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**THE IMPACT OF TEACHING ENGLISH CULTURE IN EFL CLASSES: CASE STUDY
OF MASTER ONE STUDENTS AT THE UNIVERSITY OF LAGHOUAT**

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Dedication

In the Name of Allah, the Most Merciful, the Most Passionate

This work is dedicated to my beloved parents, my sisters, brothers and every one help or support me to do this research.

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Abstract

The present study aims at investigating the influence of teaching English culture on Algerian classes as well as identifying teachers' practices and techniques that enhance students' interest in the English culture. As majoring tools two questionnaires conducted at Laghouat University, this study tries to confirm the hypotheses that if students might cooperate and engage in learning cultural content if EFL teachers use cultural information appropriately, Therefore, the first questionnaire was administered for the university teachers of English to find out their teaching strategies. The second questionnaire was directed to master one students. The study reported that foreign language teachers are aware of the importance of culture teaching; they also use different techniques to convey cultural aspects of the target language for, students showed great interest in incorporating English culture through various techniques to present the target features in their class. In the light of these findings, the present study recommends the integration of the target culture in a foreign language teaching context.

List of Tables

Table 3.1: Teachers' visit to an English-speaking Country	33
Table 3.2: Teachers' Description of Learners' Level.....	33
Table 3.3:Problems Faced by Students	34
Table 3.4:Teaching Language With its Culture.....	35
Table 3.5: Teachers' Teaching of Cultural Aspects.....	36
Table 3.6: Teachers' Views Concerning Students' Attitudes Toward English.....	37
Table3.7:Teachers'Encouraging Students to Compare between Algerian and Foreign Culture	38
Table 3.8: Teachers' Views Concerning Teaching English Foreign Language to Algerian Students.....	40
Table 3.9: Students' Gender.....	41
Table 3.10: Students' Choice to Learn English	42
Table 3.11: Students' Viewpoints about their Level.....	43
Table 3.12: Students' Attitudes Toward Learning English Language.....	43
Table 3.13: Students' Perceptions about the Importance of Attitudes in Learning.....	44
Table 3.14: Factors that Enhance Students' Attitudes.....	45
Table 3.15: Students' Opinions about Teaching Techniques.....	45

Table 3.16: Students Opinions Concerning Lessons which Promote Communicative Skills.....46

Table 3.17: Techniques which raise Students' Interest.....46

List of Abbreviations

EFL : English Foreign Language

FL: Foreign Language

Big “**C**” : Big Culture

Small “**c**” : Small Culture

Content

General Introduction.....	1
----------------------------------	----------

Chapter One: Culture in the Realm of Teaching Foreign Language

1.1.Exploring what Culture is.....	6
-------------------------------------------	----------

1.2. Definition of language.....	10
-----------------------------------------	-----------

1.2.1.Connection between Language and Culture.....	11
-----------------------------------------------------------	-----------

1.3. The Value of Culture in EFL Classroom.....	12
--------------------------------------------------------	-----------

Conclusion.....	14
------------------------	-----------

Chapter two: Using Cultural Content in EFL Classes

2.1.The progress of culture-based tasks in class.....	16
--------------------------------------------------------------	-----------

2.1.2.Ways of Teaching Culture in the Classroom.....	12
-------------------------------------------------------------	-----------

2.2.Cultural Information and its Role inside Classes	14
-------------------------------------------------------------------	-----------

2.3..The role of Teachers and Learners in The Classroom.....	16
---------------------------------------------------------------------	-----------

2.3.1.Activities for Teaching Culture	18
----------------------------------------------------	-----------

Conclusion	20
-------------------------	-----------

Chapter Three: The Way Culture Should be Integrated in Classes

3.1. Description of the Questionnaire.....	22
3.1.2. Data Analysis	23
3.1.3 Aims and Administration	26
3.1.4. Sample	32
3.2.1. Description of the Questionnaire	33
3.2.2. Data Analysis	34
3.2.2. Suggestions	40
3.2.2.1. Teachers' suggestions	40
3.2.2.1. Students' suggestions.....	40
3.3. Limitations of the Study	40
Conclusion	41
General Conclusion	46
References	47
Appendix One: Teachers' Questionnaire.....	48
Appendix Two: Students' Questionnaire.....	50

Chapter One:

Culture in the Realm of Teaching Foreign Language

General Introduction

Teaching culture has seen many changes throughout history; in the early years, the emphasis was on teaching the major "C" of culture, which mostly relates to literature, history, and geography. Scholars began to respect the cultural background of teaching a foreign language in the 1970s, i.e. the small "c": actions, attitudes, and beliefs. It was not thought that mastering language structures was simply required for establishing communication ability. Students must also learn how to communicate their emotions through words in a variety of social contexts. In the 1980s, including culture into foreign language programs became a requirement, and thanks to technical advancements, culture components were apparent in action, e.g., video technology made it simple for foreign teachers to exhibit highlights of any culture in the form of films and documentaries.

In contrast, functionalists defined culture in terms of individual behavior, providing a comprehensive explanation for why similar behaviors occur in addition to their purposes. Teachers utilized suitable strategies and approaches in conveying the target cultural content, such as the mono-cultural and comparative approaches, in order to involve students in communicative scenarios in order to enhance their abilities. Also, role playing and the use of maps, pictures, and videos can help students understand the differences and similarities between cultures. For example, in a food class, the teacher may bring some videos to show students different types of dishes and eating habits in British and Algerian regions, in order to familiarize and accept the strange culture.

As a consequence, both methods offer a theoretical account of behaviors and their roles. Due to the complexities of culture, various academics and researchers have defined it. Riley (2007)

described culture as "the sum total of the information, beliefs, values, and abilities that one needs to communicate and use in the community and circumstance in which the individual lives" Al-Qudaimi, (2013,p,2).

Furthermore, "culture tends to signify that body of social, aesthetic, and philosophical traditions linked traditionally with a specific socioeconomic, ethnic, or national organization," Sowden stated (2010,p,5). Peck (1998) defined culture as "the accepted and predictable modes of conduct of a specific population" Fleet,(p,6). As a result, the term culture refers to people's ways of life in terms of how they behave in various situations, as well as their attitudes, views about subjects, others, and so on. The notion of culture became an essential topic to enter the education sector in the twenty-first century, which led some researchers to criticize the idea of teaching culture in the EFL classroom alongside language teaching. Others, on the other hand, supported incorporating culture into language courses and textbooks. They primarily highlighted one assertion: when students are exposed to target culture components such as behavior patterns, food, and values, they become curious about acknowledging the target cultural issues, by trying to make a sufficient effort to find alternatives and solve these issues by effectively having to interact with others.

In addition, they face diverse ideas, customs, and circumstances in their classes, but they don't know how to respond or act in those scenarios. Teaching simply language as organization without knowing the background of people they live in is not enough to learners. As a result, it would be preferable for teachers to have a variety of approaches that may assist students in accepting the unfamiliar aspects of the target culture, after which they can develop their attitudes toward various barriers and solve them. Teachers also employ technology tools to make class explanations easier. As a consequence, the learner is able to comprehend and recall the knowledge

that he or she provides about the target culture. It also makes teaching and learning more enjoyable by facilitating them. Therefore, it is important to investigate the impact of teaching culture on EFL students' attitudes at Department of English, Amar Thelidji University- Laghouat ,Therefore, the integration of cultural features in class may have great impact on students 'attitudes toward learning English as second language. Hence, the following questions are to be answered:

-How can teachers use cultural content to appeal to student's of master one needs?

-In other words, How can EFL tutors use culture wisely in their class?

The current study aims at investigating the impact of teaching English culture on EFL classes. Furthermore, teachers' efforts in making students of master one classes interested in teaching English culture. In addition, it tries to identify the benefits of integrating culture simultaneously with language in EFL classrooms. Moreover, this study is an attempt to show the use of appropriate approaches and techniques to facilitate integrating culture as an new element to be understandable acceptable in master one classes.

Current research is related to the role of using culture in teaching in order to increase EFL students' interest in the target culture, and enhance their communicative competence. Some students seem to enjoy reading books about the target culture. It is also better for the foreign language teacher to take into account the different learning trends towards the courses and their titles. He can use a teaching style that suits all lessons. Therefore, this research is based on the following hypothesis:

H1: If culture is integrated into an EFL class, students of master one will be more interested in knowing the culture of the language they are learning. The null hypothesis indicates that there is no relationship between the two variables:

H0: If culture is integrated into the EFL class, students of master one will not have more interest in knowing the culture of the language they are learning .

In this study, the quantitative descriptive method will be used in order to confirm or disconfirm the research hypothesis. It will investigate the students' attitudes towards the integration of culture in EFL classes through the quantitative method. The questionnaire will help in gathering quantifiable data via administrating a master one students' questionnaire and teachers' questionnaire at the Department of English, Amar Theliedji University of Laghouat. The descriptive method will be used to collect and analyze the different views of students and teachers at the Department of English, Laghoaut University, about learning and teaching culture with the foreign language in classes.

As data collection tools, two questionnaires were prepared; the first will be delivered to master one students at the Department of English in Laghoaut University. It aims at clarify the students' attitudes towards the integration of culture features in EFL classes and the second will be directed to English teachers at the same university to know their opinions about integrating culture in foreign language teaching and to identify the appropriate approaches used by them in order to convey aspects the target culture in classes.

The thesis is divided into three chapters. The first and second are theoretical, and the third is practical. **The first chapter** - an overview of culture - defines culture, presents the relationship between culture and language, and identifies the importance of teaching culture in English classes. **The second chapter** presents - about integrating culture into education - and explains the most important ways to help integrate culture into education, and the impact of culture on learners' attitudes, then highlights the importance and the main role of culture in teaching and learning classes.

Chapter 3 - Data Description and Analysis - describes the data collected from the student and teachers questionnaire. Provides data analysis and interpretation. Ultimately, some techniques and strategies should suggest for integrating culture in EFL classes.

Culture is an additional support in language teaching and learning in the sense that it encompasses fundamental elements such as symbols, thoughts, literature, art, behaviours, and acts in everyday activities. Teaching a foreign language and culture are therefore inextricably linked. Therefore, language and culture are learned at the same time to help students improve their communicative skills. This chapter sheds the light on some possible definitions of culture and language, as well as their characteristics. Also shows the role of culture in teaching foreign language. Finally, it discusses the importance of teaching culture in EFL learning.

1.1.Exploring what culture is

The term 'culture' is derived from the Latin word *cultura*, which means 'cultivation.' Our past has had a significant impact on how we think. The current features and ideas that comprise an organization's mindset define its culture. Let us examine the foundations of culture and the elements that make it up. Some concepts are simple and straightforward to discuss and manage in an informal discussion or school project for students.

In other words, certain issues may be handled and dealt with concurrently from a variety of perspectives and perspectives without any limits or reservations; however, this is not the case with culture. It's a perplexing and deceptive concept that perplexes both practitioners and academics. Culture is neither a physically complex and quantifiable concept, nor is it a mathematical equation, as it could be. Instead, an abstract mental idea that cannot be seen or felt has been established or refuted. It is also the aggregate of all the rules and conventions that define a group of individuals. Simply said, culture is neither a collection of pre-defined pathways to pursue, nor is it a set of buttons to push to operate the system. Kim Ann Zimmerman stated in (2018) that it is considerably more than that. People are motivated to behave by a moral notion of their being and essence.

Language, religion, food, social practices, music, and the arts are all examples of cultural features and knowledge that determine a people's identity. Even the simplest interactions, such as morning pleasantries, seeing kids, and interacting with teachers and principals, demonstrate it. Because culture has an impact on society as a whole, the answer to the question "What is culture?" Given the vast topic matter and the various thoughts that come to mind, it is unlikely to be straightforward or succinct.

According to the Center for Advanced Research on Language Acquisition, culture is defined in (2015) as "shared patterns of behaviors and interactions, cognitive structures, and understandings that are learned through socialization," and can thus be seen as the development of a collective identity reinforced by unique social patterns. Material culture, which comprises all material objects produced by man, such as houses, clothes, tools, and so on, and non-material culture, which includes, among other things, the human intellect, ideas, philosophy, and religion. The world has evolved. It has modernized, evolved, globalized, and grown increasingly complicated; as a result, the educational system must adapt to these fast changes by embracing current technology, new techniques, and, most crucially, new thinking.

In the end, the culture of teaching in EFL classrooms is critical and has evolved into a need rather than a bonus. It is an intriguing notion and a driving force that may be the solution to elevating the educational system; it may also be the most effective approach to accomplish the required objectives. Furthermore, by incorporating a cultural context into the present learning situation, students will be more interested and encouraged to participate in and become acquainted with the classroom activity. Culture is essential to us because it gives meaning to existence and encompasses all aspects of daily life, including the subconscious.

To flourish in a culture, it is important to understand its characteristics. We will learn about numerous important cultural aspects, As we mentioned previously ,culture refers to the pattern of human behavior as well as the symbols that give it meaning. Culture includes art, literature, dress, customs, language, and religion. Culture is characterized by people's lifestyles and beliefs. Their moral ideas and teachings play a significant role in their society. People from different regions of the world have different cultural importance. Cultural variations may be seen in people's thinking and behavior patterns. Culture has five basic characteristics: It is learned, shared, based on symbols, integrated, and dynamic. All cultures share these basic features. First culture is learned, It isn't hereditary; we don't get it from our parents. A lot of learning culture is unintentional. Families, peers, institutions, and the media are all places where we learn about culture. Enculturation is the process of learning a culture. While all humans have fundamental biological requirements like food, sleep, and sex, how we meet those needs varies greatly between cultures. Second, Culture is shared, We can act in socially accepted ways and predict how others will respond because we share culture with other members of our community. Despite the fact that culture is shared, this does not imply that it is homogeneous . Below, we'll go through the many cultural realms that exist in any culture,

Moreover ; Culture is based on symbols, A symbol is a representation of something else. Symbols differ from culture to culture and are arbitrary. They are only meaningful when everyone in a society agrees on how to utilize them. Symbols can be found in language, money, and art. The most significant symbolic component of civilization is language. Also there is other character which is Culture is integrated. This is referred to as holism, or the interconnection of many aspects of a culture. All facets of a culture are interconnected, and in order to really comprehend it, one must learn about all of its components, not just a few. the last character which is ;Culture is

dynamic, Cultures interact and evolve as a result of this. Because most civilizations interact with one another, ideas and symbols are exchanged. All civilizations evolve; otherwise, they would struggle to adjust to changing circumstances. Because cultures are intertwined, if one component of the system changes, the entire system is likely to alter as well.

1.2. Definition of language

There have been numerous proposals for linguistic definitions. Language, according to (Henry Sweet 1969:8), an English phonetician and language scientist, is the communication of ideas through speech-sounds joined into words. Words are combined to form sentences, similar to how concepts are combined to form thoughts. (Bernard Bloch ,1991:13). and (George L. Trager 1967:150), two American linguists, came up with the following definition: A language is a set of arbitrary vocal symbols that a social group uses to communicate. Any concise definition of language introduces a number of assumptions and raises a number of questions. The first, for example, places an excessive amount of emphasis on thought, whereas the second employs arbitrary in a specific manner .Language researchers may disagree on a precise definition since they disagree on some notions, such as whether language must have a written and/or oral component, but they all agree that language is a rule-based system of signals. When people hear the phrase "rule-based language," they usually think of other contexts in which rules are enforced by a specific authority. Consider classroom behavior as an example. Students are supposed to sit still, stay silent, pay attention, and so on; normally, if they do not follow these guidelines, they will face consequences. Language norms, on the other hand, are not enforced by any authority person; there are no language police. Language rules, on the other hand, are conventions.

1.2.1. Definition of English Foreign Language

English as a Foreign Language is the study of English in a nation where English is not spoken. Linked to learning English in China, for example, are classified as EFL students since English may not be the country's main language. The study of English by non-native speakers in places where English is not the main language is referred to as English as a Foreign Language. This is not to be confused with English as a Second Language (also known as English as an Additional Language), which is the practice of studying English in a place where English is the primary language. English as a Foreign Language (EFL) is increasingly being taught in regular schools across the world. EFL teachers have the chance to focus on areas of learning other than grammar, vocabulary, and the standard four skills as part of a wider general curriculum, Sheena Marie(1956;p66).

1.2.2. Connection between Language and Culture

People use language to convey their ideas, thoughts, and beliefs, and language also reflects people's cultural realities. The term "language" is significant at this stage, because its meaning relates to the seamless relationship between language and culture. Language is a wholly human and non-instinctive manner of transmitting ideas, feelings, and wants through a system of consciously constructed symbols, according to American linguist Edward Sapir.(1962, p. 8).Language has long been concerned by the relationship between language and culture. Cain (2000), for example, claims that it is conceivable to identify crucial elements in the link between language and culture that might enhance comprehension and hint to how such comprehension might be realized and encouraged inside a foreign-language classroom (Cain, 2000, p.5). In a similar sense, Kramsch (1998) describes language as "**principal means whereby we conduct**

our lives... “(Kramersch, 1998, p. 1). It is not wrong to say that culture and language crossover with one other via cumulative human experience, given the seamless relationship between language and culture that is congruent with relevant literature. Language educators and some of the field's most notable academics argue that language reflects culture and vice versa. Because culture is inextricably linked to linguistic conceptions, the presence of one phenomena is contingent on the presence of the other. Language, as the cornerstone of culture, is profoundly influenced and shaped by cultural values, attitudes, and beliefs. Kramersch (1991) assumes that culture and language are **"inseparable and constitute a single universe or domain of experience"** (Kramersch, 1991, p. 217). When the needs of foreign language learners are considered, the English language and its indigenous milieus create the foundation for developing cultural competency and implementing a progressive and suitable acculturation process. It is clear from this that language and culture have always been intertwined. A language learner can only be efficient in expressing the intended messages if the cultural aspects are properly internalized.

1.3. The Value of Culture in EFL Classroom

Even though, monumental analysis dedicated to distinguishing the character, value, and role of culture in language school rooms, the matter of culture in EFL school rooms remains a contentious topic among faculty curricula, syllabi, textbooks, EFL lecturers, and EFL learners throughout the planet. this subject remains relevant these days in terms of the subsequent question: however will EFL education evolve within the learner's culture in such the simplest way that it doesn't undervalue either their own or the target culture, however instead prepares them to be intercultural mediators during a globalized world? additionally, grammatical ability, communicative ability, language proficiency, and a shift in views regarding one's own or another

culture square measure all a part of an EFL room. Cultural competence, outlined as an understanding of another country's practices, cultures, beliefs, and systems of that means, is undeniably a crucial element of EFL teaching and learning for each lecturer and laypeople. Thanasoulas (2001;p33) claims that several lecturers feel that the foremost essential pedagogic goal is to incorporate culture into the EFL info. (Thanasoulas, 2001.p.1). Recognizing the discourse and cultural circumstances during which the target language is also used properly and effectively in EFL teaching and learning entails arming learners with the psychological feature skills they need during a second culture. In reality, understanding of culture-specific meanings should be supplemented by information about a language's grammatical structure. In any case, English learning-teaching is additionally foreign culture learning-teaching, and culture has been schooled and learned within the EFL room in some type or another for a spread of reasons. In alternative words, teaching and learning a language while not additionally teaching and learning the culture during which it operates, as if the method were sole regarding teaching and learning a language. The most gratifying notion is to include culture into the EFL classroom in order to build cultural awareness and communicate effectively in the target setting. This concept may be accomplished by highlighting some aspects of the target culture and focusing on the features that are important to the target community's members. This can be accomplished by discussing the foreign culture's geographical setting, historical or political evolution, institutions and customs, literary achievements, and even the smallest elements of its members' daily lives. Sscholars have focused on the near connection between language and culture. The acknowledgment of such a connection draws language teachers' attention to the fact that language does not exist in isolation from culture, and that understanding culture is the secret to understanding language.

Learning a language without understanding the culture seems to be ineffective and incomplete. Learning a language without understanding much about the people who speak it seems pointless to L2 students. Knowing the linguistic system of a foreign language is just one aspect of learning a new language. Learning a language often entails learning its history.

Up to Bada (2000, p. 101), **“the need for cultural literacy in ELT arises mainly from the fact that most language learners, not exposed to cultural elements of the society in question, seem to encounter significant hardship in communicating meaning to native speakers.”**

Learners will benefit from learning about the target culture's geography, history, arts, and so on, which will aid them with their general education (Cooke, 1970). When it comes to the many ways that culture affects language instruction, McKay (2003) argues that there are two types of influences: linguistic and pedagogical. It has an effect on the use of instructional materials from a pedagogical stand point. In other words, when selecting language resources for use in the classroom, understand the cultural quality of the instructional materials as well as the cultural foundation of the teaching technique. It has linguistic implications at the semantic, pragmatic, and discourse stages. Another advantage of teaching culture is that it helps students differentiate between their own culture and the target culture. Due to the obvious confusion between their own culture's norms and the target culture's norms, learners often use their native culture norms to perform various speech actions. In reality, the speech act is one of the few areas where the mother culture can be clearly transferred.

Also, the aim of teaching culture, in keeping with Seeley, is for all students to be told the cultural awareness, temperament, and performance skills needed to act properly among an area of another community and act with folks liberal therein culture. once intercultural awareness is one in all the aims of culture teaching, students become a lot of awareness of their own culture and a lot of interested in the international culture, in

keeping with Chastain. (Seelye, 1993: 26) went more and suggests six tutorial goals for culture teaching. These goals square measure as follows: "The teacher ought to facilitate the scholars to develop an interest in United Nations agency within the target culture did what, where, once and why and a few sophistication in evaluating statements concerning the culture and checking out a lot of concerning it". For them, the teaching of culture is concerning serving to the scholars to develop data of however everyone's behavior is influenced by their culture Associate in Nursing it's thought-about as an awareness of however social factors like age, sex, socioeconomic category, and place of residence have an effect on however folks speak and act. additionally, it helps to possess a much better understanding of however folks within the target culture to behave in everyday things and to enhance one's ability to analyze and refine generalizations concerning the target culture in terms of proof. Moreover, it develops the talents necessary for locating and organizing data on the target culture similarly because the students' intellectual curiosity for the target culture ought to be piqued, and sympathy for its folks ought to be inspired. it's believed that every one goal of culture teaching stress ; **“knowledge about the target culture, awareness of its characteristics and differences between the target culture and the learner’s own culture”** (Stern, 1992, p. 212).In order to reach these goals a systematic and organized way of teaching culture is necessary. Culture teaching should not be **“incidental to the real business of language teaching”** (Byram,1989, p. 3).Culture teaching should not as well be dealt with as **“an interesting sidelight that is included periodically to provide a change of pace from language study”** (Chastain, 1988, p. 305).

Cultural awareness is that the ability to acknowledge and distinguish one's own culture from that of another. this can be confirmed by Byram (1989), World Health Organization outlined cultural awareness as a notion during which students study the similarities and variations between their own culture and therefore the target culture so as to speak. Kramsch (1993) agrees with Byram; he believes that learners ought to remember all the variations between their native culture and therefore the target culture through exams and explorations, which might eventually lead them to understand the globe

from a spread of views. He goes on to mention that the final word goal of cultural awareness isn't simply to attain communication, however conjointly to be ready to respect different people's views within the same means that one will appreciate one's own. Tavares and Cavalcanti (1996, p. 18) persist to say:

« the development of people's cultural awareness leads us to more critical thinking as citizens with political and social understanding of our own and other communities ».

To put it in a different way, the expertise of visiting a replacement culture raises a slew of issues, not solely concerning folks, however conjointly concerning oneself and one's own culture. moreover, consistent with Pachler (1983;p34), learners ought to be knowledgeable of the target culture in order that they'll bear in mind each 'verbal and non competent speakers of the target culture. Recognizing the importance of culture verbal performance is that the beginning. The role of lecturers in teaching a far-off language isn't restricted to show the abilities of language, however, it exceeds the teaching of its culture beside it. Bamgode suggests that the foreign language lecturers ought to teach their learners concerning the target culture exploitation the purpose read of the natives, thus, learners have to be compelled to be exposed to foreign culture things, so as to own experiences concerning the target culture completely different behaviors (1994, p. 117). this can be supported by the reading of Taveres and Cavalcanti (1996;p12) UN agency centered on the importance of teaching culture besides language.

They claimed that there's no higher manner than involving the teaching of culture, that should be seen as necessary as foreign teaching, however not as how to support teaching. The purpose as claimed by them is to develop students to create cultural awareness which might sure as shooting improve the understanding of their own culture further because of the target one. Byram (1989) still focuses on the importance of teaching culture and its advantages toward teaching, for him,

cultural awareness contributes to language awareness and proficiency. Therefore, he believes in the significance of together with cultural components within the language curriculum, and since language invariably portrays the insights and perceptions of the foreign language users toward the globe because it too portrays their cultural ideas and beliefs. Consequently, Byram concludes that: “to speak a language is to talk a culture, to exchange language that embodies a selected manner of thinking and living” (p.169) briefly, one cannot learn a language and neglect its culture, thus, cultural awareness is extremely necessary within the instructional system of foreign learning, Kramersch (1993) claims that cultural awareness should be seen each as sanctionative language proficiency and full ability, and as being the end result of reflection on language proficiency.

The study of culture widens the learners’ info, Imara (2003) shows the importance of learning concerning culture, thus, he indicates the requirement to examine the others, so as to extend cultural awareness concerning the targeted society; their civilization, culture, and faith. He argues that this awareness of a few groups results in eliminating any misunderstandings, by claiming that, if one will grasp the other’s real purpose he will simply shield his own, once it's required. Another useful purpose is gained from cultural awareness, is that the ability to understand one’s self, when, there's a capability to match it with others, therefore, the openness to the globe leads folks to be additional intimate with the globe around them. during this sense, one will perceive higher himself, once evaluating and identifying his own with the others. Goeth aforementioned that: « Compare yourself! acknowledge UN agency you are! (as cited in Merrouche, 2006, p.118).

Conclusion

From this review, one will come back up with the conclusion that the combination of culture in instruction has long been a matter of discussion between students, mainly once it involves foreign instruction and learning, though the indisputable relation of language and culture. it's price noting here that the question of whether or not to include culture together with instruction or not does not mean that language and culture don't go along in instruction.

Chapter two:
Using Cultural Content in EFL Classes

Teaching culture to master language students isn't a new task; However, after decades of advancement in language teaching, one could ask if culture has become an increasingly essential component of language curricula and teacher training programs. Similarly, it's unclear if language education researchers and authors are still interested in discovering successful ways to incorporate culture in master's and foreign language classes. To that aim, this chapter tries to provide some light on the subject. This chapter discusses in what way culture is taught in EFL classes and what are the concerns of teaching culture. It also includes some strategies for teaching culture and finally it shows goals of teaching culture.

1.1.The progress of culture-based tasks in class

To begin with, culture and language are inextricably linked. According to Brooks, (in his book *Language and language learning: theory and practice* 1960p.85-86) he said :We should be interested in studying culture as language instructors not because we want to teach the culture of another nation, but because we have to teach it. We are studying useless symbols or symbols to which the learner attaches the incorrect meaning if we teach the language without also teaching the culture that functions. Brooks will link American notions or objects with alien symbols unless he is cautioned, unless he is given cultural training. (Brown ;1987,p23), on the other hand, claims that language is part of culture and culture is part language in his book *The Role of Culture Through the Eyes of Different Approaches to and Methods of Foreign Language Teaching* (1994 p. 164). The two are so interwoven that it's impossible to separate them without losing sight of the value of language or culture.

In a more detailed way (Botjes 1990 p,12), in his book *The Importance of Including Culture in EFL Teaching*, he said that using certain *Ethnographic Language Studies*, lists numerous

reasons why language is important. (1) learning a new language It does not follow a universal sequence but varies across cultures; (2) The process of becoming a competent member of society is achieved through the exchange of language in certain social situations; (3) Each society orchestrates the ways in which children participate in certain situations, which influences the form, function, and content of children's utterances; (4) The preoccupation is a term used to describe the state of being preoccupied with something (p. 55). The second argument for the need of including cultural problems into EFL programs stems from the concept that language instruction is cultural education since language and culture are inextricably linked. In the essay *the-importance-of-including-culture-in-efl-teaching-2003*, Valdez writes, "Every language lesson is about something, and that something is cultural." Botjes argues how language instruction is cultural education after looking at various relevant studies: (1) It cannot be used to teach language codes. Because social and cultural transmission mechanisms must work at several levels, such as the contents of language exercises, textbook cultural discourse, and so on, isolation is inevitable. Language teachers, in their role as secondary caregivers, must go beyond observing language production in the classroom and be aware of the complex and multiple processes of intercultural mediation to which any foreign language learner is subject; and (2) in their role as secondary caregivers, language teachers must go beyond observing language production in the classroom and be aware of the complex and multiple processes of intercultural mediation to which any foreign language learner is subject (Brown p. 55). highlights acculturation—the process of adjusting to a foreign culture ((1994 p. 33) in his book *Teaching Culture in the EFL/ESL Classroom* to underline that Teach EFL is Teaching of Foreign Culture.

1.2.Ways of Teaching Culture in the Classroom

In the foreign language room, ancient approaches of teaching culture have emphasized formal culture and passive learning. so as to understand trendy behavior patterns, students would like each a geographical and historical perspective, however, this might be accomplished through active activities. Foreign language students ought to be ready to feel, touch, smell, and see foreign peoples, not solely hear their language, so as to speak with success within the target language. Cultural activities and aims ought to be properly ready and enclosed into lesson plans to reinforce and enlighten the tutorial content so as to achieve that purpose. it's normally prompt that students utilize the subsequent materials and approaches to gift culture within the classroom.

1.2.1.Expose your students to Authentic Material

However cited as a strategy by Chastain (1988: p313) and Stern (1992: p,224), this may more accurately be described as a context for more remembered learning. Screens, signs, message boards, maps, and realia may establish a visible and tactile sense of some other art, especially when culture and language are taught in a nation far distant from the target country. Students can create culture wall charts as well. This method is referred to as the cultural island by Hughes (1994: p,168).

1.2.2.Make Cultural Comparison

Chastain (1988: 310), Stern (1992: 223, 226), Seelye (1993: 162-174), Enriches (1998), Tomalin and Stempleski (1993: eighty-nine square measure easy samples of vital incidents of merge contact that learners might interpret. at first, meant to organize organization volunteers for sleep in a special country, cultural assimilators Stern (1992: 223). Following reading the incidence description, learners square measure supplied with four completely different interpretations, from

that they need to decide on the correct one. moreover, learners square measure given comments on why one response is correct and therefore the others square measure incorrect during a given cultural context. Culture assimilators supply various edges over books for delivering cultural data. they're gratifying to scan, in keeping with Seelye (1993: 163), and that they have interaction the scholar during a society perplexity. He additionally says that in controlled tests, they were simpler. in keeping with Chastain (1988: 310), the most important good thing about this kind of exercise is that it fosters understanding of and tolerance for cultural selection. It, on the opposite hand, takes a protracted time to organize and necessitates , a nice degree of acquaintance with the culture.

1.2.3.The cultural aside

Stern (1992: 224); Chastain (1988: p,309); Henrichsen (1998),could be a piece of cultural awareness provided by the trainer because it seems within the text. it's of times associate degree impromptu, short cultural statement. The approach is observed as an associate degree accidental comment by Nostrand (1974: p,298). it's the advantage of aiding within the creation of cultural aspects for linguistic objects still as aiding learners in creating mental connections like those created by fluent speakers. The drawback is that the cultural data provided to pupils is perhaps to be unstuck and skimpy.

1.2.4.The slice-of-life technique

Primarily proposed by Taylor in (1972); also mentioned by Chastain (1988: 309-10), Stern (1992: 224) is a strategy in which the instructor selects a tiny piece of life from another culture and delivers it to students at the start of the session. This brief input maybe a piece of music on the issue or a recording of a headline story. The approach has the advantage of capturing students'

focus as well as arousing their attention. It does not consume a lot of important class time. As Chastain puts it, the point is conveyed with the least amount of remark and the greatest amount of dispatch Chastain (1988:310).

1.3.Cultural Information and its Role inside Classes

Otherwise, some language academics tend to believe that culture is a gift in fashionable works, a review of the language literature reveals that this is often clearly not the case. the first pattern is clear: people learned a language to create to scan and perceive the literature in this language. before the Sixties, the borders between language and culture were tightly depicted, in line with Allen's article Towards associate degree Understanding of Culture in L2/FL Education. Access to the good literary works of civilization was the main motivation for language education within the early twentieth century (p. 138).

Moreover, the culture within the room whereas teaching a distant language, what educators ought to perpetually detain mind whereas teaching culture, in keeping with Straub's book teaching culture (1999), is that the necessity to reinforce students' information of their own culture, to supply them with AN expressions through that they'll discuss cultural problems and to foster grade of the intellectual tendency that's necessary, As are going to be seen, several instructors and researchers are involved regarding the importance of cultural learning within the foreign language room, and it's created nice tilt, however, its legitimacy as AN equal complement to language acquisition has usually been unnoticed or may be questioned. Several, if not most, folks associate culture with what's unremarkably mentioned as a high culture—art, literature, music, and different varieties of expression. This culture includes a historical context furthermore as a social, political, and economic structure.

In fact, for the resident, the foremost important side of culture is that that is internal and hidden however influences the behavior they meet. His cultural element is compared to the Associate in Nursing iceberg with the tip jutting on top of the extent of acutely aware awareness. However, the unconscious or below-the-surface level of consciousness, which incorporates values and thinking patterns, is far and away from the foremost vital component. within the article on the history of culture education Nostrand, (1974;p.22), following Brooks, devised the nascent Model framework, that consisted of six basic sorts. The Importance Of Teaching Culture within the Foreign Language schoolroom 1st, culture, involved worth systems and habits of thought; society, on the opposite hand, comprised organizations and family, religious, and alternative establishments. social and intrapersonal conflicts were enclosed within the third variety of conflicts. people were the fifth class, that handled intra/interpersonal selection. Ecology and technology lined information of plants and animals, health care, travel, and so on.

Finally, views toward different cultures were influenced by the social context. As Singhal points go in his article Why teaching culture is important in EFL settings (1998. p,54), one would want to be quite wise regarding the culture below study to properly communicate all of those parts to second language learners. Since Ninetethe en Sixties, several lecturers are associated regarding the importance of the cultural perspective in second learning, with Hammerly (1982;p23), Seelye (1984;p22), and Damen (1987;p12) even people who have recognized ways in which of incorporating culture into the instruction within the article Assimilation of Culture in Second Learning Languages. in different hand Sawsan Shaded responds to the question of however essential Yankee culture is for college students learning English by speech communication, "I believe language and culture square measure powerfully connected."

However, nation language isn't exclusive to us as an example, West Germanic language education within the UK was a major element of West Germanic language education in the Democratic and Popular Republic of Algeria, and British culture grew a lot of standard among Algerian West Germanic language students early. Sawsan any adds, I observe that Yankee culture is turning into a lot of current among Algerian young, and this can be because of 3 factors: the event of this culture was motor-assisted by social media, the North American nation Embassy in Democratic and Popular Republic of Algeria, that is doing an incredible job of transferring its culture and enhancing its standing in Democratic and the Popular Republic of Algeria, and lastly, free on-line education in English.

Learning regarding Yankee culture, Sawsan believes, is useful however not necessary for mastering nation language. as a result of their culture is therefore entwined with the world through movies and standard culture, it is not necessary to check it. we must always not limit ourselves to at least one country's culture or one form of learning since the world is packed with communicatory cultures.

1.3.1.The Roles of Teachers and Learners in the Classroom

The teacher-learner relationship confers rights and responsibilities on each party. Behaving during a method that embodies the perfect teacher-learner relationship creates a culture of mutual respect, minimizes the chance of student practice, and optimizes tutorial expertise. The role of the teacher undergoes basic changes with foreign-language program. because the Core English schoolroom moves from teacher-centered to student-centered and from a language-based to a needs-based approach, the teacher's responsibilities are conjointly modified.

The relationship between teacher and learner provides rights and responsibilities to every party. The connection between the teacher and therefore the student will be ideal if several conditions square measure met, the primary of that is mutual respect. because the primary room in English moves from teacher-centered to student-centered and from a language-based to a needs-based approach, the responsibilities of the teacher square measure adjusted along. The primary role of the teacher in an exceedingly programming language category is to ascertain conditions and develop activities so students' area units can apply the language in an exceedingly significant context. it's one in all the teacher's greatest responsibilities to develop within the students a positive perspective to learning English as a foreign language. it's the teacher United Nations' age that acts as an asana assistant, resource person, and language model for the second-language schoolroom. If developing units, the teacher has to predict the attainable wants of the scholars and have communicative language activities pronto offered to fulfill these wants. The activities ought to be designed so the scholar's expertise as high as degree of success. lecturers also will expertise bigger success once activities area unit planned round the students' interests and take under consideration subjects that they need some information concerning.

The role of the scholars is additionally evolving within the foreign language schoolroom. Students are getting a lot of action in their role as learners and area unit enjoying in a significant part in several aspects of the Core grade. One important development is that the quantity of student input and decision-making that naturally happens within the development of the unit. within the initial part of a unit, students area unit asked for his or their input and therefore the information that they possess on a specific subject. it's this input part that begins to encourage the scholars. Students area unit inspired to create e variety of choices. they have to choose what vocabulary and structures area unit is vital for his or her activities and comes. the selections that area unit created

relating to the comes to replicate the interests and strengths of the scholars. though their area unit specific objectives and pointers that require to be met within the second language schoolroom, students UN agency area unit allowed some freedom to maneuver inside the parameters area unit a lot of probably to stay driven and on task.

1.3.2.Appraoches to culture teaching

An approach in language education has evolved to signify "the theory, philosophy, and ideas behind a certain set of instructional activities." The Longman Dictionary of Language Learning and Applied Linguistics was published in (2002). However, the word is employed more loosely in the literature on teaching culture: just a handful of the so-called approaches appear to represent a theory or a philosophy. Various techniques to teaching culture may be found throughout history. Some have lost ground, while others have held and continue to hold strong positions. The approaches can be categorized in a variety of ways. In basic terms, they are classified into two types: those that focus only on the culture of the nation whose language is being studied (the mono-cultural approach) and those that compare learners' own and the other culture (the comparative approach).

1.3.2.1.The Comparative approach

There is a comparison between the target culture and the learner's own, as implied by the term. It focuses on the contrasts and similarities between two civilizations. In other words, understanding both cultures will assist learners increase their cultural awareness, which will aid them in enhancing their intercultural competency. Furthermore, this strategy does not aim to critique the target culture, but rather to familiarize the stranger with another society. As a result, learners will have two views on their own culture and the target culture, which will lead to

increased knowledge, acceptance, and understanding of others. Furthermore, according to Risager (1998), there are two alternative ways under this approach: on the one hand, an intercultural approach, which believes that culture is better and simpler to learn through comparison. So that students are aware of cultural differences and similarity between two civilizations.

1.3.2.2.The mono-cultural approach

It tends to focus on Native culture, and by 1970, teaching culture had been integrated into 21 instructional fields, with the mono-cultural being primarily for lectures such (segment includes cultural side) in Europe, civilization in France, context in studies in the UK and the USA, and so on. Also, the foreign-culture method, which emphasizes uncovering and studying characteristics of a foreign culture without comparing them to the native culture. The major objective is to improve learners' communicative and cultural skills and to teach them to interact like mother tongue. Benmostefa (1996 p,3).

1.3.3.Activities for Teaching Culture

For incorporating culture into language instruction, a wide range of approaches and activities have been created. Various academics categorize them based on various grounds. In his essay *Strategies and Activities for Teaching Culture* (1992: p;223-232), Stern discusses culture teaching techniques and divides them into eight categories based on what he terms "various perspectives." 1-creating an authentic classroom environment (techniques include, for example, displays and exhibitions of realia) 2- Providing cultural information (for example, cultural aside, culture capsule and culture cluster) 3-Cultural problem solving (for example, culture assimilator); 4- Behavioral and affective aspects (for example drama and mini-drama); 5-The role of literature and humanities (for example, literary readings and watching films).6- Real-life exposure to the

target culture (for example, visits to the class by native speakers, pen pals and visits to other countries).7-making use of cultural community resources (for example, when a foreign language learning takes place in the target-language community, the everyday environment can be used as are source).8- cognitive approaches (for example student research).

Conclusion

In lightweight of the problems highlighted within the current chapter, it seems that the requirement to integrate and teach culture into EFL classes isn't a brand new discussion. For this reason, this chapter has tried to clarify the most problems associated with the role of culture in EFL classes. First, it aimed to clarify the foremost necessary methods utilized by the academician whereas teaching culture, and its parts and implementation in English as a far off language classes .Second, it reviewed the role of culture within the development of methodologies for teaching English as a far-off language, the goals of teaching culture, in addition, because of the challenges and limitations of schoolroom instruction. Finally, the trial was to analyse the thought of intercultural communicative ability, and the way this idea may be placed into applying within the schoolroom by reviewing the various approaches to teaching culture, the role of textbooks, and also the completely different materials and activities of teaching culture.

Chapter Three:
The Way Culture Should be integrated in Classes

This chapter represents the practical part of the study. It gives a detailed description of the means of data collection , and explains steps of the methodology which are followed. The results and their analysis and discussion are provided. In addition to section of implications and recommendations.

3.1.Description of the questionnaire

This questionnaire given to teachers contains 12(fifteen) questions . These questions are divided into multiple-choice and open-ended type. It involves questions about the importance of teaching culture, and if it is necessity for learners to be aware of target culture features. Also, some questions are about their evaluation of learners' English culture competence , and to discover the approaches used in teaching culture. In addition to teachers' comments and justifications.

Section One:

Is a question to the teachers about if they have already visited any English-speaking country or not(Q1).

Section Two: Students' Attitudes (Q2-Q6)

This section examines teachers' opinions about their learners' level(Q2), and learners' problems in learning(Q3).Also, their perceptions about teaching/learning a foreign language with its culture(Q4,Q5), , the different cultural topics they teach(Q6).

Section Three: Culture and Attitudes (Q6-Q12)

This section examiner their learners' attitudes toward learning English culture(Q11,Q12), and whether they encourage them to compare the Algerian culture to foreign one(Q13,Q14). They are asked to know their opinions about the reason behind teaching English Foreign Culture to Algerian learners(Q12).

3.1.2.Data Analysis:

Section One: Background Information

Q1:Have you already visited any English-speaking country?

-Yes

-No

Table 3.1

Teachers' Visit to an English-speaking Country

<i>Options</i>	<i>N</i>	<i>Percentage%</i>
<i>Yes</i>	<i>03</i>	<i>18%</i>
<i>No</i>	<i>13</i>	<i>82%</i>
<i>Total</i>	<i>16</i>	<i>100%</i>

Table 3.1 shown The majority of teachers have not visited any English-speaking country , this means they didn't had the chance to communicative with real native speaker.

Q2: if 'Yes', please specify the country?

Only three of the whole numbers of teachers have already visited English-speaking country they went to United States and United Kingdom, they have the chance to interact with natives and they could see their way of life , behaviors.

Section Two: Students' Attitudes

Q3: How do you describe your learners' level?

a-Poor

b-Average

c-Good

d-Very good

Table 3.2

Teachers' Description of Learners' Level in English

<i>Options</i>	<i>N</i>	<i>Percentage%</i>
<i>Poor</i>	<i>01</i>	<i>6%</i>
<i>Average</i>	<i>09</i>	<i>57%</i>
<i>Good</i>	<i>06</i>	<i>37%</i>
<i>Very Good</i>	<i>00</i>	<i>00%</i>
<i>Total</i>	<i>16</i>	<i>100%</i>

The majority number of teachers 15, see learners' level in English range from average to Good 57% – 37% as (Table 3.2)shown . One teacher stated that their levels are poor for 6%. But none of them opted for “very good”. From results analysis levels are average due to some problems which must be identified.

Q4: Do you think your learners have:

a-Linguistic problems

b-Communicative problems

c-Culture problems

d- If other, please specify

Table 3.3

Problem Faced by Students

<i>Options</i>	<i>N</i>	<i>Percentage%</i>
<i>Linguistic Problems</i>	<i>04</i>	<i>25%</i>
<i>Communicative Problems</i>	<i>07</i>	<i>44%</i>

<i>Culture Problems</i>	<i>03</i>	<i>19%</i>
<i>Other</i>	<i>02</i>	<i>12%</i>
<i>Total</i>	<i>16</i>	<i>100%</i>

Table 3.3 shown The majority of teachers(11) opted for the first and second choices ,they see that learners' have more linguistic problems and communicative ones due to their average levels ,however only (03) of them see that culture is a major problem for their learners ,the rest of teachers stated that learners' problems can differ from one student to another that's why they have not chosen none of the answers.

Q5:Do you think that teaching/learning a foreign language requires teaching/learning its culture?

a-Yes

b-Not necessary

c-No

Table 3.4

Teaching Language with Its Culture

<i>Options</i>	<i>N</i>	<i>Percentage%</i>
<i>Yes</i>	<i>14</i>	<i>87%</i>
<i>Not Necessary</i>	<i>02</i>	<i>13%</i>
<i>No</i>	<i>00</i>	<i>00%</i>
<i>Total</i>	<i>16</i>	<i>100%</i>

According to the results shown in (Table 3.4), the majority of teachers 87% see that culture Should be taught with its foreign language due to many reasons .13% stated that culture is not necessary . While, none of them opposed that. These results indicate that teachers' of the English department are aware that culture plays an essential role in teaching English language.

Q6:please justify your answer.

All teachers responded to this question, on one hand (14) have answered ‘Yes’ to Q8 insisted that culture and language are inseparable, language can not stand without its culture, one depends on the other this stressed the idea that language and culture are interconnected. That is to say to learn a foreign language there should be its context(culture);where this language is used.

On the other hand, two of the respondents see that any foreign language is not tied to its culture because sometimes some new aspects may added to language but it is impossible to be added to its culture, also they continued saying that if learning a foreign language culture can be a part of it, but in other specialties it is not necessary.

Q7:What are the cultural topics you teach?

a-Beliefs

b- Traditions and customs

c-Aspects of daily life

d-History and Literature

Table 3.5

Teachers’ Teaching Cultural Topics

<i>Options</i>	<i>N</i>	<i>Percentage%</i>
<i>Beliefs</i>	<i>01</i>	<i>6%</i>
<i>Traditions and customs</i>	<i>04</i>	<i>25%</i>
<i>Aspects of daily life</i>	<i>03</i>	<i>19%</i>
<i>History and literature</i>	<i>08</i>	<i>50%</i>

The results shown in (Table 3.5)indicate that half of teachers opted for multiple topics to teach rather than focusing on one theme. As an essential note that the major topics to teach are (history

and literature) and (traditions and customs) taught by teachers 50% and 25% respectively .Also, (03) teachers 19% taught (aspects of daily life), the others taught (beliefs) in the classroom.

Q8: In your opinion, what is learner's attitudes toward learning English culture?

a-Positive

b-Negative

Table 3.6

Teachers' Views about Students' Attitudes toward English Language

<i>Option</i>	<i>N</i>	<i>Percentage%</i>
<i>Positive</i>	<i>14</i>	<i>87%</i>
<i>Negative</i>	<i>02</i>	<i>12%</i>
<i>Total</i>	<i>16</i>	<i>100%</i>

For the majority of teachers learners have a positive attitudes towards learning English culture because basically they have chosen a foreign culture to learn ,others stated that learners are curious to know about the culture of the language they are learning, and they influenced by the foreign culture's life style .But, only few of them said that learners have negative attitudes because they dislike receiving the other culture in the form of handouts .

Q9: Please justify.

For this question teachers justified by stating that learners are fascinated to the culture of English language, they are interested in foreign culture because they are motivated to know more about natives' life style.

Q10: Do you encourage them to compare and contrast the Algerian culture to foreign one?

-Yes

-No

Table 3.7

Teachers' Encouraging Students to Compare between Algerian and Foreign Culture

<i>Options</i>	<i>N</i>	<i>Percentage%</i>
<i>Yes</i>	<i>13</i>	<i>81%</i>
<i>No</i>	<i>03</i>	<i>19%</i>
<i>Total</i>	<i>16</i>	<i>100%</i>

The majority of teachers responded by 'Yes', they encourage learners to compare between the Algerian culture to foreign one, because they believe by stating the differences and similarities between the two, this would help students to understand better. Others said 'No' 03 they do not encourage learners to make comparison between the two.

Q11-In both cases, please justify

Teachers replied to this question by mentioning the aims of comparing the two cultures, they said that comparison help learners to develop their cultural awareness, and to get knowledge about the foreign culture, in addition, it helps students to activate their critical thinking so that to be able to understand more the other cultural aspects and make them familiar to them. However, for those who disagree they justified by saying that learners should know their own culture before, then, they added native culture should be preserved because each culture is unique.

Section Three: Culture and Attitudes

Q12-In your opinion, why EFL culture should be taught to Algerian students ?

a-To develop their Language

b -To keep the learners aware of the cultural aspects

c-To develop their communicative competence

Table 3.8

Teachers' Opinions Concerning Teaching EFL to Algerian Students

<i>Option</i>	<i>N</i>	<i>Percentage%</i>
<i>To develop students' language</i>	<i>03</i>	<i>19%</i>
<i>To keep students aware of the cultural aspects</i>	<i>04</i>	<i>25%</i>
<i>To develop their communicative competence</i>	<i>09</i>	<i>56%</i>
<i>Total</i>	<i>16</i>	<i>100%</i>

Here, teachers mostly chosen the third choice, according to them the reason behind teaching culture to the Algerian learners is to develop their communicative competence, thus, they can use the language freely and interact effectively. Others stated that culture is important to keep students aware of the various cultural aspects. They also consider English is essential to know more about it.

3.1.3. Aims and Administration

The second tool used in the research work is students' questionnaire, it is used to gather information from master one students at the department of English concerning their attitudes towards English learning in general and about best methods to learn English culture in particular.

3.1.4. Sample:

This current questionnaire was given to master one students at the Department of English at Laghouat University. They are 120 learner, with around 30-37 learners per class, students from all only 30 respond to the questionnaire.

3.2.Description of the Questionnaire:

The questionnaire includes two sections, with 9 questions of multiple choices plus justifications concerning them and comments. They are direct and in simple words in order students understand the points behind the questions. At the first page there is introductory paragraph which explains the aim of the research and show students how they answer.

Section One: Background Information(Q1-Q3)

This part aims at gathering general information about the students of the sample. There is question about students' gender(Q1).Then, asked about whether their choice of studying English is personnel choice or not (Q2),and a question about describing their levels in English (Q3),

Section Two: Students' Attitudes(Q4-Q9)

This section is about knowing students' attitudes towards English .It contains: a question about their attitudes toward learning English culture(Q4).Then, is attitude important in learning(Q5).also they asked about their teachers and if they use different techniques to convey English Culture? (Q6)and they select which factors may enhance their attitudes toward learning English culture(Q7)also they asked about their teachers plan of lessons and if they promote communicative skills?(Q8)And they asked about techniques that raise their interest to know about English culture?(Q9).

3.2.1. Data Analysis:

Section One: Background Information

Q1-Are you?

a-Male

b-Female

Table 3.9

Students' Gender

<i>Options</i>	<i>N</i>	<i>Percentage%</i>
<i>Male</i>	<i>20</i>	<i>67%</i>
<i>Female</i>	<i>10</i>	<i>33%</i>
<i>Total</i>	<i>30</i>	<i>100%</i>

The results in (Table 3.9) indicates that the number of female learners exceed the number of male learners 67% and 33% respectively, because generally girls are more attracted to foreign languages, and English especially.

Q2-Was studying English your choice?

a-Yes

b-No

Table 3.10

Students' Choice to Study English

<i>Options</i>	<i>N</i>	<i>Percentage%</i>
<i>Yes</i>	<i>25</i>	<i>83%</i>
<i>No</i>	<i>05</i>	<i>17%</i>
<i>Total</i>	<i>30</i>	<i>100%</i>

The majority of students 83% responded saying that studying English was their personal choice, but some of them 17% answered in the part of justification that it was their parents' choice or they obliged to choose that choice due to the average degrees .

Q4-How could you describe your level in English?

a-Very good.

b-Good.

c-Average.

d-Bad.

e-Very bad

Table 3.11

Students' Viewpoints about their Level in English

<i>Options</i>	<i>N</i>	<i>Percentage%</i>
<i>Very Good</i>	<i>03</i>	<i>10%</i>
<i>Good</i>	<i>20</i>	<i>67%</i>
<i>Average</i>	<i>07</i>	<i>23%</i>
<i>Bad</i>	<i>00</i>	<i>00%</i>
<i>Very Bad</i>	<i>00</i>	<i>00%</i>
<i>Total</i>	<i>30</i>	<i>100%</i>

The results indicates that students' answers to this questions are very similar to those of the teachers . The majority of the students' level range from average 23% to good 67%. And fourteen of them 10% describe their levels very good 'native-like'. The majority have either good or average level .

Section Two: Students' attitudes

Q5-Do you have a positive attitude toward learning English language?

a-Yes

b-No.

Table 3.12

Students' Attitudes toward Learning English language

<i>Options</i>	<i>N</i>	<i>Percentage%</i>
<i>Yes</i>	<i>24</i>	<i>80%</i>
<i>No</i>	<i>6</i>	<i>20%</i>
<i>Total</i>	<i>30</i>	<i>100%</i>

Students responded to this question saying that they have a high positive attitude towards learning English language .(24) of them believe that their choice is right due to their interest in this language. While(6) of them stated that they have not a positive attitude toward language.

Q6-Do you think that attitude is important in Learning?

a-Yes

b-No

Table 3.13

Students' Perceptions about the Importance of Attitudes

<i>Options</i>	<i>N</i>	<i>Percentage%</i>
<i>Yes</i>	<i>28</i>	<i>93%</i>
<i>No</i>	<i>02</i>	<i>07%</i>
<i>Total</i>	<i>30</i>	<i>100%</i>

According to (Table 3.13) there is a clear difference between students' answers 80% believed that attitudes have an essential role in learning process , because if there is a positive feeling or interest to learn the language , the result would be fulfilling that desire .

Q7-What are the factors that may enhance your attitude to learn English culture

a- Motivation.

b-The teacher strategies.

c-Learning environment

d- Other, if other specify

Table 3.14 Factors that enhance Students' Attitudes

<i>Options</i>	<i>N</i>	<i>Percentage%</i>
<i>Motivation</i>	<i>15</i>	<i>50%</i>
<i>The teacher strategies</i>	<i>10</i>	<i>34%</i>
<i>Learning environment</i>	<i>05</i>	<i>16%</i>
<i>Total</i>	<i>30</i>	<i>100%</i>

Students responded by choosing 'motivation and teachers strategies', they consider both of them important factors in to enhance their attitudes to learn English culture, because the two help in increasing the interest toward the foreign culture. Others answered by choosing all of them ;thus, when students have intrinsic motivation to learn English, plus, teachers using appropriate methods/techniques to learn the language culture in good learning environment, consequently, their attitudes would enhance.

Q8-Do your teachers use different techniques to convey English Culture?

a-Yes

b-No

Table 3.15

Students' Opinions about Teachers techniques

<i>Options</i>	<i>N</i>	<i>Percentage%</i>
<i>Yes</i>	<i>24</i>	<i>80%</i>
<i>No</i>	<i>06</i>	<i>20%</i>
<i>Total</i>	<i>30</i>	<i>100%</i>

The majority 80% stated that their teachers use several techniques in order to convey English cultural aspects ,but 20% responded that teachers do not use any technique, this is maybe the reason why students have not a big interest in English culture.

Q9-Do your teachers plan lessons that promote communicative skills?

a-Yes b-No

Table 3.16 Students' Opinions Concerning Teachers' Lessons that Promote Communicative Skills

<i>Options</i>	<i>N</i>	<i>Percentage%</i>
<i>Yes</i>	<i>23</i>	<i>77%</i>
<i>No</i>	<i>07</i>	<i>23%</i>
<i>Total</i>	<i>30</i>	<i>100%</i>

In this question student agreed on that their teachers deliver some lessons which makes them interact and communicate with each other in English. But, only few of them disagree.

Q12-To what extent do these techniques raise your interest to know about English culture ?

a-A lot

b-A little

c-Very little

d-Not at all

Table 3.17

Techniques which raise Students' Interest

Options	N	Percentage%
A lot	10	33%
A little	12	40%
Very little	05	17%
Not at all	03	10%
Total	30	100%

According to (Table 3.17),the results indicates that students mostly 40% see that Teachers' techniques can help little to raise their interest in foreign culture ,others 33% believe that these techniques are beneficial, helpful to make them attracted more to English culture. Also, 17% and 10% answered oppositely

3.2.2.Suggestions:

3.2.2.1.Suggestions of teachers:

To be open to use new techniques in culture teaching like: debates and discussion sessions regarding the foreign language culture . -The integration of proverb, idioms analysis. -Technique of linguistic unit which used differently by native speakers.

3.2.2.2.Suggestions of students:

Students provided some suggestions :

- They stressed the importance of foreign culture in learning.
- They shed light on the Arabic language should be avoided in explaining foreign language culture.
- Also there is explanation that even students are much influenced by foreign language culture but this doesn't mean they forget about their identity and principles.

3.3.Limitations of the Study:

Some issues restricted the completion of the present research .Firstly, study online because of coronavirus which was not very successful it caused time consuming. In addition to lack of available sources this obliges us to use only articles and journals to complete the study. , also I find many difficulties to contact students and teachers to help me answering the questionnaires.

Conclusion

This chapter describes the field of work of the research, it involved two questionnaires; the first one was directed to English teachers at Laghouat University. It is designed to know their background about the importance of integrating culture in the teaching/learning process and to discover the different techniques/approaches used to convey English culture. On the other hand, the second addressed to master one student at the same University to know their attitudes toward learning English culture, and the effective teaching methods for them that help in enhancing their interests in a foreign culture. The results and findings have discussed in detail, in addition, on it confirms the hypothesis and answer the research questions which states that integrating culture in foreign language classroom enhance learners' interest, understanding of foreign aspects.

General Conclusion:

This dissertation is concerned with the consolidation of culture in teaching English foreign language. Particularly, it investigates the role and the effective techniques and approaches used to convey English culture in addition to its impact on learners' attitudes. The research was divided into three chapters. The first two chapters are the theoretical part of the thesis. Chapter one represents the different views and definitions of the term 'culture' by many scholars. The relation between language and culture, Also, the importance of teaching culture. Chapter two introduced culture in the context of teaching culture, it is also dealt with ways of teaching culture in the classroom. And some activities for teaching culture in EFL classes. The third chapter is the practical part of this research, it included two questionnaires that were administered to both teachers and master students in English Department at Laghouat University. After analyzing questionnaires results. I found out that English teachers are aware of the importance of culture in teaching in addition to students' high positive attitudes towards learning English culture. The dissertation ends with some suggestions and implications for effective culture teaching in the EFL classroom.

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Appendix One:

Teachers' Questionnaire

Dear Teacher,

The aim of this questionnaire is to investigate the impact of teaching English culture on EFL classes. I would be grateful if you could answer these questions to provide me with the necessary information that would help me reach the answer of the research questions .

Your contribution will be a great help for the completion of this work.

Many thanks for your collaboration

Taibi Hayat

Department of Laghouat

Amar Thleidi University

Section One: Background Information

Q1: Are you ?

Male

Female

Q2: Qualifications ?

Master

Magister

PHD

Q3: Teaching Experience (in year):

0-5

5-10

Above 10

Q4: Have you already visited any English-speaking country?

Yes

No

Q5: if 'Yes', please specify the country?

.....

Section Two: Students' Attitudes

Q6: How do you describe your learners' level?

a-Poor

b-Average

c-Good

d-Very good

Q7: Do you think your learners have:

a-Linguistic problems

b-Communicative problems

c-Culture problems

d- If other, please specify

.....
.....

Q8:Do you think that teaching/learning a foreign language requires teaching/learning its culture?

Yes

Not necessary

No

Q9:please justify your answer

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

Q10:What are the cultural topics you teach?

a-Beliefs

b- Traditions and customs

c-Aspects of daily life

d-History and Literature

Q11: In your opinion, what is learner’s attitudes toward learning English culture?

a-Positive

b-Negative

Q12: Please justify

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

Q13: Do you encourage them to compare and contrast the Algerian culture to foreign one?

Yes

No

Q14-In both cases, please justify

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

Section Three: Culture and Attitudes

Q15-In your opinion, why EFL culture should be taught to Algerian students ?

a-To develop their Language

b -To keep the learners aware of the cultural aspects

c-To develop their communicative competence

Thank you so much

**Appendix Two:
Students' Questionnaire**

Dear master one students,

The aim of this questionnaire is to investigate the impact of teaching English culture on Algerian learners' attitudes. I would be grateful if you could answer these questions to provide me with the necessary information that would help me to reach the answer of the research questions .Your contribution will be a great help for the validity of our research.

Many thanks for your collaboration.

Taibi Hayat

Department of Laghouat

Amar Thleidji University

Section One: Background Information

Q1: Are you ?

Male

Female

Q2- Was studying English your choice?

a- Yes

b- No

Q3-How could you describe your level in English?

- a-Very good.
- b-Good.
- c-Average.
- d-Bad.
- e-Very bad

Section Two: Students' attitudes

Q4-Do you have a positive attitude toward learning English language?

- a-Yes
- b-No

Q5-Do you think that attitude is important in Learning?

- a-Yes
- b-No

Q6-What are the factors that may enhance your attitude to learn English culture

- a- Motivation.
- b-The teacher strategies.
- c-Learning environment
- d- Other, if other specify

.....
.....

Q7-Do your teachers use different techniques to convey English Culture?

- a-Yes
- b-No

Q8-Do your teachers plan lessons that promote communicative skills?

a-Yes

b-No

Q9To what extent do these techniques raise your interest to know about English culture ?

a-A lot

b-A little

c-Very little

d-Not at all

Thank you so much

Résumé

La présente étude vise à étudier l'impact de l'enseignement de la culture anglaise sur les attitudes des étudiants algériens, ainsi qu'à identifier les pratiques et les techniques des professeurs qui renforcent l'intérêt des étudiants pour la culture anglaise. A travers deux enquêtes menées à l'Université de Laghouat, cette étude tente de confirmer l'hypothèse selon laquelle les étudiants peuvent coopérer et participer à l'apprentissage de contenus culturels si les enseignants d'anglais langue étrangère utilisent les informations culturelles de manière appropriée. Professeurs d'anglais pour découvrir ou explorer les stratégies de leur propre enseignement. Le deuxième questionnaire s'adressait aux étudiants en master de la même université. L'étude a rapporté que les enseignants de langues étrangères se rendent compte de l'importance de l'enseignement de la culture. Ils utilisent également différentes techniques pour transmettre les aspects culturels de la langue cible. Les étudiants ont montré un vif intérêt pour l'intégration de la culture anglaise à travers diverses techniques pour proposer des fonctionnalités ciblées dans leurs salles de classe. À la lumière de ces résultats, la présente étude recommande d'intégrer la culture cible dans le contexte de l'enseignement des langues étrangères

المخلص

تهدف الدراسة الحالية إلى تحقيق في تأثير تدريس الثقافة الإنجليزية على مواقف الطلاب الجزائريين وكذلك تحديد ممارسات الاساتذة وتقنياتهم التي تعزز اهتمام الطلاب بالثقافة الإنجليزية. من خلال استبيانين تم إجراؤهما في جامعة الأغواط ، تحاول هذه الدراسة تأكيد الفرضية القائلة بأنه بإمكان الطلاب التعاون والمشاركة في تعلم المحتوى الثقافي إذا استخدم مدرسو اللغة الإنجليزية كلغة أجنبية المعلومات الثقافية بشكل مناسب، لذلك تم إجراء الاستبيان الأول لمعلمي اللغة الإنجليزية بالجامعة لمعرفة ذلك أو استكشاف استراتيجيات التدريس الخاصة بهم. تم توجيه الاستبيان الثاني لإتقان طلبة الماستر من نفس الجامعة. أفادت الدراسة أن معلمي اللغات الأجنبية يدركون أهمية تدريس الثقافة. كما يستخدمون تقنيات مختلفة لنقل الجوانب الثقافية للغة الهدف. أظهر الطلاب اهتمامًا كبيرًا بدمج الثقافة الإنجليزية من خلال تقنيات مختلفة لتقديم الميزات المستهدفة في فصولهم الدراسية. في ضوء هذه النتائج ، توصي الدراسة الحالية بدمج الثقافة المستهدفة في سياق تعليم اللغة الأجنبية