I invite a person originating from the foreign country to my classroom

Section C: Obstacles Facing Teachers in Teaching Culture

1	Shortage of time
2	Lack of training in how to teach cultural contents
3	Students' lack of interest to learn cultural contents
4	Lack of educational materials
5	Educational system's desire to keep the traditional form and not to address such issues
6	Failure to carry out programs in schools

7	Lack of motivation and laziness
8	Lack of cultural knowledge

Section D: The Cultural Dimension of Textbooks	
1	The characters in the book are representative of the foreign society with regard to their age, social class, interests, mentality, family situations, etc.
2	The characters meet foreigners or members from other nationalities living in their country and misunderstanding which might arise from these encounters are dealt with.
3	The characters' ways of behaving are linked with the society they live in
4	Photographs show ordinary people.
5	Insights that have been given gained previously are re-used in the course of the textbook. There is progression
6	Discussions are used to help learners gain a true understanding of a foreign culture
7	Textbook authors hold opinions on the comprehension ability of their audience
8	The cultural elements taken from the text and used in follow-up activities have been carefully selected.
9	Alternative perspectives on some aspect of the foreign culture are presented and learners are invited to choose between them and account for their choice
10	Activities invite learners to take in a foreign perspective
11	Questions like "What do you think about …" are preceded by "What do you know about ….?" One first has to have essential knowledge on a foreign culture before one can give one's opinion on something.
12	The learners get the chance to reflect on their own culture.
13	Activities prepare learners to behave adequately when in contact with members from other cultures.

Teaching Methods

	Section A: Safe and stimulating learning climate
1	Shows respect for learners in his/her behavior and language
2	Maintains a relaxed atmosphere
3	Promotes learners' selfconfidence
4	Fosters mutual respect
	Section B: Efficient organization
1	Ensures the lesson proceeds in an orderly manner
2	Monitors to ensure learnerscarry out activities in an appropriate manner
3	Provides effective classroom management
4	Uses the time for learning efficiently
	Section C: Clear and structured instructions
1	Presents and explains the subject material in a clear manner
2	Gives feedback to learners
3	Engages all learners in the lesson
4	During the presentation stage, checks whether learners have understood the subject material
5	Encourages learners to do their best
6	Teaches in a well-structured manner
7	Gives a clear explanation of how to use didactic aids and of how to carry out assignments
	Section D: Activating teaching methods
1	Offers activities and work forms that stimulate learners to take an active approach
2	Stimulates the building of self-confidence in weaker leaners.
3	Stimulates learners to think about solutions

4	Asks questions that stimulate learners to reflect
5	Lets learners think aloud
6	Gives interactive instructions
7	Clearly specifies the lesson aims at the start of the lesson
Section E: Differentiation	
1	Evaluates whether the lesson aims have been reached
2	Offers weaker learners extra study and instruction time
3	Adjusts instructions to relevant interlearner differences
4	Adjusts the processing of subject matter to relevant interlearner differences
Section F: Teaches learning strategies	
1	Teaches learners how to simplify complex problems
2	Stimulates the use of control activities
3	Teaches learners to check solutions
4	Stimulates the application of what has been learned
5	Encourages learners to think critically
6	Asks learners to reflect on approach strategies

Teachers'Self-Efficacy

Section A: Job Performance	
1	I am capable of adapting leadership style to fit varying situations
2	I am capable of recognising when a decision is required
3	I can act with proper swiftness when making decisions
4	I am able to assist departmental goal setting

5	Iencourage faculty to achieve departmental objectives and goals
6	I am monetary responsible
7	I put an effort to get suitable alternatives involved in problem resolving
8	I am able to recognise when a group requires further guidance
9	I effevtively interact with a group to guide them to fulfill a job
10	I understand needs,concerns and personal issues of others
11	I am capable of resolving conflict
12	I show sensitivity in dealing with individuals from different backgrounds
13	I effectively deal with individuals concerning emotional problems
14	I recognise what information necessary to be communicated to others
15	I can perform effectively under presure
16	I can perform effectively during opposition
17	I can handle negative and positive feedback properly
18	I can make clear oral presentation of ideas or facts
19	I am able to express ideas clearly in writing
20	I interact nicely with students
21	I communicate effectively with other academic departments with the university
22	I do my job effectively with department professionals
23	I communicate effectively with alumni
24	I demonstrate a clear view of the professional and academic norms of the department
25	I make easier,faculty scholarly activities
26	I facilitate faculty quality in teaching
27	I encourage achievement and development among students

28	I have an effective working relationship with other leaders in the university
29	I represent my department interests in communication within the university
30	I effectively communicate college and university decisions and orders to department

	Section B: Managerial Competency
1	I have the capability to pla,prioritise and execute according to schedule
2	I know the best use of skills and resources within the grou or department
3	I have the capability to plan and prioritise work
4	I am capable of performing both short and long term planning and distributing resources effectively
5	I have the ability to behave firmly,honestly and backup my words with action
6	I have the capability to ensure work performance through effective discipline
7	I am capable of creating and capitalising on apportunities for competitive advantage
8	I possess very good computer expertise to carry out job function
9	I have the capability to anticipate and fulfil costomer needs and trends
10	I have the capability to evaluate and use information for justification and solve problems
11	I have the capability to evaluate and interpret data into beneficial information by applying statistical tools

	Section C : Self-Efficacy
1	I am capable of accomplishing majority of the goals that I have assigned to myself.
2	When facing complicated tasks, i am sure that I will succeed in them.
3	Generally, I believe that I can achieve outcomes that are significant to me.
4	I believe I can accomplish at most any aim to which I prepare my mind
5	I am capable to successfully overcome many challenges.
6	I am certain that I can work effectively on many different tasks

7	As compared to other persons, I can perform majority tasks very nicely
8	Even when things are hard, Ican work quite well

<table>
<tr><td colspan="2" align="center">Section D: Learning Orientation</td></tr>
<tr><td>1</td><td>I basically accept that our university's capability to learn is the key to our competitive advantage.</td></tr>
<tr><td>2</td><td>The basic values of our university include learning as a key to improvement</td></tr>
<tr><td>3</td><td>The perception throughout our university is that employee learning is an investment,not an expense</td></tr>
<tr><td>4</td><td>Learning in my university is perceived as a key commodity essential to assure organisational survival</td></tr>
<tr><td>5</td><td>There is a commonality of goal in my university</td></tr>
<tr><td>6</td><td>There is a total consensus on our organisational vision across all levels,functions,and departments</td></tr>
<tr><td>7</td><td>All employees are devoted to the objectives of this organization</td></tr>
<tr><td>8</td><td>Employees view themselves as parteners in charting the direction of the organization</td></tr>
<tr><td>9</td><td>We are not afraid to reflect critically on the shared assemptions we have made about our customers</td></tr>
<tr><td>10</td><td>Employees in this institution understand that the very way they see the marcketplace must be constantly questioned</td></tr>
<tr><td>11</td><td>We constantly judge the quality of our activities and decisions over time</td></tr>
<tr><td>12</td><td>There is a good deal of organisational conversation that keeps alive the lesons learned from history</td></tr>
<tr><td>13</td><td>We always evaluate ineffective organisational activities and communicate the lessons learned widely</td></tr>
<tr><td>14</td><td>We have specific systems for sharing lessons learned in organisational activities rom department to department (division to division, group to group)</td></tr>
<tr><td>15</td><td>We pit little effort in sharing lessons and experiences</td></tr>
</table>

	Section E: Entrepreneurial Leadership
1	I often come up with profoundly advanced ideas related to the services my university is offering
2	I often come up with ideas of totally new services that our university could offer
3	I would like my subordinates to challenge the current approach within which we carry out business activities
4	I challenge and push my subordinates to behave in a more innovative way
5	I am creative
6	I create processes that enable subordinates to ignore the unnecessary rules,regulations and bureaucratic senselessness of the organization
7	I build a culture in which staff is rewarded for attempting different and ne things even if they don't work out in the end
8	I am passionate abut my work
9	I am versatile
10	I show patience in complex situations
11	I like to do more with less to prove my skills
12	I usually look for less expensive ways to run the department/university while creating superior value for the beneficiaries
13	I would preferably like to hire key players because of personality,not only due to outstanding qualifications or resumes
14	I understand the importance of acquiring funds and other resources outside the normal channels
15	I am visionary
16	I am a risk taker
	Section F: Dynamic Environment
1	Competitor universities continually revise their strategies according to the marcket needs/trends

2	As compared to my university,other higher education institutions are speding more on R&D to source of additional revenue as to be self-sufficient
3	In contrast to my university, other competitor universities are spending more on advertisement
4	Variations in university's customer preferences in the marcket are frequent
5	Variations in laws and regulations from higher education commission/bodies like accreditations, quality assurance, funding, infrastructure etc. Are frequent

ICT resources

	Section A: Background Information on Infrastructure Facilities
1	Have you conducted any English lesson using ICT tools?
2	Is there any interactive whiteboard available for use in the classroom?
3	Are there computer laboratories in your school?
4	Are the workstations (computers in the lab) networked to a central server?
5	Are there any computer support personnel to assist the teacher in ICT integrated activities in the computer laboratory?
6	Is there any dedicated staff computer allocated to allow staff the opportunity for professional development and teacher preparation?
	Section B: ICT resources available to teachers
1	Lack of ICT resources impedes the integration of ICT in teaching and learning of English
2	There are sufficient computer labs in schools to support ICT integrated lessons.
3	Broadband access is readily available to support online learning
4	Besides the CD-ROM materials, teachers sometimes refer to suggested e-learning web sites during lessons
5	Teacher's attitudes towards ICT integration is not supportive
	Section C: Teacher's Basic ICT Skills
1	Ability to surf the internet

2	Ability to use Microsoft PowerPoint and do presentation
3	Ability to use Microsoft Word
4	Ability to use the spreadsheet (Microsoft Excel)
5	Ability to send and receive e-mail
6	Ability to retrieve information from internet
7	Ability to use CD-ROM
8	Ability to understand basic computer commands like save etc
9	Ability to use the printer
Section D: Teacher's Advanced ICT Skill	
1	Ability to use MSN Messenger or other tools to communicate and collaborate with others teachers
2	Ability to develop web sites
3	Ability to design relational databases
4	Ability to integrate ICT tools in teaching and learning
5	Ability to take part in a video conference
6	Ability to chat with others using a chat programme
7	Ability to use the scanner
8	Ability to take part in an audio conference

Teachers' Intrinsic Motivation

Section A: External regulation	
1	I participated because it was the duty assigned by my school.
2	I participated because it was the requirement from my school.
3	I participated because it was the current policy in my school

4	I participated because my supervisor would assess my work performance.
5	I participated because my supervisor would be upset if I didn't.

	Section B: Introjected Regulation
1	I participated because I would feel embarrassed to explainto others my absence
2	I participated because I could demonstrate to others my willingness to accept new things
3	I participated because I would feel uncomfortable if I refused to get involved.
4	I participated because I would like to strive for good performance
5	I participated because I don't want others to think that I am incapable of doing it.

	Section C: Identified Regulation
1	I participated because it involves important things that I should learn.
2	I participated because it is an important teaching strategy
3	I participated because it is helpful to my students
4	I participated because mastering the instructional skills involved can enhance my teaching quality
5	I participated because it is worthwhile to be promoted.

	Section D: Intrinsic Motivation
1	I participated because I am interested in it
2	I participated because I feel happy for helping students to overcome the problems they face in the process
3	I participated because I am interested in knowing more about its instructional skills
4	I participated because learning new teaching approaches is enjoyable
5	I participated because I feel satisfied when I can overcome the obstacles in the process