

The Inclusion of Cultural Information in Civilization Course: Motivating Students or frustrating them

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The use of cultural content, in EFL classes, has recently driven a rising interest among language instructors. A lot see that these classes are mere attempts to develop linguistic competencies while many others, university lecturers particularly, see that cultural knowledge should be the main concern rather than language skills. They do believe that the mastery of language is secondary compared to critical thinking and textual analyzing making EFL classes more than a language hub for developing reading, writing and speaking. This eventually calls the content of culture based lessons, tasks and more particularly, teaching techniques to inquiries. The course of **civilization** has lately incited talks about teaching methods that go in accordance with the nature of the course. Some lecturers think that **teacher centred methods** are ideal for teaching culture unlike others who focus on variety and learning autonomy to help students explore both the language and its culture. Many others have endlessly, and often enthusiastically, opened fierce debates about what sort of objectives this course should target:

developing the learners' linguistics ability, enriching their cultural knowledge or both. In this vein, the teaching of the course is a bit far away from what it should be. This attempt is made to introduce change, if not refine the way the course is taught, revise its content and suggest relevant tasks that engage students in class. The current paper tries to advocate the fact that cultural studies courses should be professionally and sensitively carried out to serve linguistic and cultural objectives alike. It emphasizes the importance of cultural content in teaching English as an international language, and its pivotal role in diversifying teaching materials and motivating learners if handled appropriately. Using a survey, this work tries to shed the light on what might make **civilization course** very appealing as it stresses what might go wrong with teaching culture. Added to this, exploring some scholars' views about teaching culture might help handle challenges in this kind of classes and speculate what might wholly turn **British civilization class** around.

Key words: Cultural Content; Linguistic skills; Classroom management; teaching strategies.

ملخص

لفت استعمال المحتوى الثقافي داخل أقسام اللغة الإنجليزية اهتماماً متزايداً بين أساتذة ومدرسي اللغة، فمنهم من يرى أنّ هذه الفصول هي مجرد محاولات لتطوير القدرات اللغوية، في حين هناك العديد منهم، خاصة الباحثين والأساتذة الجامعيين، يرون أنّ المعرفة الثقافية هي الهدف الرئيس، وليست المهارات اللغوية أكثر من وسيلة لفهم التراث الإنساني وتطويره. ولعل ما يدفع هؤلاء الباحثين لتبني هذه المقاربة هو اعتقادهم أنّ التحكم اللغوي ثانوي مقارنة بالتفكير النقدي والتحليل النصي، مما جعل تعليم اللغة الانجليزية لا ينحصر في تطوير مهارات القراءة والإنشاء والتواصل فحسب، بل يتعدى ذلك إلى استنطاق الموروث الحضاري البشري. و هو ما يثير الكثير من الاستفسارات حول محتوى الدروس و النشاطات الموجهة للطلبة. كما يؤدي بنا إلى تقييم تقنيات التدريس، على الأخص، لتحفيز طلبتنا و بعث الثقة في نفوسهم. لقد أثار مقياس الحضارة مؤخراً نقاشات طويلة حول أساليب التدريس التي تتوافق مع طبيعة المقياس، و انقسم الباحثون إلى فريقين، فريق يعتقد أنّ الأساليب التي تركز على المعلم هي الأمثل لتدريس كل ما يتعلق بثقافة الأمم و حضاراتها، على عكس الفريق الآخر، الذي يركز أصحابه على التنوع في النشاطات واستقلالية التعلّم. وذلك لتحفيز العمل البحثي لدى الطلاب و مساعدتهم على استكشاف علاقة اللغة بالفعل الإنساني الحضاري. و قد واصل العديد من

الباحثين نقاشاتهم حول طبيعة الأهداف التي يجب أن تُسَطَّر: تطوير القدرة اللغوية للمتعلمين، أم إثراء معارفهم الثقافية أم كلاهما معاً! وفي هذا السياق، فإنَّ تدريس مقياس الدراسات الثقافية بعيدٌ بعض الشيء عما ينبغي أن يكون عليه. ثم إنَّ هذا المقال يهدف بالأساس إلى تفعيل بعض التغييرات، إنَّ لم يكن صقل طرق التدريس، تنقيح محتوى المقياس واقتراح نشاطات تهدف إلى إشراك الطلبة في العملية التعلّميّة، كما يدعو هذا المقال إلى ضرورة التعامل مع المقاييس ذات الطابع الثقافي بمهنيّة و حسنٍ حضاري لخدمة الأهداف اللغوية والثقافية على حد سواء، كما يؤكد على أهمية المحتوى الثقافي في تدريس اللغة الإنجليزية كلغة دولية، ودوره المحوري في تنوع المواد التعليمية وتحفيز المتعلمين إذا تم التعامل معه بشكل مناسب. وللتأكد من المقترحات، تمَّ صياغة مجموعة من الأسئلة لتبسيط الضوء على ما قد يجعل مقياس الحضارة مفيداً و ممتعاً في آن، كما تحاول إستقصاء كلِّ ما يؤدي إلى أخطاء في تعليم الحضارة و ذلك لتفاديها، إضافة إلى ذلك، استكشاف بعض وجهات نظر الباحثين حول تعليم الثقافة قد يساعد في معالجة التحديات داخل هذا النوع من الفصول، ويتكهن بما قد يحول مقياس الحضارة نسبياً نحو الأحسن.

الكلمات المفتاحية: المحتوى الثقافي، المهارات اللغوية، إدارة الأقسام، إستراتيجيات التعلّم.

1- Introduction

In many departments of English, the course of civilization is theoretically meant to develop the learners' cultural and linguistic competencies. Learners are supposed to acquire new language items and explore its culture dealing with a range of topics and tasks using a blend of teaching techniques ideal for culture based classes. However, the scope of the course and the way is taught are still unclear, if not senseless and frustrating. A lot of lecturers undermine language usage in spite the fact that culture and language are inseparable. Working on the same topics and tasks made of EFL classes less engaging and more challenging as it is impossible to develop the learners' linguistic skills without the cultural aspect of language. In the case of **British civilization course**, the whole content is limited to historical events making British cultural studies less varied and less enriching. More than that, these classes provide few opportunities for students to harness their language skills. In this vein, some EFL instructors noticed that teaching the history of Britain would never help develop a full understanding about English language, in particular, and the culture of Britain in general, for a number of reasons.

They need to think of motivation, lesson stages, classroom settings and more specifically textual selections. It is worth mentioning that historical textual analyses without language tasks remain insufficient for meeting the final outcomes of the course. Moreover, EFL instructors, especially non-native speaker teachers, are not there to reinforce foreign values; they are not there to foster British cultural ideals among their students, but teach English in context. The scope of the course should be reviewed in an effort to define what final objectives the content should arrive at and what effective teaching methods should be used to anticipate and motivate students.

Culture is indubitably a rich outlet of teaching resources that language instructors and syllabus designers often focus on. Its mutual connection to human behavior, the realm of ideas, beliefs, attitudes, and tastes makes it a solid platform for variety and motivation. It acts as a powerful magnet that still drives the learners' interests and gets them immensely involved into learning. Topics of all kinds and for all grades can adequately serve the teachers' plans, materials and objectives they already stated to achieve by the end of their sessions. Learners of English are no exception; they are exposed to endless examples displaying a diverse atmosphere to explore different language exponents and cultural elements in different situations. They can get acquainted with ideas about people, history, geography, education, work, science, technology, nature, economy, art and many class related topics meaning a great cultural knowledge. Thus, teaching culture becomes inevitable as it is very exciting, if not rewarding for learners, especially when teaching styles are appropriately implemented. Yet, **British civilization course** is not handled properly due to the absence of a clear assumption about culture added to ill-defined plans and irrelevant tasks.

The vagueness of culture, as a term, makes it a bit hard to incorporate cultural information into EFL classes. Many EFL instructors, mainly non-native speaker ones, are unfortunately running into stiff challenges that they cannot easily get over. Their students are often uncooperative and unable to respond to their drills and attempts to engage them because of many reasons, mainly instructional. In fact, a lot of their outcomes are too

general, if not inaccurate. Tasks and activities are not well staged, if not irrelevant making **civilization** course plainly overwhelming. In fact, there are slim chances to develop language skills. More than that, there is no space for assessing the learners' progress in spite the fact that they are learning both language and its culture. It could be assumed that the learners' reluctance to cooperate in some **civilization course** sessions result from conflicting styles used in teaching culture. In addition to this, the students' poor language skills is another contributing factor to their reluctance: Many students feel unsafe or anxious because of their limited vocabulary, grammar unawareness, difficulties in writing and many other language disabilities as they had less chance to develop these skills in culture related courses. Thus, it is very important to consider these challenges so as to explore to what extent cultural content can shape the teaching of English, especially in a non-native speaker context as well as the ideal strategies to incorporate culture in EFL class. Cultural content can be rewarding in the sense that it can develop the learners' cognitive aspect of language in addition to cultural awareness, if handled appropriately. In other words, it is needed to understand the concept of culture, its indispensable role in class and more importantly, the useful techniques to assemble culture and language in **civilization course** turning these classes into vibrant cultural and linguistic meetings.

2- Language and Cultural Awareness:

In the last decades of the twentieth century, English has exceptionally generated the features of an international language that has triumphed the remaining languages of the globe: it has been on a march to victory thanks to couple of incentives.¹The increasing number of its users explains its giant leap towards linguistic superiority making excellence in English a must to get ahead not only in the realm of academia, but in life as well. After years of learning, a lot managed to gain a complete command of grammar rules and syntactic structures; they have remarkably developed

¹ Graddol, D. (2006). English Next: Why Global English May Mean The End of 'English as a Foreign Language. Plymouth: English Company Ltd. P.58

a degree of proficiency, which becomes no longer determined by birth, but rather by the fact of being able to develop linguistic skills in different settings.¹In addition to colleges and universities, where it is adopted as a compulsory course, if not a language of instruction, English has dominated the scene of institutional platforms, scientific research, travel tours, commercial deals and many other industrial activities demonstrating its necessity for achievements in different sectors. As time wore on, English stepped to another phase of superiority when learners extended their interests to cultural knowledge asserting that language is the vehicle of cultural values and standards. In other words, the cumulative exposure to English being spoken or written has worked its way on learners' needs and turned their concern to exploring the realm of beliefs, thoughts and lifestyles rather than pure linguistic skills.

Lately, EFL instructors became more concerned about the form and the content of their teaching materials. At many Algerian universities, courses such as **British civilization** tend to develop the students' linguistic abilities through a variety of language tasks, particularly reading and writing. Besides language skills, these courses tend to enrich the students' cultural knowledge: Learners are supposed to know about Britain's physical features, historical events, kings and queens, the country's system of government, celebrations, festivals and many other topics providing a high potential in developing a thorough vision about the UK. They might additionally come across numerous idioms, slangs and several details only the natives know. By the end of these sessions, learners might become linguistically and culturally aware of what to say or how to act in a given situation though they have never been to the UK realizing the broadest objective of teaching culture: Awareness and understanding. "A super goal for the teaching of culture is that all students will develop the cultural understanding, attitudes, and performance skills needed to function appropriately within a segment of another society and to communicate

¹ Mckay, S.L. (2001). Teaching English as an international language: Implications for cultural materials in classroom. TESOL Journal, p.7-11

with people socialized in that culture”¹. Nevertheless, misinterpreting what culture is or mishandling the way culture should be taught did cause a couple of challenges among students, if not dash their hopes. The misuse of teaching styles seriously influenced the whole learning process making students wholly frustrated and less productive. It is high time to see culture related courses in the same context as teaching language. In other words, there should strong emphasis on careful plans with a variety of activities giving learners more opportunities to practice and produce. Accordingly, teachers need to be aware enough of what might be effective for the teaching of culture and more exactly, what might be appealing and appropriate for their students.

Following the installment of LMD system, in Algerian universities, the teaching of **British civilization course** becomes a bit overwhelming as neither its content nor the procedures used to teach the course seem to be appropriate. Some EFL instructors are teaching **British culture** in context without veiling linguistic skills in English. Their great awareness of various teaching styles and more importantly, how to incorporate culture in class helped their students shape new cultural and linguistic sets or activate their pre-established items. For them, meaningful structures, communicative procedures, manageable quantities, drilling and other teachings tasks are important to manage culture based class. Other EFL instructors believe that **British civilization course** should meet pure cultural endings. In fact, they tend to develop critical thinking and deep understanding although they undermine language usage. They often dominate all that happen in class making little chance for students to practice or produce. More than that, students might be asked to undertake assessments that evaluate their language skills rather than their cultural knowledge the thing that seems paradoxical. These conflicting teaching styles have certainly set the ground for refining the way **British civilization course** should be taught thinking of balance between linguistic competency and cultural knowledge. In regards to the content of the course, a survey might help find out what makes **British**

¹ Seeley, H.N. (2003). Teaching Culture: Strategies for Intercultural Communication. Lincolnwood, IL: National Textbook Company. p.29

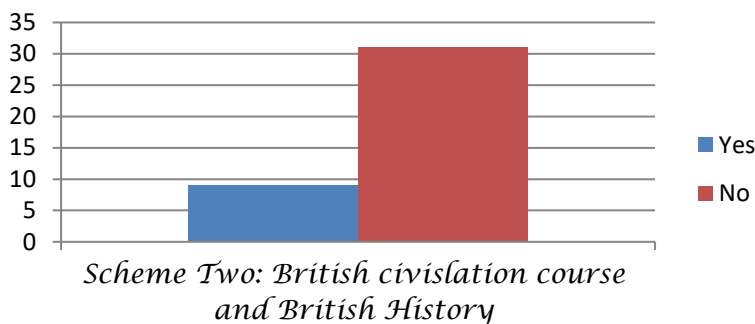
civilization course very seminal. This might help write or produce new teaching materials that meet the students' interests. **23 students out of 40** asserted that **British civilization course** is a chance to develop English and explore British culture at the same time. They reported that cultural knowledge and language competence should go hand in hand in this class (**See scheme one**). This advocates that language usage is important when teaching culture; hence, EFL instructors are invited to adjust the content of this course to appeal for their students' interests. More importantly, they need to view culture in its broadest meaning and as a rich outlet for teaching resources.

Scheme One: Linguistic and Cultural Importance



Having a broad vision about the concept of “culture” and the ideal teaching methods relevant to teaching culture might turn the course of **British civilization** around. Nowadays, in many Algerian universities, a lot use “culture” in its limited description: historical events, biographies and regional rituals. They do usually provide students with a series of facts without giving a reason behind their selection of texts or tasks. Additionally, these tasks often undermine language usage making little or no focus on grammar rules, pronunciation drills and writing styles though language performance is mandatory for language learners. The teaching style has unfortunately frustrated a lot of students. “Culture” should be used in its precise meaning to serve the cultural and linguistic affinities language learners are looking for. In this vein, **British civilization course** should not focus on festivals, historical events and members of the royal family though they are parts of **British culture**. The latter is about symbolic and learned aspects of human society. This includes language, custom, conventions and all that might distinguish human behavior from other primates. Differences in beliefs, attitudes, tastes, dress, manners

and practices can help distinguish certain social groups from certain others stating that culture is a way of life too.¹In EFL context, well-staged plans and different tasks are needed to motivate students. I asked **40 students** if it was important to learn **British history** to enrich their cultural knowledge about Britain. A lot answered that it is not that important. (**See scheme two**). The inclusion of cultural content in **British civilization course** should be reviewed, if not changed. The cultural nature of the course impels EFL instructors to include a variety of themes to meet the increasing demands of their students, but more importantly to develop their cultural knowledge in accordance with their linguistic performance. This final objective has a strong bearing on how to use culture effectively, or rather how to proceed a culture based lesson.



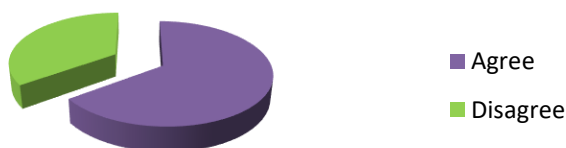
3- Cultural Content in Favour of EFL Classes:

Indubitably, the necessity of teaching culture to EFL learners plays a major role in meeting the ever-increasing interests of learners. If used conveniently, cultural content can be of a paramount importance for teachers, and the whole learning process. In fact, it serves the teachers' needs for resources, classroom tasks and activities. Culture is a reliable source of motivation in the sense that culture exhibits a host of themes, thoughts and even products. Considering language teaching, it stimulates the learners' production, or rather language expression. Learners can discuss, compare, express their views, illustrate and defend their ideas

¹ Stephan Hill. Brayan S. Tuner. (2006). The Penguin Dictionary of Sociology, England: Penguin Books. p.92

having a bunch of fine ways and means to do so. Accordingly, the potential to enhance the students' linguistic ability is incidentally considerable due to the fact that their classes are culturally varied. In this vein, cultural background, or rather cultural explicit, is needed in teaching a foreign language. EFL instructors are supposed to blur that overwhelming line between teaching culture and teaching language taking into account appropriate teaching styles, cultural background of language usage as well as culturally based linguistic differences in an effort to avoid misunderstanding and prejudices.¹ In the case of **British civilization course**, the understanding of **British culture** and its people rests upon enhancing linguistic capacity in English. I asked 40 students if cultural knowledge and linguistic ability are of equal importance in EFL classes. A great majority reported that they strongly agree and that culture and language are closely entwined with one another (**See scheme three**).

*Scheme Three: Linguistic Performance
and Cultural knowledge are of equal
importance.*



Apart from its contribution to the teaching process, in general, and the variety of the teaching materials, in particular, the inclusion of cultural content can help achieve broad objectives. Learning a foreign language means crossing borders and exploring regional differences, new tastes and values.² Teaching culture should be therefore tailored for promoting bi-cultural and multi-cultural understanding. Cultural content should appeal for toleration, mutual appreciation and honourable co-existence

¹Alptekin, C. (2002). Towards Instructional Communicative Competence in ELT. ELT Journal 56.1, p. 57-64.

²Bailey KM. (1991). Focus on the Language Classroom: An Introduction to Classroom Research for Language Teachers. Cambridge: Cambridge University Press

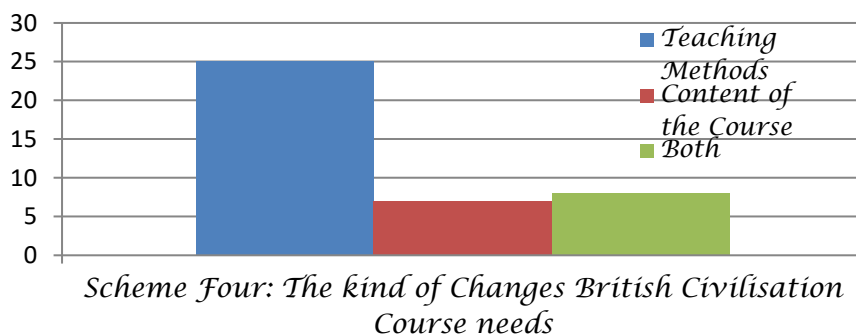
for peace, harmony, progress and prosperity. These conventional cultural values should be strongly pinpointed to woo and convince learners across language communities that the main objective of teaching culture is understanding. Students would progressively learn new sets of ideals and patterns of judgments about the appropriateness and rightness of native ways. They would become aware of what is acceptable, what is not, what is conventional, what is special, what is rude in other cultures and so forth: They may even learn how to tolerate differences and accept others. Cultural content is indubitably so vital that it helps bridge the gap between different cultures and breaks stereotypes. It helps broaden the learners' assumptions when they correct or assert their convictions. "One culture may determine that snapping fingers to call a waiter is appropriate, whereas another may consider this gesture rude".¹As a result, cultural information is much recommended, if not indispensable for broad learning outcomes as it could go further with linguistic comprehension and cultural understanding if considering appropriate teaching styles. These would certainly help learners develop the necessary skills to evaluate, organize information, refine generalizations and finally feed their intellectual curiosity. Yet, cultural content, though the driving force behind developing cultural knowledge and awareness, may unfortunately pose a couple of challenges very hard to overcome. Things might go wrong when incorporating culture into classroom activities if being unaware of teaching methods, language usage, regional cultural paradigms and other related issues.²

EFL classes can be too demanding in the sense that language teachers may not use the appropriate teaching style: Careful planning, selection and other classroom management tips can certainly help get over what might go wrong if taken into account. In addition to this, the focus on target culture might seem weird for students as it might help the prevalence of foreign ideals having in mind that English is superior. Learners might be lost in the realm of English culture as they might remain

¹ Levine, D. R. Adelman, M. B. (1993). *Beyond Language: Cross-Cultural Communication*. Prentice-Hall. P 103

² Kramsch, C. (1998). *Context and Culture in Language Teaching*, Oxford: Oxford University Press.

reluctant to respond to classroom tasks. Other challenges may occur if cultural content is not beyond the interests of learners, or simply inappropriate. Teachers would find it hard to produce engaging tasks and then fail to appeal for their learners' needs.¹Some **civilization classes**, in Algerian universities, are culturally and linguistically less productive: Teaching methods aren't fully implemented, final objectives aren't clearly stated and tasks are partly irrelevant. Learners, in these classes, spend hours listening to their teachers with little or no chance to respond or reflect on the tasks. Both their cultural and linguistic skills are not assessed allowing less chance to identify the nature of problems they are encountering. A survey was conducted to find out whether **British civilization course** needs new adjustments or not. 25 students out of 40 did affirm that the course needs changes, teaching methods in particular (**See scheme four**). Cultural content in cases like these can be frustrating the thing that necessitates EFL instructors and lecturers to rethink of both strategies and materials to call for their learners' interests in these classes.



4- Refining Culture based Classes:

In EFL classes, refining teaching materials should be an ongoing teaching habit; especially using two different cultures can be a heavy burden to handle. In addition to meeting the learners' needs, it helps spot

¹ Patricia A. Duff and Yuko, Uchida. (1997). The Negotiation of Teachers' Socio-cultural Identities and Practices in Postsecondary EFL Classrooms. TESOL Quarterly, Vol. 31, No. 3, 451-486

what might go wrong with the teachers' selections. When teaching culture, EFL instructors are supposed to be very selective. They need to be aware of how useful and how appropriate their cultural content is. Selection and clarity mean having a full image of who your students are, what kind of interests they have, what stereotypes or cultural background they are familiar with and what might offend or awaken their interest, as Englebert describes: "...to teach a foreign language is also to teach a foreign culture, and it is important to be sensitive to the fact that our students, our colleges, our administrators do not share all of our cultural paradigms."¹ Selection becomes necessary when incorporating cultural content into class: the clearer the better. Topics of random choice such as politics, religion, sex, social class and many others might not be of a great interest; they might violate the ideals of some learners unlike others; they might cause hurt and misunderstanding. They might even cause reluctance to cooperate with the teacher's cues, questions and attempts to engage students. Thus, teachers are expected to be well informed about the information they want incorporate into their material: Its compliance with the students' local culture, its value for their knowledge and the way it would serve the final outcomes of the lesson. Teachers are supposed to pre teach culture and predict what might hinder the progress of their lectures before starting their classes. This often includes thinking of the main phases of lessons, the tools to be used and the procedures teachers will perform.

As shown earlier, teaching English culture should go in harmony with teaching English. EFL teachers should therefore adopt the appropriate teaching strategies to proceed culture related lessons. The "PPP" type of lessons goes through three main phases that describe and explain all that occurs in class. After short presentations, students start practicing and interacting with their teacher or their peers. Though widely used, this type of lessons offers few opportunities to learners to take part in the learning process; it doesn't appeal to humanistic or learner-centered needs. It starts from no knowledge, through highly restricted sentence-based utterances and on to immediate production the thing that makes the

¹ Englebert, J. (2004). Character or culture?, EFL Journal, Vol. 24, No. 2, 37-41

whole process partly unsuitable for teaching culture.”¹Students can do nothing without their teachers; they remain helpless if inadequate guidance is provided. In **British civilization** course, for example, it is time consuming to embark on endless details about the **War of the Roses** and dynastic rivalries if no context has been well explained. Students need to know the objectives and the procedures they would go through to achieve these objectives. Instead, alternatives to the PPP framework are suggested to engage students and reinforce their autonomy while learning. The “**deep end strategy**” turns the whole procedure on its head as if you, as a teacher, throw your students at a deep end. Doing so, teachers encourage their students to produce; they will clearly identify the kind of problems their learners are having, and then return to either presentation or practice phases. There are still other variations and alternatives as **ESA** and **TPR**, which tend to enable students acquire new items, carry out commands and may be go on advanced activities.² These aim at developing different skills when interacting with peers or solving problems. However, the use of these strategies would not work perfectly unless meticulous procedures are carried out.

True that being aware of teaching strategies is highly recommended, but additional managerial tips might introduce positive changes to these culture based classes. This includes thinking of interesting topics, engaging tasks and appropriate arrangements. At first, the incorporation of recent topics addressing the learners’ interests is a key to motivation. Undoubtedly, varied themes such as traveling, immigration, leadership, talents, sporting events, stories, famous figures and many others would engage students and allow them act their age. Then, thinking of new arrangements in class is of a great value for the progress of lesson phases. Group or pair work can help students explore differences, similarities and compare their newly established sets within the safety of the group. Culture assimilators, newspaper articles, projected media, drama and

¹Harmer, J. (2007). How to Teach English. Harlow, England: Pearson Longman. P.64

² Total physical response is a language teaching method based on the coordination of language and physical movement. In TPR, instructors give commands to students in the target language, and students respond with whole-body actions.https://en.wikipedia.org/wiki/Total_physical_response

other procedures would motivate students and help them consolidate several skills, especially if given the chance to reflect and evaluate the learning experience. These teaching techniques might help lesson challenges and difficulties that characterize this kind of classes, but it doesn't mean that they are ideal because the term "culture" is too complex. Language teachers cannot naturally teach culture only when proper training in instructional methods to proceed culture based lessons are fully understood.¹ Briefly, it could be said that successful culture based lessons rests upon a combination of requirements: Careful planning, engaging content and more importantly, great awareness of useful instructional strategies and techniques.

5- Conclusion

English has ultimately triumphed several languages of the world as it becomes no longer connected to English speaking countries. Individuals from different parts of the world became keenly interested in learning the language for academic, economic and even cultural factors. A lot want to have access to science, get ahead in business, travel and explore the mysteries of other cultures. These factors, and indubitably many others, revived EFL industry, if not transformed the content of courses and the teaching strategies used in EFL classes to appeal for the students' interests. Yet, English has worked its way on the learners' mindset, and a lot of them extended their interests to more than pure linguistic affinities. Many students became really into learning new sets of cultural values, ideals and pattern of judgments that belong to target culture. In fact, culture becomes an important outlet of resources, tasks and all that might be useful for the learning process making it a vital part of EFL classes. These changes in interests influenced the way some culture based courses are taught; they called the content of tasks and strategies used in these EFL classes to inquiries. Some EFL instructors put the emphasis on linguistic competencies unlike many others who deliberately ignore language usage and then prioritize cultural awareness. Teaching culture might be overwhelming and frustrating in some settings if EFL teachers

¹Hughes. W, (1986). The Learning how to learn Approach to Cross Cultural Orientation. International Journal of Intercultural Relations, Vol. 10, N.4, p. 485-505

mishandle the concept of culture or the way it should be taught. Recently, culture based courses remained under constant reviews and changes that aim at nothing but engaging students and developing their skills making the inclusion of cultural content in EFL classes so sensitive.

When incorporating cultural information, teachers have to think of tasks and activities that involve the learners as doers in the learning process. Participatory learning is arguably the best approach to making culture more appealing to learners of English as a Foreign Language. This could involve engaging activities as culture assimilators, culture capsule projected media and many other different tasks. In the same vein, learners can be given practical assignments for class demonstration, open discussion and other group work tasks the thing would turn culture based class around. Additionally, the connectedness between language and culture impels EFL instructors to be aware of how English works. This means having a full understanding of how learners learn language items and cultural patterns for better learning outcomes. The adoption of instructional measures and the awareness of the students' cultural background can help proceed meaningful and manageable tasks. This could involve careful selection of what is conventional, interesting and ideal for the students'. In the case of **British studies course**, the topic of history is only one part of culture, and there should be additional themes and tasks that anticipate students as it is methodologically wrong to use one theme and one type of activities the whole academic year. It is also important to mind that teaching culture is a bit demanding when it comes to two cultures: Target and local. Without any doubt, the learners' culture must be brought to the fore. This is very necessary because the misuse of terms or patterns in describing any form of the learner's culture could result in unpalatable experience. Balance is therefore needed. Taboos, social class and sex are often non-starters. They are sure-fire ways to cause misunderstandings and hurt feelings. Instead, teachers should carefully choose their topics; they should not advocate foreign values or focus on target culture. They are supposed to involve themes and tasks that address the students' cultural background and let them compare, contrast, reflect, analyze and think critically. It is agreed that when learners participate actively in the learning process, learning becomes

very exciting and rewarding. In the end, **British civilization class** will be a true chance for students to develop different individual skills if teaching strategies are used appropriately and cultural content is handled conveniently.