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# **Investigating Teacher's and Student's Attitudes towards Integrating Pop-Culture in Oral Expression Classes**

**Case study: second year LMD students at Khenchela**

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Master  
in Language And Culture

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## **Dedications**

I offer my work with respect and appreciation first to myself and then to my candles and  
lamps that have shone my way through the darkness

Starting with my parents who have given so much for me and sacrificed for me hoping to  
see me in this place and this point thanks God.

I also dedicate this work to my dear brothers (Sami, Saifeddin, Mundhir).

And I don't forget my dear friends and my sources of strength and motivation (Aladdin,  
Younes, Amani, Mohammed)

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## **Abstract**

Our study aimed to examine the attitudes of students and teachers towards the use of popular culture to improve student cultural communication. Our study aims to investigate the effectiveness of using popular culture to improve the cultural score of second-year LMD students at the Abbes Laghrour University English department in Khenchela. This research was carried out using mixed methods; qualitative and quantitative designs, as well as a simple descriptive design. In addition, data were collected from forty secondary students using questionnaires, and from five English teachers using interviews. The results of the research show that the majority of participants are interested in viewing popular culture as they are for cultural reaction. Furthermore, the results have shown that students and teachers have positive attitudes towards the use of popular culture references and materials to improve motivation and commitment, as it is seen as a tool of motivation. In addition, some English teachers use popular film and sound scenes in the classroom and strongly encourage the idea of including them in the teaching-learning program. Thus, the use of folk culture materials as a teaching-learning tool has a positive effect on the cultural baggage of students, therefore, research questions are solved and research assumptions are effectively confirmed.

## **List of Abbreviations**

EFL: English as Foreign Language

ESL: English as Second Language

ICC: Intercultural Communicative Competence

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***GENERAL  
INTRODUCTION***

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## **General Introduction**

Throughout the years of studying the English language, starting from middle and secondary school to university, the students tend to develop their four skills, but they give more importance to speaking skills, which is the major skill that any EFL student wishes to master and should work on. Moreover, mentioning the speaking skill leads us to highlight crucial criteria, which are vocabulary, pronunciation, and cultural baggage. We may say that it is the basis that we can define as the act of producing words. However, with all the suitable conditions and materials provided for the students to enhance their English speaking skills, such as social media and networks, they still face issues with producing some sounds and words properly, which may create a sort of low self-confidence. Hence, EFL students have to improve their vocabulary, pronunciation, and cultural background, and teachers help them achieve their ambitions using motivational effective audiovisual tools like films as pop films that are the most popular films among students nowadays.

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## **01-Background of the study :**

Popular culture (also called mass culture or pop culture) is generally recognized by members of a society as a set of practices, beliefs, artistic output (also known as popular art or mass art) (Grant, 2011), and objects that are dominant or prevalent in a society at a given point in time. Popular culture also encompasses the activities and feelings produced as a result of interaction with these dominant objects. The primary driving forces behind popular culture, especially when speaking of Western

popular cultures, are the media, mass appeal, marketing, and capitalism; and it is produced by what philosopher Theodor Adorno refers to as the "culture industry" (Crothers, 2021). Heavily influenced in modern times by mass media, this collection of ideas permeates the everyday lives of people in a given society. Therefore, popular culture has a way of influencing an individual's attitudes towards certain topics.

However, Julie explained that there are various ways to define pop culture (Julie, 2015). Because of this, popular culture is something that can be defined in a variety of conflicting ways by different people across different contexts (Storey, 2018). According to Gary (2016), it is generally viewed in contrast to other forms of culture such as folk culture, working-class culture, or high culture, and also from different academic perspectives such as psychoanalysis, structuralism, postmodernism, and more. The common pop-culture categories are entertainment (such as film, music, television, literature, and video games), sports, news (as in people/places in the news), politics, fashion, technology, and slang (Gary, 2016), as opposed to the "official culture" and higher education of the upper classes (Bruce, 2010).

Throughout the years of studying the English language, starting from middle and secondary school to university, students tend to develop their four skills but they have more

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importance to speaking skills, which is the major skill that any EFL student wishes to master and should work on. To enhance speaking skills one of the methods or ways to promote academic performance is the oral expression classes which are used to give the learners freedom of speech and express ideas with the guidance of the teacher who has the authority in class, following certain practices for instance tongue twister or repetition.

Teaching a language is a process that needs to be projected in two ways. The first one had been the written form, and the second had been the oral expression. Based on these two approaches, a student's level could have been improved to master a language. Previous studies (Holmes, 2010) had been carried out with some activities and practices to promote academic achievement. However, the lack of cultural background enrichment had been a problem that had led to obstacles in the learning process. A learner should have known about the target culture, which meant understanding the target language. Culture had been inseparable from language; they had been like two faces of one coin that could not have been separated (Byram, 1997). Teaching and assessing intercultural communicative competence. Multilingual matters.

What the previous studies and research had not tackled was integrating some cultural aspects related to the target language. Focusing only on the academic side had not been completed without enriching the cultural aspect, which is not completed. In order to enhance the learning process of the English language, integrating pop culture could have provided a lot for the cultural background of learners in oral expression classes.

### **02 .Rationale**

Since the majority of students had trained their tongues about language in oral expression classes through several activities, their level had been promoted unconsciously. Considering that so many studies had been conducted before within this field, still, some gaps had existed within integrating pop culture in oral classes as a way to enrich the cultural background. Hence, it had been crucial to have teachers' perspectives towards integrating pop culture along with students' perceptions as they had the same importance. In our study, we focused on understanding these perspectives and perceptions to fill the existing gaps.

### **03 . Statement of the problem**

Learners of the language should have been in contact with cultural elements that were related cohesively to the target language. The learner was going to know about a foreign language, not his own mother tongue, so he was supposed to know new elements about the relative culture of the target language.

According to my experience as a student in the department of English, I realized that integrating pop culture in oral expression classes could have allied familiar elements to learners. In addition to that, they could have seen examples from living reality. Actually, oral expression classes had been poor at feeding the cultural background of learners. Oral classes nowadays have focused only on academic performance using activities and practices like repetitive drills and tongue twisters. These activities could have given a learner good academic achievement without imbuing his feedback.

Focusing on academic achievement without knowing about the cultural background of learners of the language has led to hindrances in the learning process of the English language.

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It had been a necessity to integrate pop culture in oral expression classes to make learners keep in touch with English Culture. Unless this important element had been integrated into oral expression classes, learners of English would have missed a pivotal view of English Culture introduced in pop culture. As a consequence, the learner would have been academically good but with poor feedback.

### **04.Aim of the Study**

The study aimed to check the effectiveness of integrating pop culture in Oral expression classes to enhance and enrich students' cultural background. It investigated teachers' and second-year LMD students' opinions and attitudes concerning the issue at the Department of English at Abbes Laghrour Khenchela University.

### **05.Research Questions:**

We find that the following questions are useful to explore teacher and student perspectives toward pop culture integration in oral expression classes:

- What is the purpose of integrating pop culture in Oral expression classes?
- What are the effects of integrating pop culture in oral expression classes?
- What are teachers and learners' perspectives about integrating pop culture in oral expression classes?

### **06.Objectives of the Study**

This study aims to examine teachers' and students' viewpoints regarding the integration of popular culture in oral expression classes, with the dual objectives of enhancing language

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proficiency and raising awareness about the benefits of using pop culture materials in the educational context.

- Examining teachers' and students' viewpoints regarding the integration of pop culture in Oral expression classes .
- Raise the awareness of using pop culture materials in oral expression classes.

### **07. Research methodology**

This research was carried out using a mixed methods design, which was a combination of the two approaches: quantitative and qualitative. The purpose had been to analyze data and to provide a better understanding of our topic. In addition to that, we attempted to ensure our research credibility, especially by engaging our teachers' viewpoints concerning the topic and trying to answer the research questions and hypotheses stated earlier. We believed that using a mixed method approach helped us to get a clear understanding by collecting more data from our subjects concerning the integration of pop culture in oral expression classes to enrich the cultural background of learners. Therefore, the qualitative design was for students' viewpoints and opinions towards integrating pop culture into oral classes. On the other side, quantitative design was used to present the sample size and numerical data.

### **08. Population and investigating sampling**

#### **8.1. Population**

Teachers and students of the English department represented the whole population of our study at Abbas Laghrour Khenchela-University. We had chosen the second-year students as a case study since they had not been beginners as first-year students and they had been more aware of the difficulties that they had faced throughout two years of studying the language.

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Moreover, we had not chosen third-year students since they had been finishing their studies, and as a probability, most of them had not finished their studies or had not been interested in developing their level. Consequently, second-year students have been the suitable case study for the research so far

### **8.2. Sampling**

50 participants have been chosen randomly to be the center of the study and to accumulate data, and the saturation that is needed to fulfill the researcher's needs is achieved. In addition, five oral expression teachers have been interviewed, since their opinions are important to validate the research study findings. Thus, this sample size enables us to generalize the findings to the whole population and cover the needs of our research.

### **8.3. Data gathering tools**

#### **8.4. Questionnaire**

Using a questionnaire to gather data from second-year English students at the University of Khenchela seems like a practical approach, especially considering the large number of participants. It's good that you considered students' privacy and comfort in expressing their opinions. Mixing quantitative and qualitative approaches with open and closed-ended questions can indeed provide a comprehensive understanding of your research. How did the data collection process go?

#### **8.5. Interview**

In our research, interviews were conducted with oral teachers at the Department of English, University of Khenchela. These teachers were asked multiple questions related to our topic. We chose to interview teachers because they provided us with detailed and accurate information. Additionally, conducting interviews with teachers was a more time and effort-consuming method compared to interviewing a large number of students, making it preferable for our study. We used open-ended questions during the interviews to gather deeper and more fruitful answers.

### **9. Significance of the study**

This study tackled an important idea that could be considered a future project in the field of teaching EFL learners. It sought to affect the way of teaching oral expression classes by adding aspects that could build a bridge for learners to think outside the box and try new things. This approach could connect them with native culture. Also, teachers could change the way of teaching by providing students with examples of pop culture, such as giving them scripts and songs related to the target language. These resources paved the way into their brains because they were already familiar with them. This research could serve as a reference for teachers to provide more and better by including new teaching methods to enhance students' academic and cultural levels. Instead of enriching one aspect and missing the other, learners were provided with new elements that could contribute more to society by explaining and showing new things and easily relating the studied elements with everyday reality.

Chapter One :

Literature

review

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The term popular culture holds different meanings depending on who's defining it and the context of use. It is generally recognized as the vernacular or people's culture that predominates in a society at a point in time. As Brummett (1994) has explained in *Rhetorical Dimensions of Popular Culture*, pop culture involves the aspects of social life most actively involved by the public. As the culture of the people, popular culture is determined by the interactions between people in their everyday activities: styles of dress, the use of slang, greeting rituals, and the foods that people eat are all examples of popular culture. Popular culture is also informed by the mass media. (Brummett, 1994)

As Tegge and Werner 2020 explained there are several generally agreed elements comprising popular culture. For example, popular culture encompasses the most immediate and contemporary aspects of our lives. These aspects are often subject to rapid change, especially in a highly technological world in which people are brought closer and closer by omnipresent media. Certain standards and commonly held beliefs are reflected in pop culture. Because of its commonality, pop culture both reflects and influences people's everyday lives. Furthermore, brands can attain pop iconic status as the Nike swoosh or McDonald's golden arches. However, iconic brands, as other aspects of popular culture, may rise and fall. (Tegge, Werner 2020)

Browne in his essay, *Folklore to Popular* offers a similar definition: "Popular culture consists of the aspects of attitudes, behaviors, beliefs, customs, and tastes that define the people of any society. Popular culture is, in the historic use of the term, the culture of the people." (Browne, 2005, p. 14)

In his book "Consequences of growing up poor" Delaney (2008), declared that popular culture allows large heterogeneous masses of people to identify collectively. It serves an inclusionary role in society as it unites the masses on ideals of acceptable forms of behavior.

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Along with forging a sense of identity that binds individuals to the greater society, consuming pop culture items often enhances an individual's prestige in their peer group. Further, popular culture, unlike folk or high culture, provides individuals with a chance to change the prevailing sentiments and norms of behavior, as we shall see. So popular culture appeals to people because it provides opportunities for both individual happiness and communal bonding (Delaney, 2008)

In his wildly successful textbook "Cultural Theory and Popular Culture, British media specialist John Storey offers six different definitions of popular culture that are as follows:

Popular culture is simply culture that is widely favored or well-liked by many people: it has no negative connotations. Popular culture is whatever is left after you've identified what "high culture" is: in this definition, pop culture is considered inferior, and it functions as a marker of status and class.

Pop culture can be defined as commercial objects that are produced for mass consumption by non-discriminating consumers. In this definition, popular culture is a tool used by the elites to suppress or take advantage of the masses.

Popular culture is folk culture, something that arises from the people rather than imposed upon them: pop culture is authentic (created by the people) as opposed to commercial (thrust upon them by commercial enterprises).

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Pop culture is negotiated: partly imposed on by the dominant classes, and partly resisted or changed by the subordinate classes. Dominants can create culture but the subordinates decide what they keep or discard.

The last definition of pop culture discussed by Story is that in the postmodern world, in today's world, the distinction between "authentic" versus "commercial" is blurred. In pop culture today, users are free to embrace some manufactured content, alter it for their own use, or reject it entirely and create their own (Storey, 1993)

Popular culture also called mass culture or pop culture is generally recognized by members of a society as a set of practices, beliefs, and artistic output also known as popular art or mass art (Tavinor, 2009) and objects that are dominant or prevalent in a society at a given point in time. Popular culture also encompasses the activities and feelings produced as a result of interaction with these dominant objects. The primary driving forces behind popular culture, especially when speaking of Western popular cultures, are the media, mass appeal, marketing, and capitalism; and it is produced by what philosophers heavily influenced in modern times by mass media, this collection of ideas permeates the everyday lives of people in a given society. Therefore, popular culture has a way of influencing an individual's attitudes towards certain topics (Gaha, 2015). Because of this, popular culture is something that can be defined in a variety of conflicting ways by different people across different contexts (Storey, 2018). It is generally viewed in contrast to other forms of culture such as folk culture, working-class culture, or high culture, and also from different academic perspectives such as psychoanalysis, structuralism, postmodernism, and more. The common pop- culture categories are

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entertainment (such as film, music, television, literature, and video games), sports, news (as in people/places in the news), politics, fashion, technology, and slang (Burns, 2016).

The phrase "popular culture" was coined in the 19th century or earlier (Pestalozzi, 1818). Traditionally, as opposed to the "official culture" and higher education of the upper classes (Berrong, 2006)

With the rise of the Industrial Revolution in the eighteenth and nineteenth centuries, Britain experienced social changes that resulted in increased literacy rates, and with the rise of capitalism and industrialization, people began to spend more money on entertainment, such as (commercialized) pubs and sports. Reading also gained traction. Labeling penny dreadful the Victorian equivalent of video games, *The Guardian* (2016) described penny fiction as "Britain's first taste of mass-produced popular culture for the young" (Kate, 2016). A growing consumer culture and an increased capacity for travel via the newly invented railway (the first public railway, Stockton and Darlington Railway, opened in north-east England in 1825) created both a market for cheap popular literature and the ability for its distribution on a large scale. The first penny serials were published in the 1830s to meet the growing demand (Dickens, 1836). From the end of World War II, following major cultural and social changes brought by mass media innovations, the meaning of "popular culture" began to overlap with the connotations of "mass culture", "media culture", "image culture", "consumer culture", and "culture for mass consumption (*LIFE* magazine, 1949, p. 102).

Culture is a pervasive and important aspect of communication and self-expression. When people wish to communicate using pop culture references, they need to find connections between their message and the things, people, locations and actions of a movie, tv series, or other pop culture domain. However, finding an appropriate match from memory is challenging and search engines are not specific enough to the task. Often domain-specific

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knowledge graphs provide the structure, specificity, and search capabilities that people need (Chilton, 2021).

Since the late 1960s, "popular culture" has become a privileged topic of research in American Studies. At that time, the impact of TV and advertising was becoming noticeable: both became the culturally hegemonic force, evident in the running of presidential campaigns no less than in the work of avant-garde artists. The Popular Culture Association was founded in 1967, and in the same year, the *Journal of Popular Culture* was launched. Historical data such as these suggest that the term of choice, "popular culture," could well be a misnomer, an honorific term for "mass culture," which until then had carried mostly negative associations. The continuing debate on this issue testifies to the degree to which the idea of democratic discourse, open and available to all, is held to be inflected by the populism and commercialism of much contemporary culture.

Tocqueville's nineteenth-century prophecy of conformity and mediocrity haunts many observers of the present American scene,<sup>1</sup> and comparably few critics share the Schumpeterian optimism of Philip Fisher, who reads the effects of pervasive media culture as yet another cycle of creative destruction in American cultural history. (Benesch, Haselstein2001).

We can better understand Popular Culture if we are conceptually clear about what is culture. Culture has been defined in many ways through different perspectives taking into account socio-geographical and normative considerations. For example, Kuper (2001) outlines different notions of culture e.g., the romantic German notion of "Kultur" deals with spirituality, language, and national identity while in terms of the French enlightenment, culture is a search for excellence and progress in universal terms. In contrast, British social

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views about culture revolve around the tension between high and low, elite and working-class.

The American notion explains culture as a whole way of life. ( Kuper,2001)

There are different understandings of culture (Storey, 2021). It is a gradual process that can be learned at the individual and social levels. This is a whole way of life that includes so many things like routine life activities, living styles, traditions, values, food, means of entertainment, etc., and just as importantly can be associated with gender, age, ethnicity, organizational affiliations, and national identity. In a society, culture can be segregated mainly into three parts which are known as high culture, folk culture, and pop- culture (popular culture). High culture consists of the texts and practices considered elite or of the highest class. Practices like opera, horse racing, ballet, golf, artworks in galleries, and texts like works of Shakespeare, are included in high culture. High culture is adopted by and affordable to the specific elite segments of society (Delaney, 2007). In the same line, Debnath (2019) claims, “High culture is a collection of ideologies, beliefs, thoughts, trends, practices, and works-- intellectual or creative-that is intended for refined, cultured and educated elite people” (p.274). (Debnath, 2019). Whereas folk culture is regional, local, rural, and simple culture. It is also conservative (Delaney, 2007) because innovation and new trends are not encouraged in folk culture. It passes through generations and stays constant, for example, traditional food, regional traditions, dress, folk music, etc. Two factors are common between high and folk cultures that both are produced and consumed at a specifically limited scale by the elite and subordinate class respectively. Extricating folk culture and pop culture, (Canclini 1995). As cited in Kraidy (2019) argues that cultural developments do not hurt traditional culture and traditional culture does not represent popular culture. Popular Culture which is also called “pop culture”, has been complex to understand throughout its definitional voyage (Kraidy, 2019). Similarly, focusing on American fast-food chains, Fibrina (2019) theorizes that

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American pop culture is reputed due to the production of famous products e.g., food chains like McDonald's, Pizza Hut, and KFC. Further, in the same vein, Crossman (2019) underlines that the term “Popular Culture” was coined in the 19th century and it includes the products that are expended by the major part of society e.g., music, art, literature, fashion, dance, film, cyberculture, television, etc. The researcher further adds that sometimes pop culture is instrumentalized by powerful entities to suppress the common masses to achieve their objectives. However, Stuart Hall as cited in Kraidy (2019) from the British school of thought on class system views popular culture exclusively as a constant counterforce against the dominant culture. The industrial revolution caused the emergence of pop culture (Kraidy,2019). Many scholars take pop culture as a product of industrialization and urbanization. For example, according to Parker (2011), there can be different definitions of pop culture but one thing is certain, it emerged right after industrialization and urbanization. In the late 18th century, the industrial revolution changed the social horizon drastically and initiated urbanization and technological growth. In the run towards innovation and progress, people started migrating from rural to urban areas. This was the paradigm shift from folk culture to pop culture. People from different rural areas with different backgrounds started living together and following things in common to live life. These circumstances gave birth to commercialization, mass production-mass consumption, and formed a commercial and corporate social culture (Parker, 2011). Popular culture is a social glue for people of the same interests and is driven by the corporate sector for profit-making objectives (Dolby, 2003). Kraidy (2019) also describes popular culture as an outcome of late capitalism and a product of industrialization used to reeducate people to fit into the capitalistic model of economics. It is not static; rather it is a continuous and dynamic process. As such pop culture can be explained in multiple ways. It is a culture that is mass-produced, mass- consumed, and well-liked by

society. It also presents a cultural tussle between the high and low classes. It serves the corporate sector and is a need to survive in capitalism (Rafique, Khan, Bilal, 2022 ).

### **Pop-culture in the field of teaching:**

Central to my study is the idea that popular culture functions pedagogically. Popular culture can be associated with belonging ‘to the people’ (Williams 1976, p. 179), “‘low” or “base”” qualities, or simply being “‘widely favored” or “well-liked”” (p. 180). Popular culture articles or objects are often referred to as *texts*, which include ‘any artifact or experience that we can read [or interpret] to produce meaning’ (Maudlin and Sandlin 2015, p. 369). In exploring popular culture texts as pedagogical resources, I focus here on works of fiction, concurring that fiction’s pedagogical power rests on its invitation to ‘participate in a morally complex universe’ (Jarvis and Burr, p. 174).

According to this article, the design of popular culture in teaching is very important, and it increases the involvement of learners and their integration into the lesson that the teacher wants to teach, and the professor must also keep pace with the latest updates and developments in the outside world as well as in popular culture, to ask questions about different subjects of popular or social culture, such as the latest ones on television, music or something else. Through this method applied by the teacher, the learner feels that within the framework of the study and understands what the teacher wants to understand, explain, or talk about, it can also contribute to discussions among students about the latest publications, which increases their enthusiasm and give them an appropriate atmosphere of study.

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In recent years the use of popular culture to help facilitate learning has become a hot topic for researchers and teachers. Leigh A. Hall suggests that “understanding how youths integrate pop culture texts into discussions about academic ones can help teachers more effectively use them to deepen students’ reading comprehension and curriculum knowledge” (296). This is an argument we have heard before about the importance of using popular- culture (media, movies, TV, and music) to enliven classrooms and teach important twenty-first-century literacy skills. My aim in this article is not to reiterate those ideas, but to demonstrate how to engage students by using what I call “modal matching” and “pop culture pairings.” I address the cultivation of pop culture awareness, the importance of multi-modal pedagogy, the development of pop culture pairings, and an approach to analyzing visual works other than written texts so that students can draw connections between texts and real-world situations. That eye roll from my student forced me to change my lesson and my thinking about reaching my students. I wanted students to feel interested and challenged by our discussions. To begin the next class, I decided to show clips of the movie *Captain America: The First Avenger* to highlight the concept of archetypes. Hitting the play button, I was scared and anxious, but to my relief, the students not only recognized the movie, but they also seemed excited. As they watched the clips, I asked questions about why a character was dressed a certain way, why the director chose certain scenes, and why the main character’s name was Captain America. The students, in contrast to the previous day’s lesson.

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Were completely engaged and shouting out answers. When we turned back to Beowulf, they started to form connections they had been struggling to make. For example, the concept of archetypes became clearer when one student dubbed Beowulf “Captain Anglo-Saxon.” When class ended, the students were excited about Beowulf and were looking forward to the clips I might show in the next. (Visco, W.2019) .

Pop culture has long been permeating many aspects of daily life in contemporary society. In the language education context, teachers consciously or unconsciously make use of materials from pop culture in the foreign language (e.g. films, television series, novels, and music) when planning, developing, and enacting their language teaching. Learners of different ages naturally access a large amount of pop culture in foreign languages through mass media. This Phenomenon echoes what Awad Ibrahim (2020), in his chapter in this book, calls the new normal“ (p. 258). However, the potential for pop culture in the language (Ibrahim, 2020)

Education has, as Werner and Tegge put it in their introduction, (p. 3). A review of current research on popular culture and TESOL shows that the recurrent themes revolve around pedagogical affordances of popular cultural resources in TESOL, evaluation of popular culture’s pedagogical potential and construction of learner identities via ESL/EFL popular culture. However, there is a dearth of discussion on the development of critical literacies when popular culture is used in English classrooms and existing studies focus mainly on popular cultural resources that are based on Anglo-American and European cultures. Moreover, issues relating to how to use popular culture in school teaching contexts that are constrained by the need to meet official curriculum requirements and preparation for high-stake tests remain under investigation. It is proposed that more classroom-based and narrative-based research should be done to look into the experiences and desires of EFL/ESL students from various sexual, ethnic, and socioeconomic backgrounds as they learn English via

## Pop-culture in oral classes

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popular culture. In addition, critical literacies and common meaning-making conventions of popular culture can be introduced to TESOL programs so that learners can become critical, active analysts, and producers in the popular cultural world that they are immersed in (Liu, Y., & Lin, A. M. 2017).

To date, scant efforts have been made to explore how this resource can be used through a sociocultural learning/teaching approach to facilitate learning. This study intends to investigate how a group project, which draws upon popular culture, can benefit EFL learners. The results may encourage EFL teachers to incorporate popular culture into the curriculum and inform them of how to make the best use of this motivational resource. Eighty-three freshmen whose English proficiency was diagnosed as intermediate at a private university in central Taiwan participated in this study. They were required to give Power-Point presentations on self-selected English songs in groups. Once this assignment was completed, the researcher surveyed to collect the participants' gains from and feedback on this project. After the researcher gathered the survey responses, she analyzed the data quantitatively and qualitatively. The results suggest that this group project increased EFL learners' confidence in their English skills. Besides, it seemingly developed these students' essential skills for their current school work and future careers. Finally, the findings also imply that this group project may benefit EFL learners more if the teacher extends presentation time, gives learners more flexibility, and provides them with more guidance (Luo, 2014).

An important aspect of learning any foreign language is learning its culture. However, many teachers still seem to underestimate this key component in language teaching. Consequently, the present study sought to shed some light on the place of culture in EFL classrooms at the secondary school level in an Iranian educational context in general, and the main goals of teaching culture, major means of teaching culture, the main obstacles facing teachers in teaching culture, and the cultural content of textbooks in particular. To

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do so, questionnaires were distributed among EFL teachers from three provinces in Western Iran, and responses from 291 teachers were then collected. The findings revealed a gap between the teachers' perceptions and practices in dealing with culture. The respondents also considered enhancing students' knowledge of culture as the main goal for incorporating cultural content in EFL classrooms.

They also viewed comparing aspects of the students' own culture with those of the target culture as the commonest way of developing cultural awareness. Moreover, a shortage of time was seen as the main obstacle to teaching culture. As the findings further implied, from teachers' perspectives, the textbooks have been designed with the target culture (Yeganeh, Raeesi, 2015).

When given a place in the curriculum and our classrooms, popular culture texts offer a plethora of possibilities for teachers and students alike. In the case of popular magazines targeted at our students in the middle years - the tweens and teens of the contemporary world - this is particularly so. These 'textual treasure-chests' provide all teachers, regardless of subject area or year level, with resources and opportunities for working with their students in relevant, engaging, and worthwhile ways (Trim, 2012).

Teaching language for communication is greatly asserted in EFL classrooms since communication is one of the essential twenty-first-century skills. Especially, the competent to speak a language has been considered pivotal as speaking is the most common path of human communication. Thus, successful language learners are those who can communicate efficiently in the target language. (Hasbi, 2017).

Among all four skills, speaking is considered the most essential. Since, It engages the lexical, psychological, social, and cultural components. The social element of speaking is noted when dealing with someone who may have a different cultural or social background.

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Speaking necessitates that students not only be able to produce specific structures of language like vocabulary or grammar (linguistic competence) but also understand why, when, and in what way to form language (socio- linguistic competence). It is the fundamental skill of any language by which individuals can deliver ideas to each other, exchange ideas, and understand the world (AlKhuli, 2000, p. 4).

Although there are already previous studies on the use of culture, including culture in language learning/teaching contexts for oral expression classes , there is a glaring research gap addressing perspectives and viewpoints toward the integration and the incorporating Pop-culture for improving students pronunciation skills and make the session more productive because of the little attention that has been paid to examining and understanding students' viewpoints and opinions regarding the integration and the incorporating of Pop-culture in the oral expression classes so, this current study would shed light on a thorough investigation concerning both students and teachers attitudes ,beliefs, and perspectives about the integration of pop-culture in the pedagogical context to check their openness, engagement, and perception of the effectiveness of this strategy because we believe that designing efficient and learner-centered pronunciation instruction that accommodates students' preferences necessitates understanding their perspectives. Pop-culture is a cultural product and potent tool that many researchers consider effective at many levels in the language learning process including pronunciation and oral skills. Based on the findings of the research that have been done before, Pop culture can not only enhance EFL students' pronunciation but also contribute to their background cultural knowledge and increase their culture awareness and ICC through connecting with others, in addition to the accent they may get unconsciously. Accordingly, this study will check the efficiency of integrating pop culture into the teaching curriculum by investigating both students' and teachers' viewpoints concerning the issue. Moreover, this topic has been chosen because this study has not been

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done before at Abbes Laghrour Khenchela University. To revitalize the applied aspect of the student and boost his morale a source of motivation that helps him participate in class and comprehend and explain what the teacher is throwing away the study also intends to implement a novel approach and strategy that has never been used in third-world countries. This approach and strategy rely on the introduction and organization of popular culture, which is a product of reality and is a pension in educational curricula and oral classes.

As previously indicated, the objectives of our current investigation are to verify the research hypotheses and respond to the previously posed research h questions. Furthermore, we typically look at how instructors and students feel about using British movies to improve their pronunciation. Because their perspectives and opinions are crucial to achieving the study's ultimate conclusions, teachers have been interviewed, and students have been given a questionnaire.

# **Chapter Two: Results, Findings, and Discussion**

As previously indicated, the objectives of our current investigation are to verify the research hypotheses and respond to the previously posed research questions. Furthermore, we typically look at how instructors and students feel about using British movies to improve their pronunciation. Because their perspectives and opinions are crucial to achieving the study's ultimate conclusions, teachers have been interviewed, and students have been given a questionnaire.

### **1. Students' Questionnaire**

the questionnaire was administered to forty (50) students in the English department. But only 40 of them have answered our questionnaire due to several reasons. There are twenty questions spread across three sections of the questionnaire. Seven broad informational questions are asked in the first section to gain a general idea of the age, gender, and university specialization that each student has chosen English language. The second Section, which is devoted to pop culture, provides an opportunity to see how students interact with pop culture and learn about the challenges they encounter when incorporating it into oral instruction, among other things. In the final section, we asked the students what they thought of the oral class and whether they were satisfied with the approach.

### **2. Analyses of the Questionnaire**

# Pop-culture in oral classes

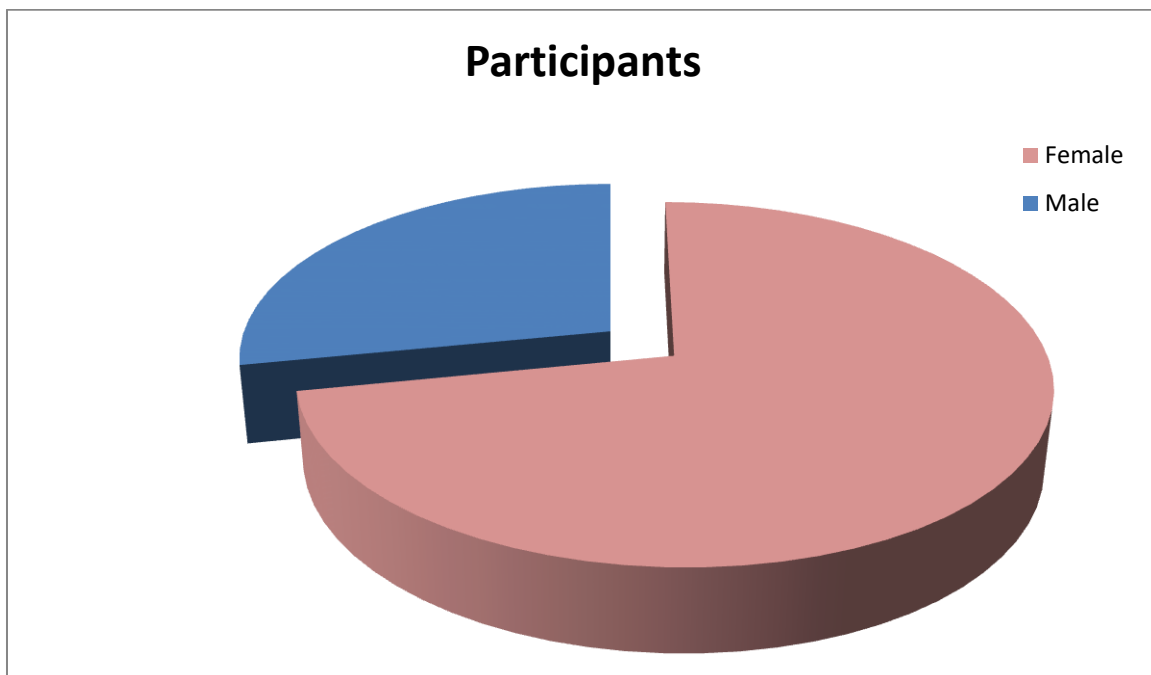
## Section One: General Information

### Item One: Gender

Table 1:

*Students' Gender Distribution*

Response	Male	Female
Participants	16	24
Percentage	40%	60%



*Figure 1. Student's Gender*

According to Table (1), the majority of participants, 26 (60%), are female, and the remaining 14 (40%) are male. According to this arrangement, girls are more interested than boys in learning other languages, including English, and female-oriented instruction is something that

## Pop-culture in oral classes

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women are generally more interested in. Boys, on the other hand, are more interested in non-science fields. In our research, girls have so far dominated over boys.

### Item Two: proficiency

Table 2:

*student 's proficiency in English*

Response	GOOD	AVERAGE	BEGINNER
Participants	24	14	02
Percentage	60%	35%	5%

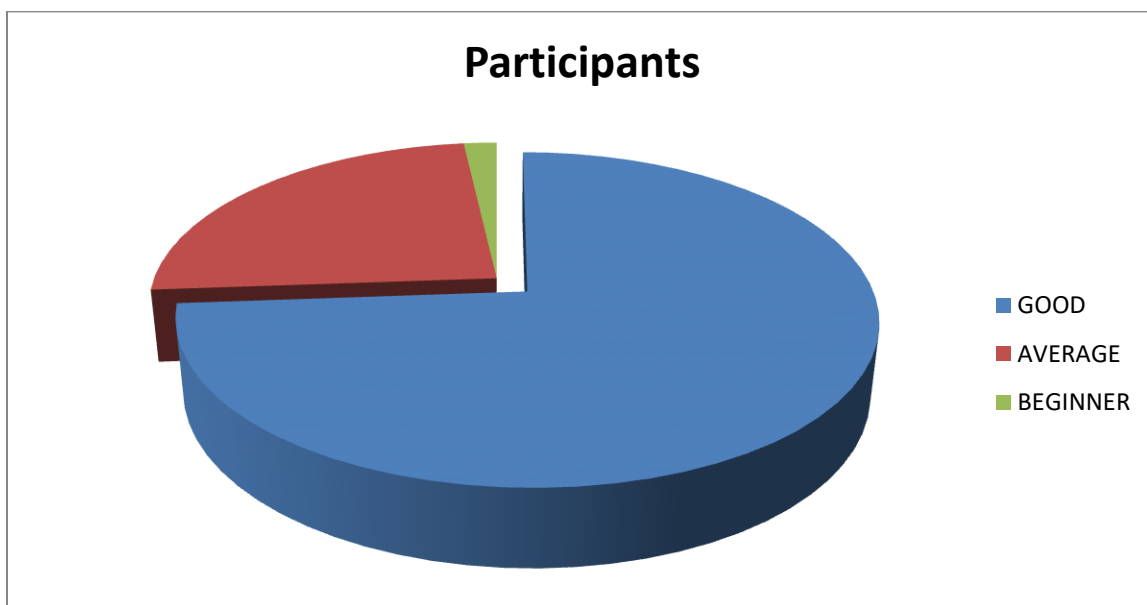


Figure 2. Student's proficiency in English

## Pop-culture in oral classes

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In this question, we tried to ascertain the level of our participants and their English proficiency. Table (2) shows that 24 participants, representing 60% of the whole, declared that they have a good level in the English language because they practice continuously and always try to promote their four skills. However, 14 participants (35%) said that their level is average because they do not practice regularly, as consistent practice is crucial for language acquisition. If participants do not regularly practice speaking, listening, reading, and writing in English, their skills may remain at an average level. The remaining two students (5%) have chosen beginner, which may be due to various reasons. Every student has a different learning style and set of preferences. It may take some time for novices to figure out which learning strategies visual aids, audio courses, interactive activities, or conversational practice work best for them.

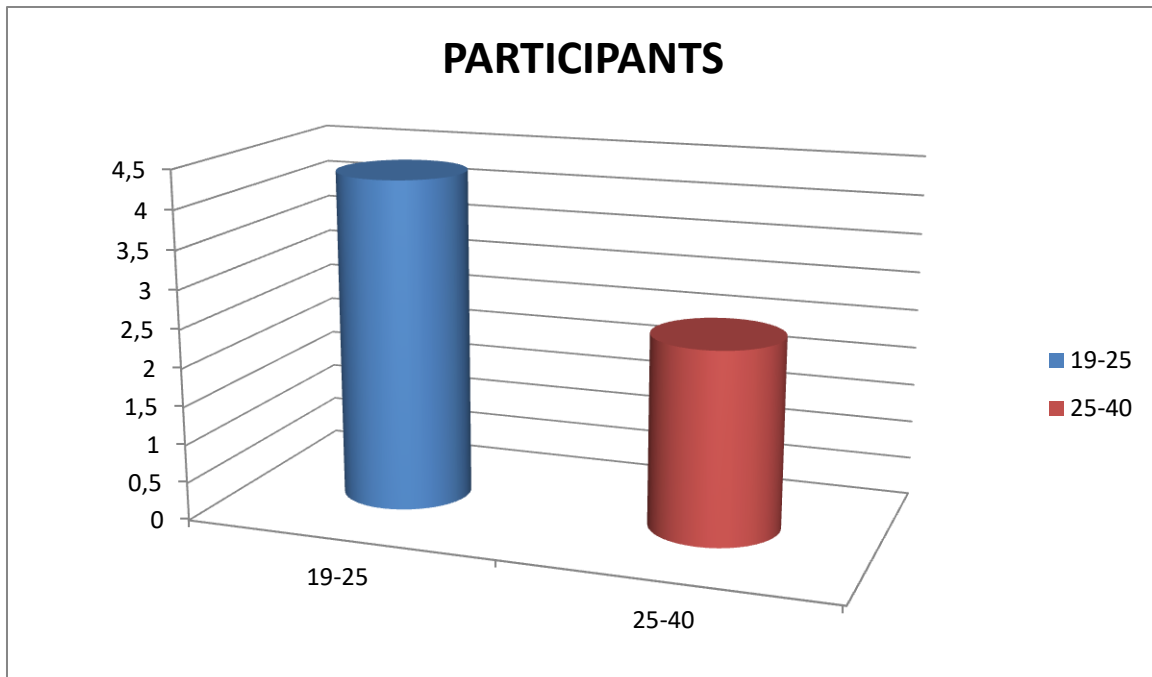
### Item three: Age

**Table 03 :**

Student's Age

Age	Response	Percentage
19-25	38	95%
25-40	02	5%

## Pop-culture in oral classes



*Figure 3. Student's Age*

The age range of the students, which is 19 to 40 years old, is displayed in Table 2. We discovered that the majority of participants, or 95% of the sample, are between the ages of 19 and 25, which corresponds to the typical age of second-year LMD students. Three participants, who are between 25 and 40 years old and represent 5% of the results, are considered the oldest participants in our research because they stopped their education before returning later than the other participants. All of the other participants, aged between 19 and 25, represent those who are supposed to be the older participants. These findings demonstrate that all of the participants are young adults, and their age helps them understand the process of integrating pop culture into oral expression classes.

**Item Four :** How did you decide choosing English ?

**Table 4:**

The Reason behind Choosing English to Study at University.

## Pop-culture in oral classes

Response	By pleasure	Obligated	Other reasons
Participants	25	11	04
Percentage	62.5%	27.5%	10%

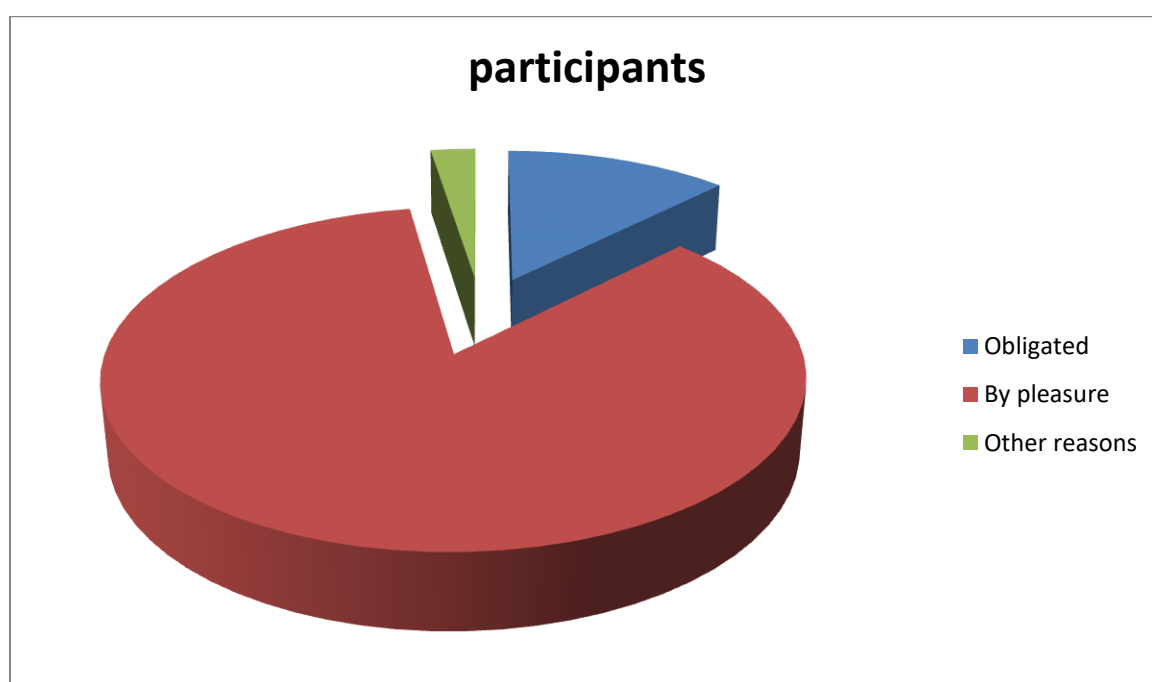


Figure 4. The Reason Behind Choosing English To Study At University

In this question, we tried to understand the reason behind the students' choice to study the English language at university. Table (3) shows that 4 participants (10%) chose the English language because their Baccalaureate average was low, and they couldn't choose their preferred field of study. Meanwhile, 25 participants, representing the majority (62.5%), declared that they like the English language because it is an international language and easy to study; therefore, it was their first choice. This high percentage proves that most students are interested in the English language. The remaining 11 participants (27.5%) declared that they

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chose to study the English language at university because they were obligated, possibly by their parents, and did not have the liberty of choice.

**Item Five:** speaking abilities

**Table 05 :**

*time spent honing speaking abilities*

Response	Always	Sometimes	Rarely
participants	12	27	01
Percentage	30%	67.5%	2.5%

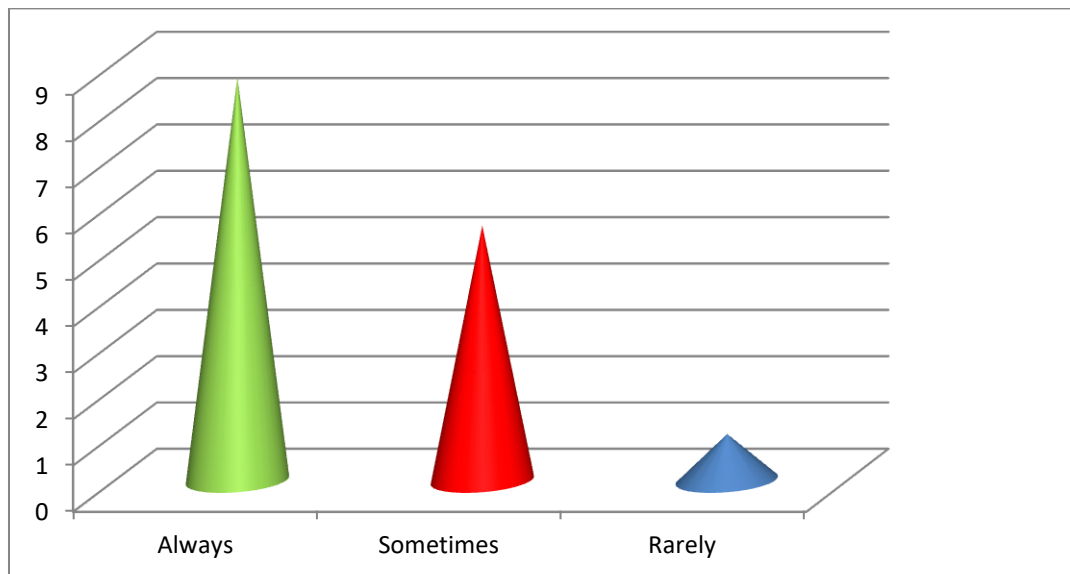


Figure 05: time spent in honing speaking abilities

The data obtained reveal that 27 of the participants practiced activities to hone their speaking abilities continuously. This might be because they want to achieve a good level in the English language or because they need to improve their skills to pass tests like IELTS, representing a high percentage (67.5%). Moreover, 12 participants (30%) said that they practice to develop their speaking abilities sometimes, perhaps

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because they have other occupations and do not have enough time to do so. Only one participant, representing a percentage of 2.5%, declared that they practice their speaking abilities rarely, possibly because they are not interested and were obligated to study the English language.

**Item Six :** Do you agree that you can master speaking skill through Oral expression classes ?

Table 06:

Mastering speaking skills through pop culture

Response	YES	NO	NO ANSWER
Participants	32	03	05
Percentage	80%	7.5%	12.5%

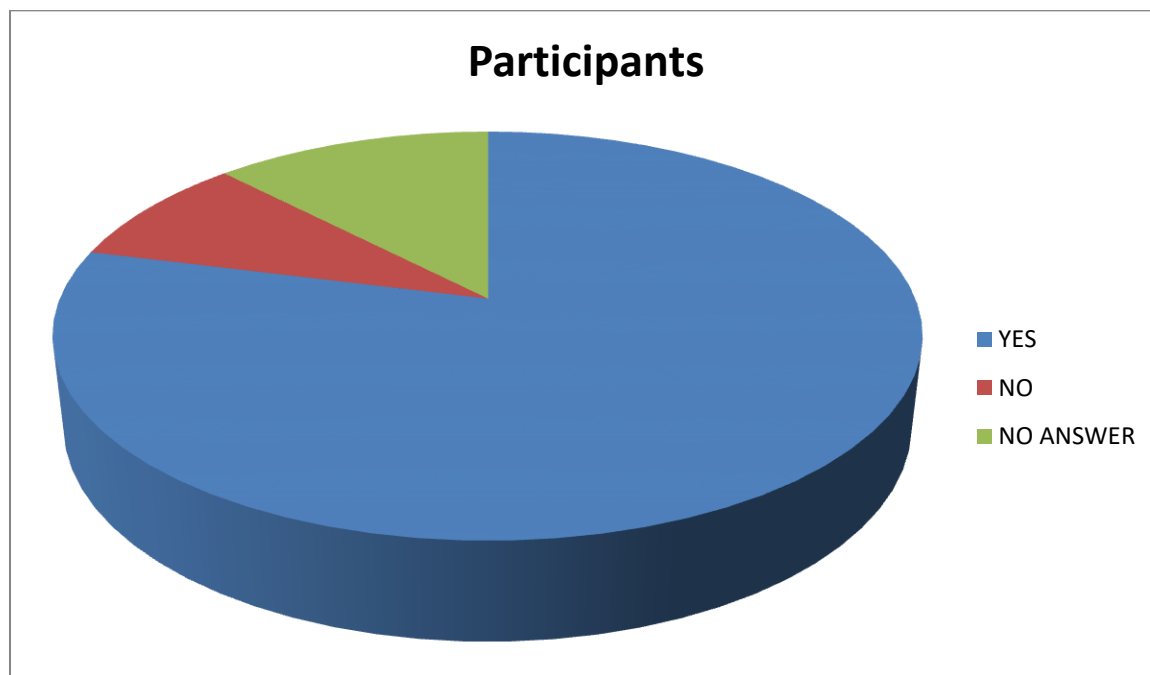


Figure 06: Mastering speaking skill through pop culture

The data obtained show that the majority of participants, 32 (80%), liked the method used by teachers and agreed that they could master their speaking skills through the oral expression

## Pop-culture in oral classes

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class. They justified this by saying that the more they talk, the more they develop their speaking performance. They also added that practicing speaking in an official and structured environment is easier than practicing outside of class because, in class, they receive guidance from teachers, and they agreed by answering “YES.” Three participants (7.5%) chose “No,” stating that the oral class is not enough, so they use other ways to enhance their speaking performance by themselves. The remaining five participants (12.5%) did not provide an answer justification I do not know, maybe because they didn’t have a specific reason or convincing answer.

### Section 2: Pop-culture

**Item Seven:** Have you tried before to read about pop culture?

Table 07 :

*Students’ knowledge about pop-culture*

Response	YES	NO
participants	29	11
Percentage	72.5%	27.5%

## Pop-culture in oral classes

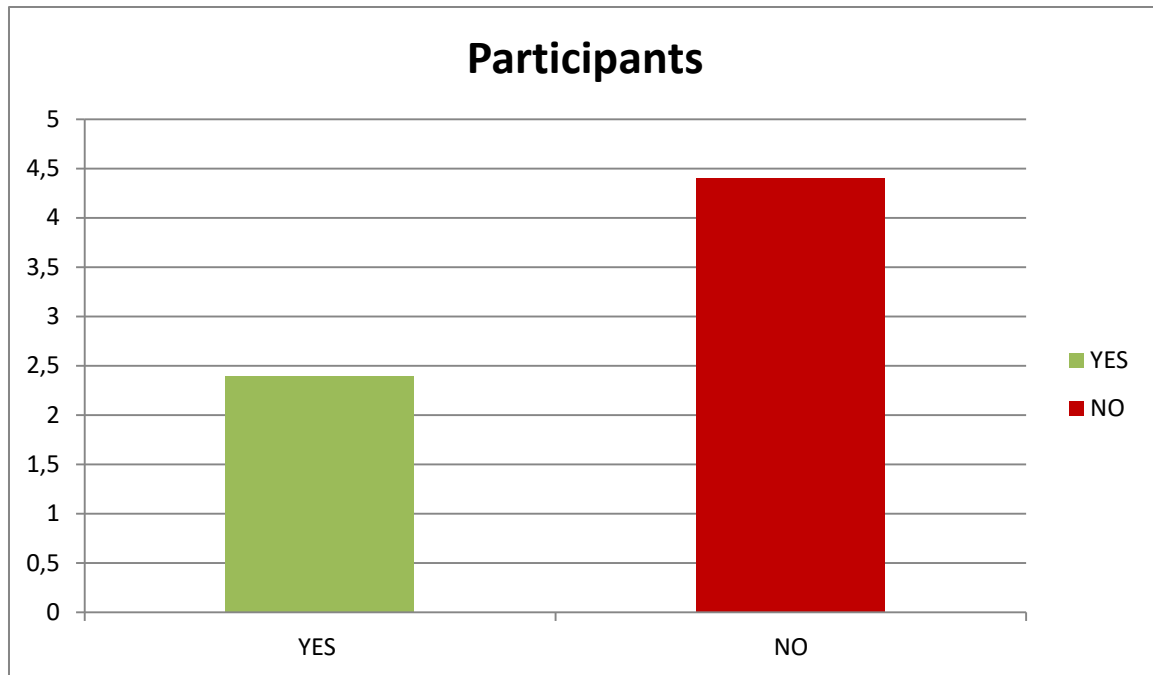


Figure 07: Students knowledge about pop-culture

Table (07) shows that 29 participants, representing the majority (72.5%), selected "YES," indicating that they have read about pop culture. They might genuinely enjoy pop culture and want to stay updated on the latest trends, news, and events. Alternatively, it could be for educational purposes, as some may study pop culture for academic or professional reasons, such as cultural studies, media studies, or marketing. However, the other 11 participants (27.5%) answered "NO," indicating that they had never studied or wanted to know about pop culture. They might simply not be interested in pop culture or find it irrelevant to their lives and interests. Additionally, they might have personal beliefs or principles that lead them to avoid or minimize engagement with pop culture content, such as concerns about its superficiality or negative influence.

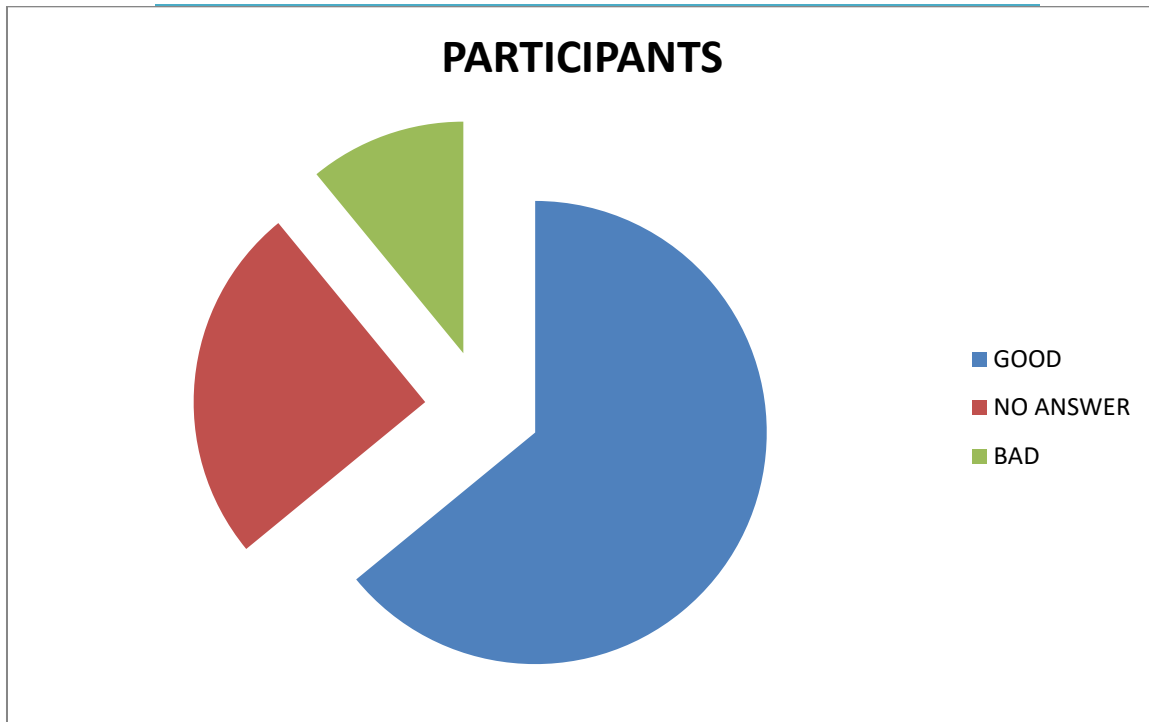
**Item Eight:** Is Pop culture something good or bad? What do you think?

## Pop-culture in oral classes

**Table 08 :**

Student's Pop culture evaluation

Response	GOOD	BAD	NO ANSWER
participants	21	04	15
Percentage	52.5%	10%	37.5%



*Figure 08:* Student's Pop culture evaluation

Table (9) shows the following results of students' evaluation of pop culture: 21 participants, representing a high percentage (52.5%), answered that it is something good. They believe that pop culture reflects contemporary society, serving as a mirror to societal norms, values, and trends. Participants may appreciate its reflection of their own experiences and identity. They also find pop culture entertaining and enjoyable, providing a source of relaxation and pleasure in their leisure time. However, 4 participants (10%) think that pop culture is something bad because of its potentially detrimental effects on kids and teens, such as desensitization,

## Pop-culture in oral classes

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overexposure to mature themes, and the breakdown of parental authority. They also see that traditional values, language, and social standards are being undermined by pop culture, resulting in a loss of cultural authenticity or identity. The remaining 15 participants (37.5%) did not answer, perhaps preferring to remain neutral or keep their opinions private.

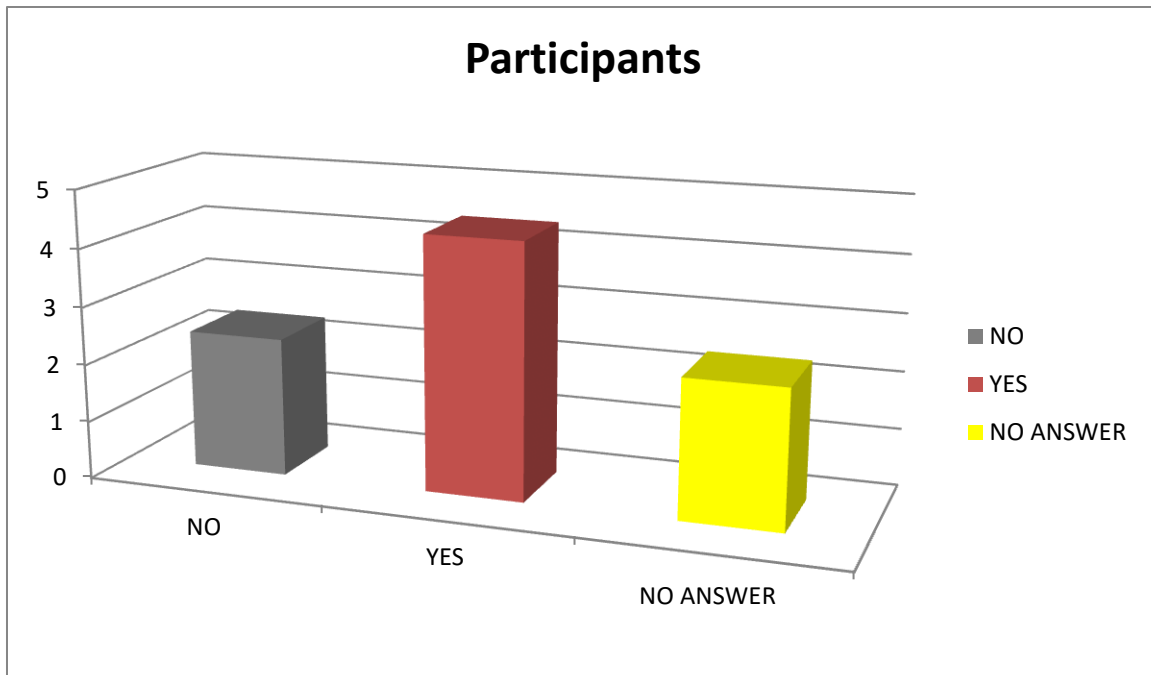
**Item Nine:** Pop-culture is Something new, do you think it's going to be acceptable to learn with or no?

**Table 9:**

*Student's Pop-culture acceptance*

<b>Response</b>	<b>YES</b>	<b>NO</b>	<b>NO ANSWER</b>
<b>Participants</b>	<b>20</b>	<b>10</b>	<b>10</b>
<b>Percentage</b>	<b>50%</b>	<b>25%</b>	<b>25%</b>

## Pop-culture in oral classes



*Figure 09:* Student's Pop-culture acceptance

Results in Table (09) indicate that 20 participants agree that integrating pop culture into the learning process is acceptable, representing a high percentage (50%). They believe that incorporating pop culture into the curriculum can enhance student engagement by connecting learning to students' interests, experiences, and cultural backgrounds. Participants might emphasize the importance of linking classroom learning to real-world situations and experiences, and how pop culture can serve as a springboard for discussions about current events, social dynamics, and international trends. However, 10 participants (25%) disagreed, believing that it is not acceptable to use pop culture in the learning process. They might be concerned about the propriety of specific pop culture references or themes in educational contexts and anticipate complaints from parents, educators, or community members, which could result in conflicts or controversies. Additionally, some participants might prioritize focusing on traditional academic subjects and standards, viewing pop culture as superfluous or unrelated to the objectives and outcomes of education.

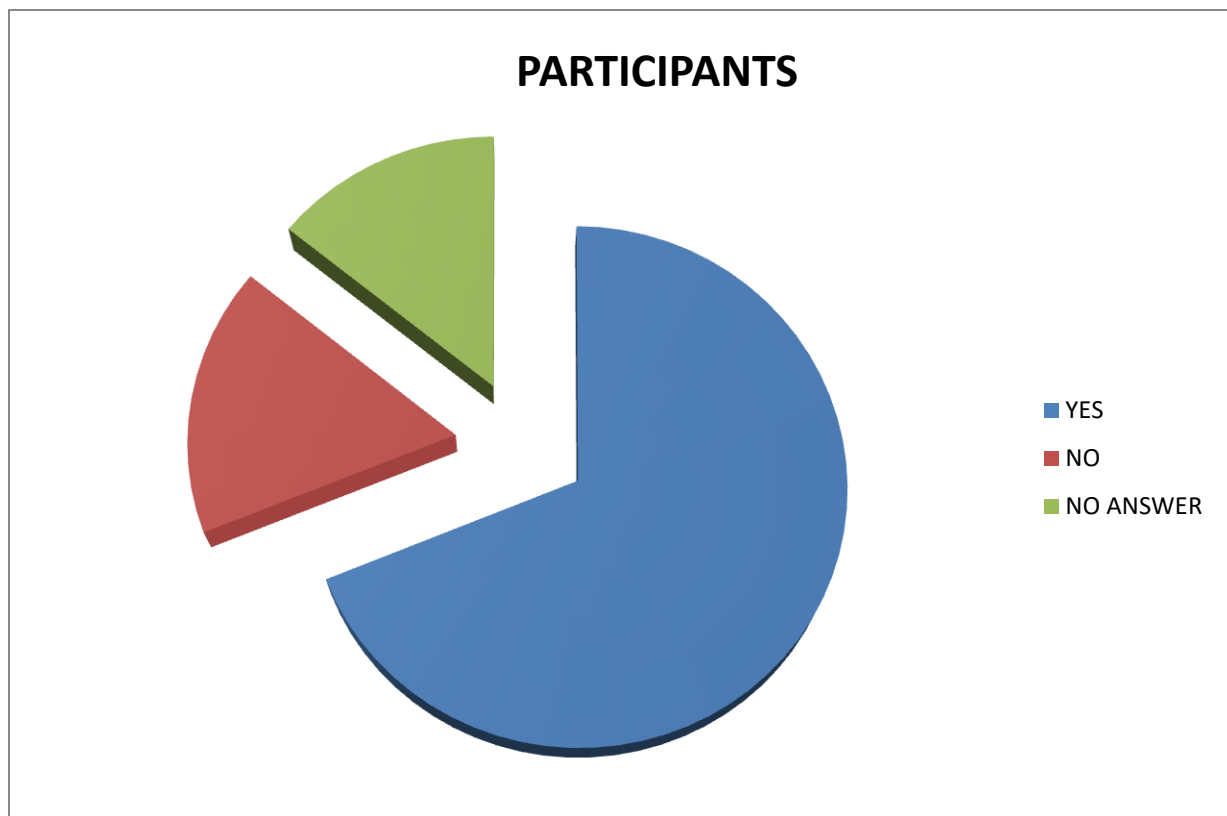
## Pop-culture in oral classes

Item Ten :

Table 10 :

*pop-culture effect*

Response	YES	NO	NO ANSWER
participants	21	10	09
Percentage	52.5%	25%	22.5%



## Pop-culture in oral classes

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*Figure 10: pop-culture effect*

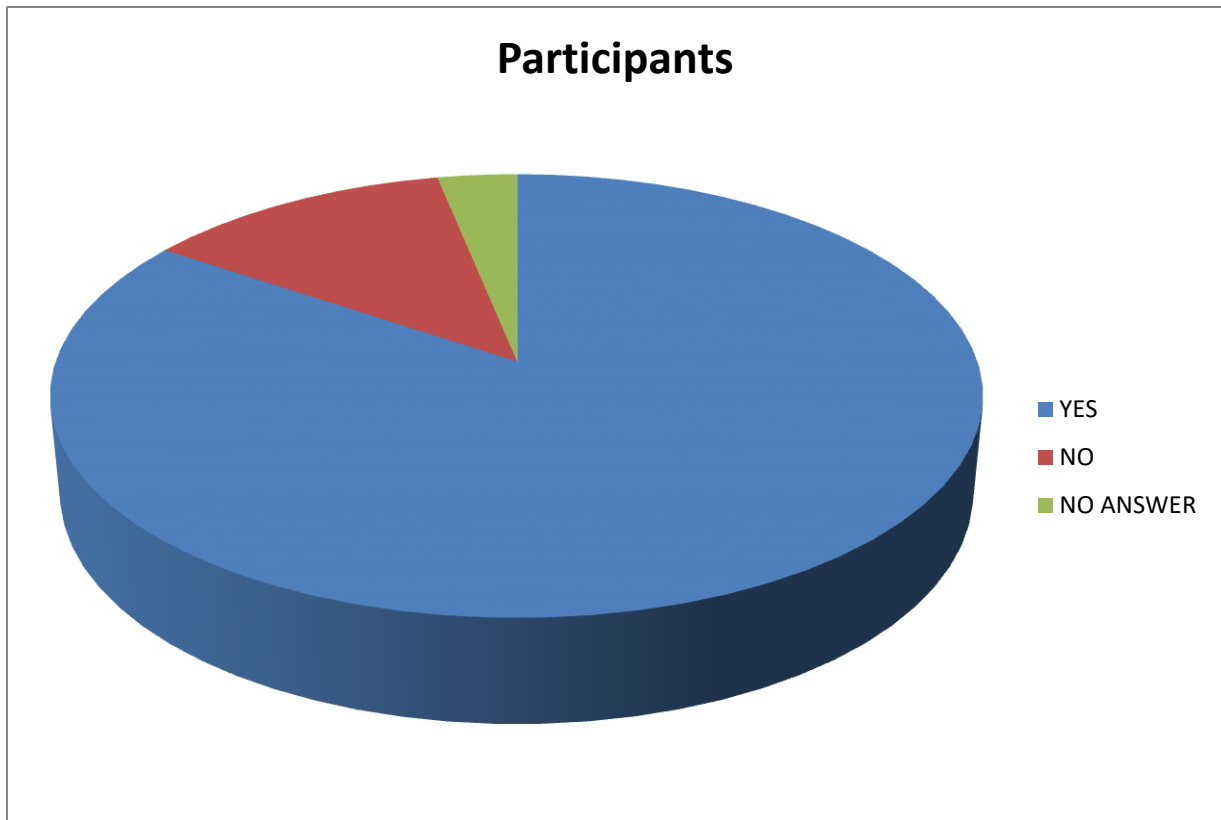
Statistics in Table (10) show that the majority of participants, 21 (52.5%), say that pop culture affects them because it has the power to influence societal norms, attitudes, and behaviors. People are influenced by what they see in the media, advertisements, and entertainment to adopt particular ideals, fashion trends, or lifestyle choices. Pop culture figures, trends, or stories that people relate to can influence their perceptions of themselves and their place in the world. On the other hand, 10 participants (25%) said that pop culture doesn't affect them. They explain that they have a strong sense of cultural pride and autonomy, believing that their cultural identity is self-defined and unaffected by external factors like fads or trends in popular culture. They add that, to preserve their sense of cultural authenticity and integrity, they may consciously oppose or reject aspects of popular culture that conflict with or compromise their cultural values, customs, or conventions. The remaining 9 participants (22.5%) did not answer, perhaps preferring to remain neutral or keep their opinions private.

**Item Eleven:** Do you believe pop culture can teach you about other cultures?

Table 11:

*pop-culture and other cultures*

<b>Response</b>	<b>YES</b>	<b>NO</b>	<b>NO ANSWER</b>	<b>TOTAL</b>
<b>participants</b>	<b>33</b>	<b>05</b>	<b>02</b>	<b>40</b>
<b>Percentage</b>	<b>82.5%</b>	<b>12.5%</b>	<b>5%</b>	<b>100%</b>



*Figure 11:* pop-culture and other cultures

Table (11) above shows that 33 participants selected "YES," which is the majority representing 82.5%. This might be justified by the fact that pop culture media, including books, music, movies, and television series, often combines aspects of different cultures, providing viewers with the opportunity to learn about new traditions, languages, foods, and ways of life. Participants also mentioned that younger generations are drawn to pop culture, which can expose kids to many cultures and promote curiosity, empathy, and respect for cultural diversity at a young age. However, the other 5 participants (12.5%) who answered "NO" see that some people could think that pop culture only emphasizes dominant or mainstream civilizations, overlooking the vast diversity of different cultures and maintaining a limited or Eurocentric perspective of the world. One other participant (5%) chose not to answer, possibly because they wanted to remain neutral or keep their answer private.

### **Section 3: Oral class**

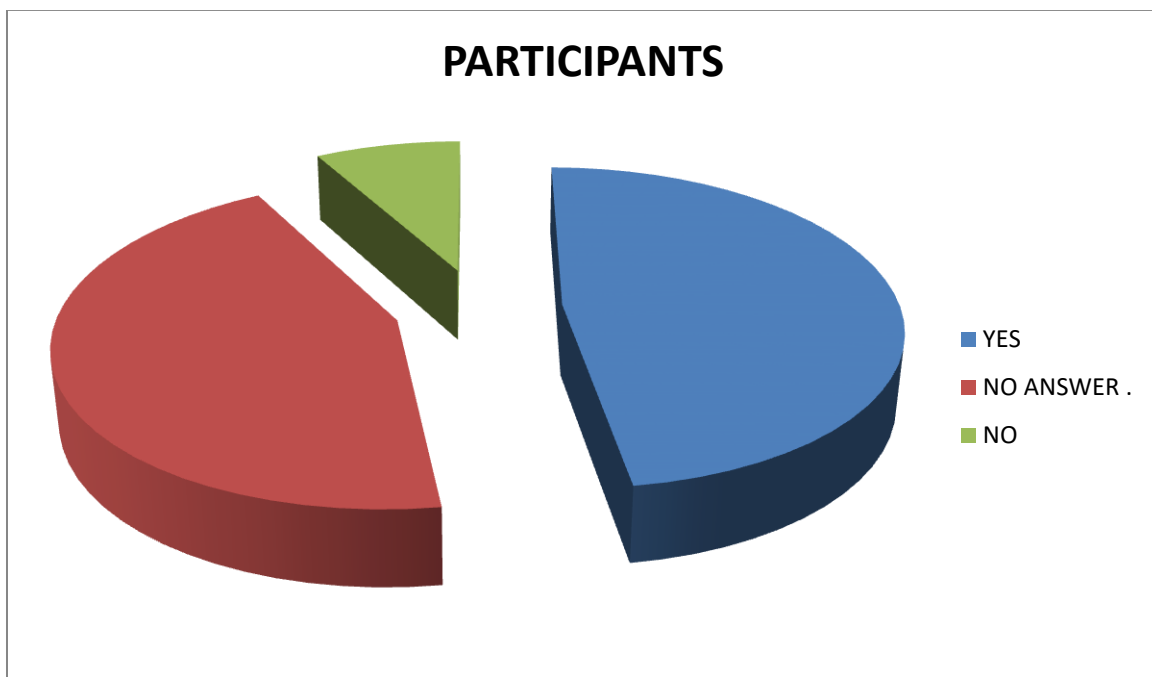
## Pop-culture in oral classes

**Item Twelve:** Do you find that integrating pop-culture into oral expression classes increases your engagement and motivation? Why or why not?

**Table 12 :**

*pop-culture and motivation*

Response	YES	NO	NO ANSWER
participants	20	02	18
Percentage	50%	5%	45%



*Figure 12 :* pop-culture and motivation

Data in table 12 displays that ( 20 ) participants (50%) have chosen "YES" as the answer means

## Pop-culture in oral classes

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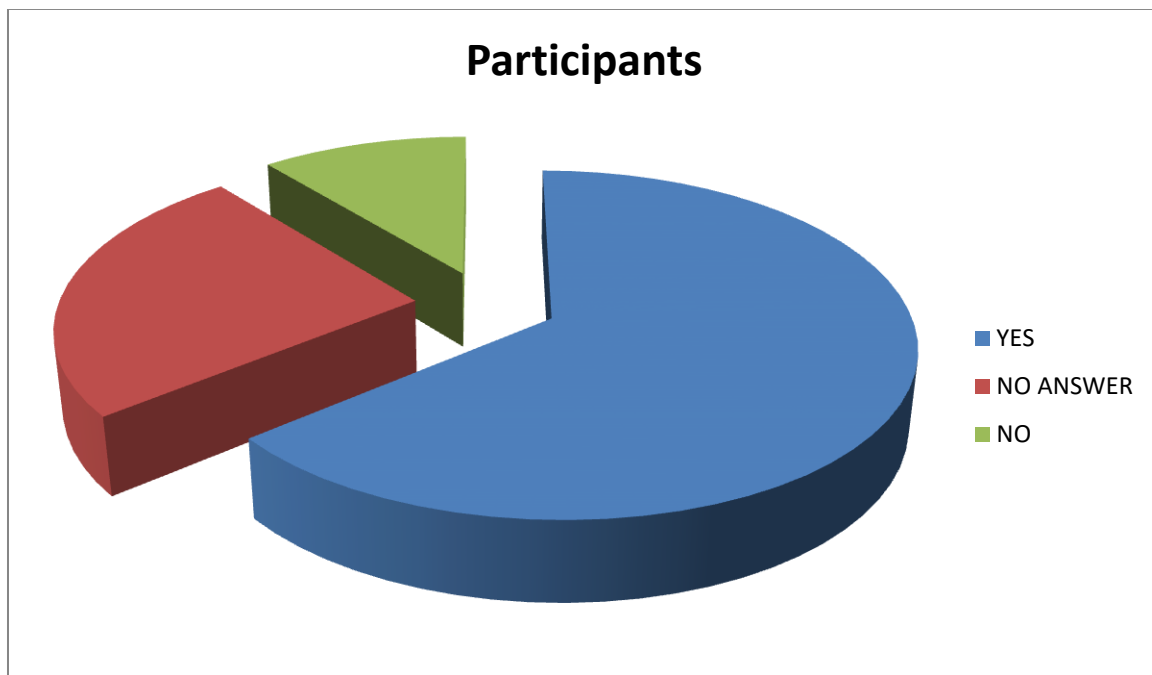
They agree that integrating pop culture into oral expression classes provides a dose of motivation and increases engagement levels in the lesson and the class. This is based on diverse reasons, such as pop culture topics being familiar and relevant to students' interests and experiences, making them more motivated to participate in class discussions, presentations, and activities. Additionally, students may feel a personal connection to pop culture content, such as movies, music, television shows, or social media trends, which motivates them to actively engage in oral expression tasks related to these topics. However, only 2 participants, representing a few percentage points (5%), disagree with the idea because of reasons such as believing that discussing pop culture isn't academically relevant or aligned with the goals of oral expression programs, which focus on developing communication skills in formal academic settings rather than discussing entertainment or celebrity rumors. The remaining participants (18) (45%) kept their answers private or may have wanted to remain neutral on the topic.

**Item Thirteen:** Does integrating pop culture aspects such as pop music into oral expression classes make them more enjoyable? Justify your answer.

Table 13 :

*integrating pop culture and pop music into oral expression classes*

<b>Response</b>	<b>YES</b>	<b>NO</b>	<b>NO ANSWER</b>
<b>participants</b>	<b>13</b>	<b>05</b>	<b>22</b>
<b>Percentage</b>	<b>32.5%</b>	<b>12.5%</b>	<b>55%</b>



*Figure 13:* integrating pop culture aspects such as pop music into oral expression classes

Table (13) shows that thirteen participants, representing 32.5% of the sample, selected “YES,” indicating that they see integrating pop culture aspects such as pop music into oral expression classes makes them more enjoyable. They justified their answers by stating that participants' familiarity and reliability with pop culture aspects might boost their interest and level of engagement in class activities. Students are more likely to actively participate in class and learn efficiently when they are engaged and interested in the material. They added that by incorporating elements of popular culture, learning can become more engaging and relevant, which can increase motivation. For example, playing well-known music might inspire kids to interact with lyrics and analyze song meanings, improving their speaking and listening abilities.

## Pop-culture in oral classes

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However, 5 participants (12.5%) said “NO,” indicating that they do not find integrating pop culture aspects such as pop music into oral expression classes beneficial. They justified this by noting that pop culture, particularly pop music, may not be to everyone's taste or level of comfort. Pop music may not be as relevant or appealing to students with various musical tastes or interests when it comes to language learning exercises. The remaining participants (22) (55%) kept their answers private or may have wanted to remain neutral on the topic.

**Item Fourteen:** Is Integrating pop-culture in oral expression classes effective in enhancing students' learning outcomes? Justify?

Table 14:

*Student's opinions about the effectiveness of pop-culture*

<b>Response</b>	<b>YES</b>	<b>NO</b>	<b>NO ANSWER</b>	<b>TOTAL</b>
<b>participants</b>	<b>20</b>	<b>15</b>	<b>05</b>	<b>40</b>
<b>Percentage</b>	<b>50%</b>	<b>37.5%</b>	<b>12.5%</b>	<b>100%</b>

## Pop-culture in oral classes

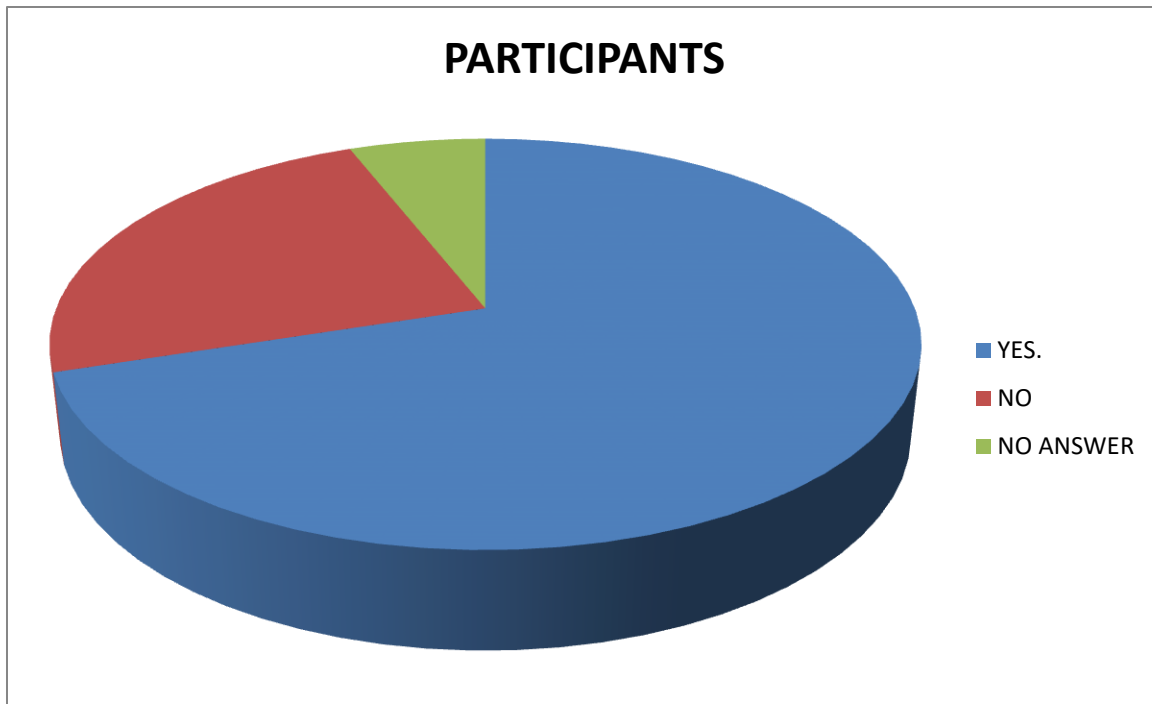


Figure 14: Student's opinions about the effectiveness of pop-culture

Statistics in Table (14) show that 20 participants, or 50%, answered “YES,” indicating that they see integrating pop culture into oral expression classes as effective in enhancing students' learning outcomes. They justified their answer by stating that engaging in pop culture discussions fosters critical and creative thinking in pupils. They might assess cultural stereotypes, examine media messaging, or voice their thoughts on societal issues, all of which encourage higher-order thinking abilities. Additionally, pop culture gives language use a realistic context. Students can practice using language in meaningful and relevant ways, enhancing their comprehension and fluency by having discussions on well-liked films, songs, or fashions. On the other hand, 15 participants (37.5%) said “NO,” meaning they find that pop culture subjects could seem unrelated to students' language learning objectives or their daily communication demands. If the content is not directly related to their academic or professional interests, they may prefer more conventional or scholarly information. Some students could find the vocabulary in these resources too informal or complex, depending on

## Pop-culture in oral classes

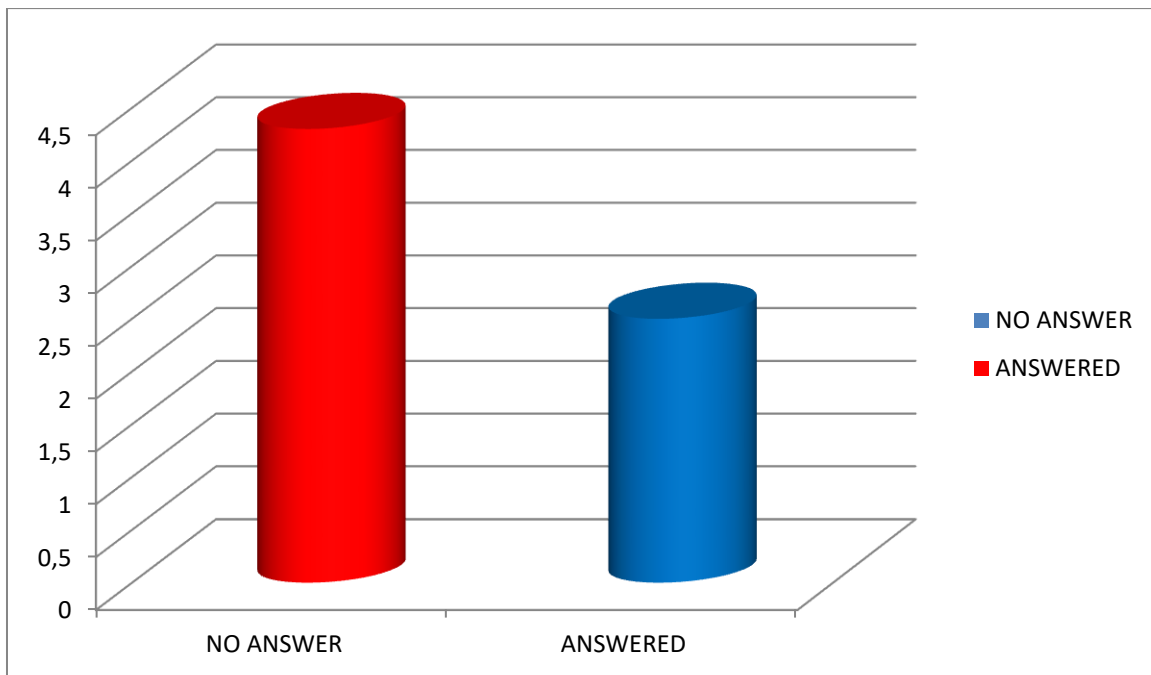
the specific pop culture materials used. This might make it harder for them to comprehend or properly communicate during class discussions. The remaining participants (5) (12.5%) kept their answers private or may have preferred to remain neutral.

**Item Fifteen:** What Do you suggest about this issue?

Table 15:

Students' Suggestions for Our Topic

Response	Answered questions	No answered question
Participants	16	24
Percentage	40%	60%



## Pop-culture in oral classes

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*Figure 15:* Students' Suggestions for Our Topic

The question results show that 60% of participants did not provide any comments or suggestions, possibly due to time constraints or a lack of ideas and comments about the topic. However, 40% of them gave different fruitful comments concerning the topic. Some expressed that it is an interesting and beneficial topic, noting that integrating pop culture into oral classes and the learning curriculum, in general, is an intelligent step. They believe it will enrich students' cultural background and proficiency in the English language.

Others added that it would be more efficient if students were provided with pop culture references that tackle native cultural aspects. This not only helps them acquire cultural background but also aids in gaining background knowledge about upcoming lessons. Additionally, some participants mentioned a lack of authenticity and materials in the English department, particularly regarding pop songs. They see this as a problem that needs to be addressed and fixed.

### 3. Teachers' Interview

As mentioned previously, the researchers opted for the interview to collect qualitative data from teachers at the Department of English at Abbes Laghrour Khenchela University. The questions were simple, clear, and well organized to get clear and complete answers. Therefore, the interview consists of 10 questions. The first three questions were about teachers' interests in Pop-culture, the ten questions were about the opinions of teachers about the issue which is integrating pop-culture in oral expression classes and what are the difficulties they face in doing so, and their assessment and evaluation of the oral class when pop-culture references are integrated and when they are not.

**Theme 1:** How do You feel about using pop culture references in oral expression lessons generally?

- Subject 01:

“As a teacher of oral expression, I see that regardless it is appropriate or not I think it is so beneficial because many students told me that they gain a lot of vocabulary words from the songs and they enjoy it too much and they use it in their daily language to make a harmony between cultural side and learning side”

- Subject 02:

“I don't feel it's a must but it's integrating is a good and intelligent step because it helps students inside the class and outside, inside by gaining new concepts the purpose of using them in the structural context in the class, and outside it enriches their cultural flour ”

- Subject 03:

“Pop culture is a part of the English and the American culture, if u want to have authentic materials don't have a choice expect integrating pop-culture references, also the famous Pop-culture figures are

## Pop-culture in oral classes

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influencers, and most students following them and this elaborates more in their motivation to know more about it ”

- Subject 04:

“Actually, this is one of my habits, I always bring to my oral class pop songs, and pop movies especially if they are linked to the topic we are going to talk about, their impact on students is so good, that some students come to the classroom just to watch these songs and movies because they feel that are something out of the box something not usual and classic ”

- Subject 05:

“Yes”

**Theme 2:** Have you ever used pop-culture in your teaching curriculum? If so, how did you integrate it?

- Subject 01:

“I have never used it in a formal context which is class, I encouraged my students to listen to pop music to gain some benefits out of class but in the learning side, honestly speaking I have never used it in class ”

- Subject 02 :

“I remember it was two years ago, my students did so and I remarked that the motivation and the engagement were so good, I felt that students all ready and all of them were a part of the lesson, the interaction of students was really good they asked Questions they participated and the session was incredible”

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- Subject 03:

“I have never done that, I'm always dealing with role play and debates, actually pop culture is something good to integrate into oral class but I see that it needs small classes and unfortunately I always have large numbers and it's hard to control when it comes to culture”

- Subject 04:

“ Yes, I used pop culture when I was teaching oral classes, and also I used it when I taught the module on Intercultural communication talking about Pop-culture in is a must, I use pop culture materials to draw my students' attention to them, then we break down together to get benefits in several sides like grammar and vocabulary ”

- Subject 05:

“ For example to compare our culture with other cultures to highlight our identities

**Theme 3:** What motivated you to incorporate pop culture into your teaching methodology?

- Subject 01:

“I say it again I have never used it in class”.

- Subject 02 :

“ Maybe the topic itself that we are going to tackle which is about different social phenomena, that's going to be so good choosing a particular sample it's somehow suitable for the topic ”

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- Subject 03:

“I wouldn't say what motivates me but I would say what motivates a teacher to incorporate Pop-culture in his class is that it makes students enjoy the lesson because he's giving something they like so the information is going to go inside their brains easily”

- Subject 04

“When we have an attitude about the superior which is the British and the American for us, we get some curiosity to know about the superior to have ideas about their ideas, their life style .. etc, we wish to compare theirs to ours, that's why I give attention to these Pop-culture materials”

- Subject 05:

“To enhance and enrich students' knowledge”

**Theme 4:** What benefits do you see in integrating pop-culture references to enhance oral expression skills?

- Subject 01:

“Regardless it is appropriate or not I think it is so beneficial, It increases the engagement of students making them enjoy more the lesson and gain some new vocabulary that gives them the advantage to participate in the lesson”

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- Subject 02 :

Students are going to be on it when they are exposed to a foreign culture, they will be free and not limited while they communicate with their minds and their feelings, On the other hand, it contributes to the vocabulary baggage of students and their level in the English language ”

- Subject 03:

“It reflects the American culture and u know, we cannot isolate language from its culture, no one can speak English in a good way without knowing about the culture and how the language is used in its context, when you watch pop movies or listen to pop songs which reflects the American culture you can see how the language is used in its context”

- Subject 04

“The oral class improves the features of the language like vocabulary and grammar, the integration of these materials will improve also pronunciation and listening skills, About the skills learners will improve listening and speaking skills more than reading and writing skills, so these materials wish to improve listening and speaking not reading and writing, pop culture and pop songs are more effective be because are something visual”

- Subject 05:

“To motivate students to speak about other cultures and to enrich their vocabulary

**Theme 05:** Have you encountered any challenges or resistance from students or colleagues when integrating pop-culture into your lessons? If yes, how did you address them?

- Subject 01:

“When applying it I think the obstacles are going to be in some technical problems like time because it's limited, also about the appropriateness because Pop-culture is something new and

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it's not appropriate for our religion, some ladies may refuse it saying it's something out of the region and not familiar ”

- Subject 02 :

“I would not say resistance but saying challenges is about being selective because if you go to choose randomly, maybe you come with inappropriate content which doesn't suit the classroom and the learning atmosphere, also some students may show a kind of confusion”

- Subject 03:

“I would skip this one because I don't have the experience”

- Subject 04

“Of course, there must be challenges but all of them are language-related challenges because if you bring pop culture materials that are authentic and the language will be significant, not everybody is going to be able to understand that language so we need to explain and expose learners to understand this last. Another challenge is that we don't have enough instruments and equipment to integrate Pop-culture in our classes”

- Subject 05:

“Sometimes, some students refuse other's traditions for example in clothes and lifestyle”

**Theme 06:** How do you ensure that pop-culture references are relevant and appropriate for your students' needs, age group, and cultural background?

- Subject 01:

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“It gives them confidence because they are getting information from original sources in addition they feel linked to real life”

- Subject 02 :

“As I said before we need to be selective to know how to pick an appropriate context for our students that suits their interests and their age and their level also their culture, the most important thing is to respect the culture of the learners and to take into consideration how do they feel when they exposed to that given culture ”

- Subject 03:

“The teacher who is going to deal with these topics needs to be selective to opt for cultural sentences and issues, he has to choose only the ones that reflects the American cultures, because some of them can be considered as a taboos in our culture”

- Subject 04

“Sometimes we bring some materials to our classes, but believe me the main important thing is appropriateness and convenience, I advise all the oral class teachers to have workshops about how to integrate these materials and the criteria of selecting these topics and issues”

- Subject 05:

“Teaching language entails and requires teaching culture”

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**Theme 07:** In what ways do you believe pop-culture can contribute to students' engagement and motivation in oral expression classes?

- Subject 01:

“Actually I don't have any specific one, but I know some famous ones like artists of pop culture and pop songs, but honestly I'm not applying that. I used to listen to songs but not any one I'm selective”

- Subject 02 :

“It would highly especially for those students who are much more to audios and listening activities it would help them, and most of the students will focus more on it because it gives them a link to language learning”

- Subject 03:

“As I said before since they are going to receive something they like they can be motivated and they feel themselves a part of the lesson so they engage with the teacher and the process is going to be easy”

- Subject 04

“It would contribute to the motivation not only the intrinsic motivation but also to the extrinsic one when u bring these materials and you know the way to use them, students start to learn English not only to get some marks but also about the way of English is taught”

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- “Subject 05:

They are eager to talk about people from different parts of the world”.

**Theme 08:** Can you provide examples of specific pop-culture references or activities that have been particularly effective in improving students’ oral expression skills?

- Subject 01:

“Of course, there should be a difference, I have a student who listens a lot to pop songs and he benefited a lot in his learning side and his cultural background”

- Subject 02 :

“Occasionally they do when we are talking about the listening skills, I mean the attentiveness is going to be there, samples or examples I'm not sure, to be honest I have dealt with that twice or once before for pop songs that talk about a social phenomenon like poverty, suicide ..Etc.”

- Subject 03:

“If I do so I will analyse the things that I have to give to students to opt for suitable things culturally and religiously”

- Subject 04

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“So my example is movies, the movies I brought to the classroom were appreciated by my learners because it was linked to the other culture or the target culture and our culture as well, because students when they find something in the target culture or the target of superior and they find it also in their own, they start automatically to love their culture, I advise teachers to incorporate something related to our culture and Anglo-Saxon culture as well ( American and British ) ”

- Subject 05:

“Music, food, TV shows, clothes”

**Theme 09:** Have you noticed any differences in students’ responses or performance when Pop culture is integrated into oral expression classes compared to when it is not.

- Subject 01:

“Like any other materials, the sources would always enhance the level of students and would give them enrichment to their cultural background”

- Subject 02 :

“The balance is going to be in the four skills and the cultural background when integrating pop culture, these things would be worked together, and there should be a balance”

- Subject 03:

“I have never tried it so I cannot tell you about the resistance and the challenges”

- Subject 04

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“We teachers have two semesters, in the first one we provide our students with just theory, in the second we provide them with some materials most of them are Pop-culture materials. We can see the difference when incorporating Pop-culture materials can make the difference in learners' attitudes and their motivation language ...etc. I can tell you that integrating these materials makes the reaction in the classroom up and makes it more heated, we started to have debates and conversations, and we started performing the way that native speakers are performing in those videos, it may enhance learners performance , way of facing audience , way of debating and discussing . All these things were noticed when I integrated Pop-culture materials and references”

- Subject 05:

“Yes, motivation is enhanced and vocabulary is enriched

**Theme 10:** How do you assess the effectiveness of using pop-culture references in enhancing students' oral expression abilities?

- Subject 01:

“I say it again I have never used it in class so I cannot give you an assessment”

- Subject 02 :

“It's a good thing and it should be integrated but not extensively there should be always a modification, as I said before we need to be selective in the issues we are opting for to avoid something, not natural something inappropriate which make a confusion for them, finally I would say it's so important and I encourage teachers to integrate it in the Oral expression classes”

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- “Subject 03:

About the assessment, I would say it's a great deal and it's a good step to integrate Pop-culture references and materials in oral classes”

- Subject 04

“About the assessment, I would say that integrating these materials is a must, if a teacher doesn't integrate or use these materials the class would be a failure literally, for me an excellent class and an outstanding oral expression class means that this class would incorporate or integrate Pop-culture related materials and references and I advise that these materials should be diverse”

- Subject 05:

“Pop culture is highly beneficial to reach the Speaking skills and speaking class”

### **4. The Interpretation of the Teacher’s Interview:**

From the answers that we extracted from the teachers, we believe that pop-culture materials are effective in promoting students' pronunciation and cultural background for sure. However, the majority of teachers in the English department are not using this tool due to some reasons that they declared and the most important obstacle is the absence of instruments and equipment that can provide the learner with some new vocabulary baggage. Moreover, pop-culture materials are not always available; hence, this is a common problem that faces students who are interested in pop-culture. On the other hand, two out of five teachers stated that they are interested in incorporating pop-culture materials, especially pop songs because for them it is easier to handle especially for beginners. Finally, all of the teachers confirmed

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that pop-culture references have a positive effect on students' performance in class; also, they are excellent motivational tools to enhance all learning skills and pronunciation and vocabulary in particular. Additionally, a participant mentioned that it is preferable to use authentic pop-culture materials to teach pronunciation because it would be more efficient.

### **5. Discussion and Interpretation of the Obtained Results:**

Based on the student's responses to the questionnaire and the teachers' responses during the interview, we can verify that pop culture has a beneficial impact on students' four skills and cultural backgrounds based on the data analysis and research findings. In addition, students find pop culture and its resources and references fascinating since they view it as a source of inspiration for learning the proper pronunciation of British songs from local speakers. Furthermore, they fervently support the notion of incorporating British films within the curriculum for teaching and learning. However, some teachers advocate the idea of incorporating popular music and movies in oral classrooms to assist students in strengthening their cultural background. They do this by using these materials to help their students improve their pronunciation and other language abilities. They said that the results showed a discernible improvement. However, some students and teachers show no interest in pop culture or even developing pronunciation through using them, while other students do not like using pop songs and films for academic purposes and show negative perceptions toward this issue along with teachers who have the same perception. Through the viewpoints of students, we are aware now of the student's difficulties in the integration of pop-culture materials such as pop songs, videos, and movies and the reasons behind those obstacles. Moreover, we noticed that each student has his way of engaging and practicing the English language through using different tools like pop songs. And the use of those materials depends on their capacities, abilities, and their needs.

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After interpreting the findings of our research study, the research questions and hypotheses are proven, and using pop-culture references and materials as a teaching-learning tool improves EFL students' pronunciation and engagement levels in oral classes. In addition, watching authentic pop songs and movies promotes their cultural background depending on the positive attitude that students and teachers show.

After interpreting the findings of our research study, the research questions and hypotheses are proven, and they are restated as follows:

01 – What is the purpose of integrating pop culture in Oral expression classes?

02- What are the effects of integrating pop culture in oral expression classes?

03 – What are teachers' and learners' perspectives about integrating pop culture in oral expression classes?

For the first question, based on the teachers' perceptions and viewpoints we confirm that the majority of them are using pop culture to enhance their students' pronunciation during the oral class by exposing them to some pop film scenes. In addition; they provide them with films accompanied by tasks to do at home. Furthermore, they consider pop-culture materials as the closest way to reach students' fluency and increase their engagement in the English language the findings revealed in this study are directly in line with a previous study stated by (Jarvis and Burr, p. 174). who confirmed that teachers can use pop-culture materials to fix the students' cultural background problems in the classroom, and it is a perfect method to get students attached to the language, hence they will have the ability to be more willing to use it, practice easily, and have enough confidence to communicate comfortably. Moreover,

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(Washington, 2022) in her research declared that teachers have a crucial role in oral sessions and guiding students and give them motivation and engagement in class and lesson. Then, according to (Visco,2019) research findings, when teachers use pop-culture materials students tend to engage in the lesson and link it to real life, they are also the same results of our research.

The second question, through analyzing the students' and teachers' perceptions, proved that they both have positive attitudes towards using pop-culture materials as a teaching-learning tool in and outside the classroom and that is because of its efficiency that appeared through the scores obtained from the data gathering tools. Following the findings of the researcher ( Luo,2014) we found the same results in which pop-culture materials have a positive effect on both teachers and students. Teachers observed that there is an enhancement in students' vocabulary pronunciation and cultural background, pop songs and movies affect individuals' attitudes and positively develop their interactive tasks, they also enhance learners' speaking skills.

The final question demonstrated positively through the research findings which affirm that pop-culture materials have a positive effect on students' pronunciation and skills.

Moving to the research hypothesis:

- The purpose of integrating pop culture in Oral expression classes.
- The effects of integrating pop culture in oral expression classes.

03-Teachers and learners' perspectives about integrating pop culture in oral expression classes.

The first hypothesis is proved effectively according to the results that indicate pop-culture materials are a valid source for students to promote their skills.

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Pop culture materials are motivators as reported by students and teachers in their responses since they push students to acquire their skills easily, hence the second hypothesis is approved. To sum up, the results of our current research are crucial since using pop-culture materials as teaching-learning tools to improve EFL students' pronunciation and engagement levels in oral classes. In addition, watching them promote their skills and their cultural background depends on the positive attitude that students and teachers show in their responses. Therefore, integrating them into the teaching-learning curriculum will be absolutely an efficient method to deal with such issues of listening and speaking skills.

### **Conclusion:**

This chapter is the practical part of our research study, which is concerned with the description of data collected from students' questionnaire handed to forty students and an interview with five teachers in the English department at Abbas Laghrour Khenchela-University to know their perceptions and viewpoints towards using pop-culture to improve student's skills. Consequently, most of the students show a positive attitude towards using pop-culture materials to promote their language skills. Therefore, they found effective and easier ways to acquire the English Language. So, according to the data analysis results and findings, the research questions asked by the researchers and hypotheses that state pop songs and films have a positive effect on EFL students' skills and cultural background are positively proven.

***General Conclusion Limitations, and  
recommendations.***

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Our research study aims to investigate the effectiveness of using pop culture to enhance students' skills and cultural background, in which we attempt to answer the research questions and validate the hypotheses stated previously in the introduction. In addition, we aimed to check students' and teachers' opinions towards the integration of pop culture in oral classes and to certify if this tool is used by them. Accordingly, the investigation is accomplished with positive results. We conducted this research using qualitative and quantitative methods. Moreover, we have chosen mixed-method research to describe and analyze the data gathered from students and teachers at the English Department at Abbes Laghrour Khenchela University.

Therefore, this research is divided into two chapters. The first chapter is the theoretical part, which contains previous and related studies about our topic and what researchers have said about the effect of pop culture on students and their attitudes towards it. The second chapter is the practical part of our research, which involves administering a questionnaire to second-year students and conducting interviews with teachers to explore their perceptions towards using pop culture materials as a means to improve pronunciation. The results obtained were interpreted and discussed in this chapter. The findings of this study confirm that using pop culture materials in learning pronunciation has a positive impact on students' pronunciation and speaking. Furthermore, students exhibit positive attitudes toward incorporating pop culture into the teaching-learning curriculum. The results also reveal that the majority of teachers at the English Department of Abbes Laghrour Khenchela University frequently use pop culture as a teaching tool, particularly in oral and intercultural communication classes.

To conclude, the research questions and hypotheses are effectively validated, and both teachers and students have positive attitudes toward pop culture as a means of improving students' cultural background and pronunciation. Furthermore, the research has demonstrated that pop culture materials have a positive impact on students' pronunciation and the students

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themselves acknowledge that pop culture materials serve as motivational tools to encourage them to improve their cultural background and oral performance.

### **1. Limitations:**

The researchers faced a number of constraints and challenges when conducting the inquiry for our study. To begin with, many students did not seem interested in responding to the questionnaire. A second problem with the interviews was that most of the teachers were not available due to the holidays and Ramadan closure, and those who were available could not be reached because of time constraints. The brief amount of time we had to complete the research was the third restriction. Additionally, the researchers encountered a problem with students who showed confusion about the topic of the research. The final restriction was that the researchers were not permitted to teach; therefore, they were unable to perform their research through teaching. However, even if they were permitted, the procedure would have taken a very long time.

### **2. Recommendations:**

Drawing from the knowledge and viewpoints about using pop culture to help students communicate effectively in different real-life situations, several important suggestions are proposed for educators, learners, and researchers

#### **For Students:**

Through conducting this research, we believe that these recommendations will pave the way for English students and make their learning process easier. Encouraging students to pronounce words correctly requires them to continuously watch popular music videos, films, and television shows, mimic them, and practice. This approach enables them to acquire correct pronunciation quickly, effectively, and implicitly. Additionally, it depends on their efforts in developing speaking skills because classroom lessons alone may not suffice to

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master speaking. Therefore, EFL students must take advantage of their free time to enhance their oral performance, motivation, and engagement. Students should be mindful of choosing appropriate pop-culture materials that can have a dual effect on their pronunciation improvement, background knowledge, and other benefits, besides entertainment. It's crucial to select pop culture references that do not negatively impact their morals or beliefs. They should also explore different new methods that facilitate improving their oral performance, such as podcasts, music, videos, and more. By doing so, they can overcome potential challenges like feeling ashamed while speaking in public or with friends, which can otherwise limit their capacity for improvement.

### **For Teachers:**

As there are recommendations for students, there are also some recommendations that we believe are helpful for foreign language teachers. They must use modern techniques and tools like songs and film scenes to teach speaking and cultural issues, especially in oral classes. This will give good results in the enhancement of EFL learners' speaking skills. Also, they must provide their students with authentic sources to learn about pop culture, along with using pop culture references and materials inside the classroom when presenting the lesson if possible, as a sort of influence.

Additionally, teachers should insist on intercultural communication, motivation, engagement, and achievement levels in relation to pop culture, especially since it is more effective than other tools and more elegant to use. However, they should provide their learners with film scenes at least once or twice a week. They should select movies with a specific purpose that fits learners' needs. Additionally, they must be given the chance to all of them to talk freely without judging them, such as in role play or group discussion. Moreover, the administration should provide all materials that fit students' learning and teachers' needs in oral classes, and

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the session of oral expression should be more than 90 minutes to give the chance to all students to practice and add the analysis of film scenes to the teaching and learning curriculum.

### **For Researchers:**

As there are recommendations for students, there are also some recommendations that we believe are helpful for foreign language teachers. They must use modern techniques and tools like songs and film scenes to teach speaking and cultural issues, especially in oral classes. This will give good results in the enhancement of EFL learners' speaking skills. Also, they must provide their students with authentic sources to learn about pop culture, along with using pop culture references and materials inside the classroom when presenting the lesson if possible, as a sort of influence. Additionally, teachers should insist on intercultural communication, motivation, engagement, and achievement levels concerning pop culture, especially since it is more effective than other tools and more elegant to use. However, they should provide their learners with film scenes at least once or twice a week. They should select movies with a specific purpose that fits learners' needs. Additionally, they must be given the chance to talk freely without judging them, such as in role play or group discussion. Moreover, the administration should provide all materials that fit students' learning and teachers' needs in oral classes, and the session of oral expression should be more than 90 minutes to give the chance to all students to practice and add the analysis of film scenes to the teaching and learning curriculum.

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# *Appendices*

# Pop-culture in oral classes

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## Students' Questionnaire

01- What's your Gender:

- Male
- Female

02 - What is your English proficiency?

- Good
- Average
- Beginner

03 – What's your Age?

- 19-25
- 25-40
- 40-60

04 - How did you decide choosing English?

- By pleasure
- Obligated
- Others

.....  
.....

05 - How often do you dedicate time to honing your speaking abilities?

- Always
- Sometimes
- Rarely

06- -How do you want the teaching method in the Oral expression class to be?

.....  
.....

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07- Do you agree that you can master speaking skill through Oral expression classes? Justify?

.....  
.....  
.....  
...

Popular culture (also called mass culture or pop culture) is generally recognized by members of a society as a set of practices, beliefs, artistic output (also known as popular art or mass art) and objects that are dominant or prevalent in a society at a given point in time.

08- Have you tried before to read about Pop-culture?

-Yes

-No

09- Is Pop culture something good or bad? What do you think?

.....  
.....

10- Pop-culture is Something new do you think it's going to be acceptable to learn with or no? Justify?

.....  
.....  
.....  
...

11- Does Pop-culture affect your own Culture? If yes, how?

.....  
.....

12- how confident do you feel in your ability to communicate effectively with people from different cultural backgrounds?

.....  
.....  
.....  
...

13- In what ways do you think your oral expression classes could better support the development of your intercultural communicative competence?

14- Do you believe pop culture can teach you about other cultures?

## Pop-culture in oral classes

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-Yes

-No

15- If pop culture references were eliminated from oral expression lessons, how do you think it would impact your motivation and participation?

.....  
.....

16- Do you find that integrating pop-culture into oral expression classes increases your engagement and motivation? Why or why not?

.....  
.....

..... 17 -Does integrating pop culture aspects such as pop music into oral expression classes make them more enjoyable? Justify your answers?

.....  
.....

18 - What advantages do you see in integrating pop culture elements, such as music and references, into oral expression classes?

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19- Is Integrating pop-culture in oral expression classes effective in enhancing students' learning outcomes? Justify?

- Yes

- No

Justify.....  
.....

20 – What Do you suggest about this issue?

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# Pop-culture in oral classes

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## Teachers' Interview

### **Question 01:**

How do you feel about using pop culture references in oral expression lessons generally?

### **Question 02:**

Have you ever used pop-culture in your teaching curriculum? If so, how did you integrate it?

### **Question 03:**

What motivated you to incorporate pop culture into your teaching methodology?

### **Question 04:**

What benefits do you see in integrating pop-culture references to enhance oral expression skills?

### **Question 05:**

Have you encountered any challenges or resistance from students or colleagues when integrating pop-culture into your lessons? If yes, how did you address them?

### **Question 06:**

How do you ensure that pop-culture references are relevant and appropriate for your students' needs, age group and cultural background?

### **Question 07:**

In what ways do you believe pop-culture can contribute to students' engagement and motivation in oral expression classes?

### **Question 08:**

Can you provide examples of specific pop-culture references or activities that have been particularly effective in improving students' oral expression skills?

### **Question 09:**

How do you balance integrating pop-culture with more traditional teaching methods and materials?

### **Question 10:**

Have you noticed any differences in students' responses or performance when pop-culture is integrated into oral expression classes compared to when it is not? 10- How do you assess the effectiveness of using pop-culture references in enhancing students' oral expression abilities ?

### **Résumé :**

## Pop-culture in oral classes

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Notre étude visait à examiner les attitudes des étudiants et des enseignants à l'égard de l'utilisation de culture populaire pour améliorer la communication culturelle des étudiants. Le but de notre étude actuelle est de prouver l'efficacité de l'utilisation de culture populaire pour améliorer la cote culturelle des étudiants de deuxième année de LMD au département d'anglais de l'université Abbas Laghrour de Khenchela. Cette recherche a été menée en utilisant des méthodes mixtes ; des conceptions qualitatives et quantitatives, ainsi qu'une conception descriptive simple. De plus, les données ont été collectées auprès de 40 étudiants de deuxième année à l'aide de questionnaires, et auprès de cinq enseignants du département d'anglais à l'aide d'entretiens. Les résultats de la recherche montrent que la majorité des participants sont intéressés par le visionnage de culture populaire comme ils le sont pour la réaction culturelle. De plus, les résultats ont prouvé que les étudiants et les enseignants ont des attitudes positives à l'égard de l'utilisation de culture populaire références et matériaux pour améliorer la motivation et l'engagement, car elle est considérée comme un outil de motivation. De plus, certains enseignants d'anglais utilisent des scènes de populaire films et sons en classe et encouragent fortement l'idée de les inclure dans le programme d'enseignement-apprentissage. Ainsi, l'utilisation de culture populaire matériaux comme outil d'enseignement-apprentissage a un effet positif sur le bagage culturelle des étudiants, par conséquent, les questions de recherche sont résolues et les hypothèses de recherche sont confirmées de manière efficace.

تهدف دراستنا إلى التحقق من وجهات نظر الطلاب والأساتذة اتجاه استخدام الافلام البريطانية وإثبات مدى فعاليتها في تحسين مهارات التحدث باللغة الإنجليزية لطلبة السنة الثانية جامعي تخصص لغة إنجليزية في جامعة عباس لغرور خنشلة. تم إجراء هذا البحث بالدمج بين الاسلوبين الكمي النوعي، بالإضافة إلى الاسلوب الوصفي. حيث تم جمع البيانات من 40 طالبا من السنة الثانية باستخدام الاستبيانات وخمسة مدرسين من قسم اللغة الإنجليزية باستخدام المقابلات. أظهرت نتائج البحث أن أغلبية المشاركين مهتمون بالثقافة الشعبية . إضافة إلى ذلك، اثبتت النتائج أن الطلاب والمعلمين لديهم مواقف ايجابية تجاه استخدام الثقافة الشعبية لتحسين الجانب الثقافي و تحفيز الطلبة على الاندماج حيث يعتبرونها اداة تحفيزية. وكذلك يستخدم بعض مدرسي اللغة الإنجليزية مشاهد من الأفلام الشعبية و بعض المقاطع الموسيقية في الصف ويشجعون فكرة إدراجها في المنهج التعليمي. وبالتالي، فإن استخدام الثقافة الشعبية كأداة تعليمية له تأثير إيجابي على تحسين الجانب الثقافي للطلاب إذن قد تم الإجابة على اسئلة البحث وتم تأكيد فرضيات البحث بشكل فعال .