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"EFL Learners Attitudes towards Learning Culture using updated technology in 21st Century"

– The case of L3 students in the department of English –Tlemcen University-

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Dedication

I dedicate this work to

my beloved Parents who always pick me up on time and encourage me to go on

my husband

my dear Brother and my sweet sisters

all family AOUED, and CHEKKAL

Hind

Dedication

I dedicate this work to my parents, source of my happiness and success in life.

To my lovely brothers

To my cherished cousin Asma

And to all those, I love and did not mention their names.

Nor El Houda

ACKNOWLDGMENTS

Abstract

Teaching culture is an essential part of teaching English as a foreign language since language and culture are closely intertwined. The present work aims at investigating EFL learners' attitudes towards learning the target culture and whether they prefer to acquire that culture using technology or not. Accordingly, it sheds light on the main roles of teachers while teaching culture, in particular and how they can teach it in the 21st century, in general. To achieve the research aims and to test the hypotheses, the researchers adopt the case study method for the reason that it serves their research and in which three research tools are used: learners' attitudes scale, the teachers' electronic questionnaire and the focus group discussion. The findings confirm the investigators' hypotheses as they reveal that learners have positive attitudes towards learning any culture especially the British one. Moreover, the investigators shed light on their learning preferences around the use of digital technologies during the courses or inside the classroom as they feel much more motivated and willing to learn the target culture. As far as the teachers concern, their roles turn around exposing learners to cultural elements in any course, more importantly they should use authentic material to attract the attention of their students.

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List of Abbreviations

EFL: English as a foreign language

ESL: English as a second language

ESP: English for specific purposes

AS: Anglo Saxon Civilization

FG: focus group

FGD: focus group discussion

SPSS: Statistical Package for Social Sciences

G: group

IRS: Internal Revenue Service

US: United State

GVC: Global Virtual Classroom

L2: Second language

General introduction

The full mastery of a language does not just mean understanding the rules and using the four skills flawlessly. It also requires a full mastery of the culture of that language. In English as a foreign language (EFL) classes, teachers must both implicitly and explicitly address the cultural elements of the targeted language through the use of technology. Therefore, the researchers attempt to spot light on the focal roles of those teachers while teaching the target culture using technology. Consequently, after examining the EFL learners' attitudes towards learning that target culture. The ultimate purpose of this study is to encourage teachers to adopt updated techniques while teaching the target culture especially if learners have the willingness to learn it. The researchers' selection of this topic is influenced by the idea that they want to tackle a subject related to their specialty in which technology and culture are among the recent ELT issues.

Thus, the case study method is set up by the researchers in order to explore the following research questions:

- ✓ What attitudes do EFL learners have towards learning the target culture?
- ✓ How can teachers enhance the students' cultural knowledge especially in the 21st century?

The researchers propose the following hypotheses:

- ✓ Learners may have positive attitudes towards learning the target culture.
- ✓ Integrating technology in all culture courses may develop the students' cultural knowledge especially in the 21st century.

The participants selected for this investigation are Third License students at Tlemcen University, more specifically students from English department. In order to obtain the results needed, the researchers administered an attitudes' scale to thirty 30 participants to identify their attitudes towards learning culture and an electronic questionnaire to five5 teachers to look for the main techniques used to teach culture especially in the 21st century. Meanwhile, they conducted a focus group discussion in order to collect opinions about the use of technology.

The work is divided into three chapters. The first chapter reports the relevant literature concerning language and culture and how they are interrelated. Also, it reviews the EFL learners' attitudes towards learning the target culture in addition to the description of useful techniques in teaching that target culture in the 21st century. The second chapter aims at highlighting the used methodology and describing the population and the used instruments to collect the data. Meanwhile, the bulk of the third chapter is devoted to analyze data and interpret the main findings of the current work and it ends up with some suggestions to be adapted for further research.

Chapter One

Culture Background

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Culture background

1.1. Introduction

The connection between language and culture has always been a concern of L2/EFL teachers and educators. Recently, focus is given to teaching language within culture as they areconsidered asintertwined concepts.Throughout this chapter, the researchers will provide a theoretical background for the sake of introducing EFL learners' attitudes towards learning culture as well the use of technology while teaching this target culture. Therefore, the investigators will review what researchers mentionedabout language and culture and what relationship between them.

1.2. What is Language?

As it is a very important aspect in people's daily life, language has been defined by many scholars and linguists.Crystal (1971:7) defines language as "the systematic, conventional use ofsounds, signs or written symbols in a human society for communication and self-expression". Sapir's definition of language is the most famous one, he states (1921:12): "language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols". From his quotation, Sapir wants to clarify that language is a human property because only humans have the capacity to produce words to communicate as well to refer to different events. Adding to that, Kramsch's (2002:18) from his point of view mentions that: "language is used not just as a tool for the exchange of information, but as a symbolic system with the power to create and shape symbolic realities, such as values, perceptions, identities through discourse".Language is first and foremost related to humans whom use it

to express their feelings, ideas, thoughts, beliefs, etc. The term "language" is defined by many scholars and linguists and till now there is no exact definition for it.

1.3. What is Culture?

Spotting the light on the main reasons behind the existence of many definitions to the term culture, Williams (1983:87) pointed out that "culture is one of the two or three most complicated words in English language". In this regard, 'culture' is an ambiguous concept that has been defined from different scholars and linguists.

Taylor (1871:1) describes culture as "that complex whole which includes knowledge, belief, art, morals, law, custom and any other capabilities and habits acquired by man as a number of society". It means that culture involves several aspects that are specific to each individual such as values, religion, attitudes and behaviors.According to Chastain (1988:302) it is simply 'the way people live' and that is similar to what Brown (2000:176) mentions as he defines culture as 'a way of life'. Liddicoat et, al (2003:45) providea definition which gathers different ideas of different researchers; they agree that culture is "a complex system of concepts, attitudes, values, beliefs, conventions, behaviors, practices, rituals and lifestyles of the people who make up a cultural group, as well as the artefacts they produce and the institutions they create".

To summarize, 'culture' is a wide term that has been an area of research in English. It covers distinct aspects of human life such as attitudes, life style, beliefs, etc. Moreover, this concept gains many definitions from various scholars and till now there is no fixed one for it.

1.3.1. Cultural awareness

It is worth pointing when talking about culture an important term which is "cultural awareness". It may simply refer to the ability of being aware of others' own culture including their beliefs and values as well the ability to build new relationships with distinct people from distinct environments. Tran-Hoang-Thu (2010:7-8) mentions:

> Kuang (2007) delineated four levels of cultural awareness. At the first level, people are aware of their ways of doing things, and their way is the only way... People become aware of other ways of doing things at the second level, but they still see their way as the best. Cultural differences at this level are deemed as a source of problems...

He adds:

> People at the third level of cultural awareness are aware of both their way of doing things and others' ways of doing things, and they tend to choose the best way according to the situation. At the third level, people come to realize that cultural differences can lead to problems as well as benefit... Finally, at the fourth level, people from various cultural backgrounds are brought together to create a culture of shared meanings. People at this level repeatedly dialogue with others, and create new meanings and rules to meet the needs of a specific situation.

From the quotation one can understand that there are four stages of cultural awareness in which at each level people rich a specific level of understanding in relation to the target culture. Firstly, people's knowledge still restricted to their own culture, secondly, they become aware of the others' culture but they still stick to their own. Thirdly, people mix between their own and the target culture choosing the appropriate one for each circumstances and fourthly people from different background create a new culture for specific situation;

1.3.2. Culture shock

The feeling of stress, anxiety and confusion that someone may face whenever being abroad or being a foreign student is what scholars call "culture shock". According to Rogers &Steinfatt (1999:212) cultural shock is "the traumatic experience that an individual may encounter when entering a different culture". In addition, the indicators of the person who is experiencing culture shock are a lot among them:

- Feel of depression, anxiety and confusion
- Feel of upset whenever facing new behaviors
- Feel of hopelessness about his/her cultural shock thinking that it will remain for a long time.

However, it is necessary to mention that culture shock is a personal experience that cannot be the same of two different persons or that happens in two different situations (Talbi2011).

1.4. The Relationship between Language and Culture

According to many authors such as Brown, Kramsch, Wardhaugh, etc., language and culture are interrelated since they are both two difficult concepts to be defined. From Brown's point of view (2007:189-190):

> Language is a part of a culture, and culture is a part of the language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture. The acquisition of a second language, except for specialized, instrumental acquisition (as may be the case, say, in acquisition of reading knowledge of a language for examining scientific texts), is also the acquisition of a second culture.

 As far as the above authors, language and culture are inseparable concepts; acquiring a second language means acquiring the second

culture.Wardhaugh (2002:219) delineates that: "it is not possible to understand or appreciate one without knowledge of the other". This means that language is understood through culture and culture cannot be understood without language.Kramsch (1998:3) stated that language and culture are related in three ways: first "language expresses cultural reality"; language reflects real life and real situations of all people, language reflects people's thoughts, beliefs and own feelings. Second, "language embodies cultural reality"; through words people can communicate with each other sharing their personal experience however, each one express himself using different ways like for instance the accent or the tone of the speaker. Third, "culture symbolizes cultural reality"; language is an important symbol of social identity and therefor a way of representing culture.

Language is considered as an important factor for the maintenance and protection of the cultural system of a given society. Monuments and museums are not the only preservers of culture but also language through its literature (kramsch 1998). Moreover, language contributes through its different forms (jokes, media, and literary works) in the creation of the cultural image and stereotypes of its speakers (kramsch1993).

1.5. Culture in Language Teaching and Learning

Teaching a foreign language is not restricted only to vocabulary and grammar structures but mainly related to cultural components.In this regard, Wang (2008: 4) points out that "foreign language teaching is foreign culture teaching and a foreign language teacher is a foreign culture teacher". Adding to that, McKay (2002) encourages the incorporation of culture in language teaching for the sake of students' motivation and thus creating a successful language users since the latter

are those who are familiar with the culture of the language they are learning (Tseng 2002). Moreover, culture learning helps learners to know the similarities and the differences of the distinct culture groups, makes students change their negative attitudes, if any, towards the target societies. In addition, learning culture fosters understand and appreciation of other perspectives, by challenging rigid opinions. Therefore, language learning and culture learning are extremely bounded in human society the same as language and culture are.

1.5.1. Integrating culture in EFL classrooms

It is known that culture and language are rigorously intertwined therefore; a language class should be presented with the integration of cultural components of the target language. Teaching culture to EFL learners is not a novel area of research, it has been tackled by many researchers such as Brown (1986), Tang (1999), Mogan& Cain (2000), Tang (2006), etc. Culture inclusion is inevitable in any EFL context i.e. teaching a foreign language means bringing learnersin contact with a new world that is culturally different from their own. Moreover, the integration of culture in EFL classrooms is a way of making learners more conscious of the inseparability of language and culture (Secru 2005). Teachers play an important role in transferring the target language to their students so that they get a real image of their own culture and the target one. Peck(1998:125) states that culture is the teacher's message to his students and language is his medium.

1.5.2. The role of teacherin culture teaching in EFL classrooms

Culturally responsive teachers are those who are patient while listening to their students narrating their stories, are those who are, according toHesar(2012: 70),"sensitive to the needs, interests, learning preferences

and abilities of the students". The teacher task is to stimulate student's interest in the target culture and to help establish the foreign language classroom "not so much as a place where opportunities for learning of various kinds are provided through the interactions that take place between the parts" (Ellis 1992:71 cited in Kramch, 1993:245)

Teachers should always bear in mind when teaching culture, that their job is to increase student's awareness of their own culture, so that they provide them with a kind of metalanguage in order to produce knowledge about culture. Teachers must help learners express and respond to their cultural learning experience. Assessment in learning culture is also important as it provides feedback for both learners and teachers. Moreover, they need to create a good relationship with their learners as well a peaceful atmosphere based on mutual respect (Ellis 2003:17). Adding to that, educators has other roles such as presenting and eliciting cultural information, coaching and modeling cultural behaviors, guiding a cultural research and analysis(Moran 2001:138). As well, it is advisable if they share their personal cultural experience with their students so they encourage them to build their own or express themselves. Ellis (2003:17) pointed out that teachers needs to activate learners reflection and encourage cultural comparison.

Teachers and curriculum designer's need to take the learner sociocultural background into consideration while selecting materials and approaches so that learners' norms and expectations will not be ignored.

1.5.3. The cultural influence on foreign language teaching

Cultural background knowledge has a great influence on language learning and teaching. It provides manyfunctions in the components of the four skills as well as translating.

1.5.3.1. Cultural influence on vocabulary

Vocabulary is an important pillar of language and language is the closer friend of culture therefore, the explanation of vocabulary is considered as a mirror of the national and cultural differences (Choudhury 2014:4). A good example about that point is colors. For instance,in China the "green color" means a new life, regeneration and hope however, in South America this color means death. Thus, learning vocabulary with a great attention to the cultural factors is vigorous and crucial.

1.5.3.2.   Cultural influence on listening

EFL learners may face many difficulties while they are practicing a listening task. For example they may face problems of grammar or pronunciation however the major issue is related to cultural background knowledge. When learners are listening to a given material where vocabulary and events are familiar to them, they will easily understand the material and even if they come across new words they can grasp the meaning from the context. On the contrary, EFL learners may find difficulties in understanding the material they are listening to simply because they have a gap in their cultural background knowledge. Choulhury (2014:5) says "If for example a student comes across a sentence like Edward Kennedy went downhill since Chappaquiddick", the learner will not find any problem to understand the structure rather than finding a problem in the meaning of the word "Chappaquiddick". The latter is an American place but s/he may understand it differently. Thus, one can conclude the importance of culture in enhancing the listening skill.

1.5.3.3. *Cultural influence on speaking*

Alike listening, speaking ability needs cultural background knowledge. EFL learners are exposed to speak English all the time therefore they need a huge amount of vocabulary which can be enhanced through reading. Consequently, the cultural background knowledge is developed and helps them to communicate successfully. The lack of this knowledge will create troubles since even if the learner is competent in linguistics, he can struggle to find the appropriate word for the appropriate context.

1.5.3.4. *Cultural influence on reading*

It happens many times that students understand the meaning of every word in the text they are reading, but the meaning of the whole paragraph or the whole sentence is still ambiguous for them. Choulhury (2014 p: 7) mentions an interesting example in his article. He says that Churchill has a famous speech during the Second World War and this is a part of it "… *this was not bowing down in the house of Rimmoun*". This sentence comes from the 'Bible' and which means "*doing things against one's willingness*". This is a religious allusion and if the learner does not know this allusion he cannot understand the meaning of this sentence. So, language alone is not enough to solve problems of reading it always needs cultural knowledge.

1.5.4. *Goals of teaching culture in EFL classrooms*

Culture has a great importance in the process of teaching language. Tomalin &Stempleksi (1994), Kramch (1996), Byram and Fleming (1998) all together agree on four goals which are:

- Cognitive goals: refer to the ability to cope with the differences of the target culture and being aware of its knowledge and similarities.

- Behavioral goals, i.e., the ability to behave appropriately in accordance with the target culture.

- Affective goals, i.e., interpreted as the interest and empathy learners show towards the target culture.

1.6. EFL Learners' Attitudes toward Learning English Culture

Attitudes in general, being positive or negative, play an important role in the success or failure of students' learning. Learners with positive attitudes toward learning English culture have more opportunities to learn the target language rather than those with negative attitudes (Chamber 1999). Piage*et al* (1999) cited that learners' attitudes are considered as an essential factor on the process of language and culture learning process.The Recent inquiries conducted about that era show that a noticeable amount of students have positive attitudes toward learning English culture. Sàrdi (2002), in his research, infers that learners are interested to be exposed to cross cultural issues as well as the amount of cultural content in the classroom. In 2012, Jiang conducted a research in a Chinese university; he assumes that the majority of students want to acquire the English culture rather than the Chinese one. Also, Xiao (2010) in his research with Chinese students concludes that students have willingness to learn both the target language culture and the source language culture (Lui 2013:32).

1.7. The Techniques Used for Teaching Culture in the 21th Century

The major concern when teaching culture is finding ways for integrating culture that prepare learners to communicate and collaborate effectively

in the 21th century. According to European Council (2001) and the American standards for foreign languages learning (1996), learners should be involved in cultural investigation via individual tasks and problem-solving activities. This technique requires students to complete a task through research, i.e., individual researchers which can provided them with answers that cannot provided through lecturing. Another insightful technique is genuine materials, Moore (2003) claims that genuine materials are the best techniques to instill the cultural aspects to the learner as it helps them to be in real situation by using audio-visual aids, proverbs , music, that makes the learners feel that they are in a direct contact with the target culture. Though, role playing is also considered as an effective way in teaching culture; it has been used as a technique to develop communication skills. Because it is up to the learner to play the role of different participants in the classroom in which the teacher gives the learners the opportunity to be reflective about the cultural situation to be performed.

It can be understood from the above debate that there are different teaching technique that can be used in teaching culture in the 21th century.it is up to the teacher to know how to use them effectively.

1.8. Conclusion

Scholars and researchers agree on the point that culture and language are closely interrelated. It seems inadequate to teach a language without presenting its cultural features. Culture integration in an EFL context is obligatory as it provides many advantages for learners by being aware of both cultures, their own and the English one. The use of technology while teaching English culture raises students' interest and develops a set of positive attitudes towards that culture.The following chapter will present

a general description of the used methodology including the sample and the research instrument used in the investigation.

Chapter two

The study: Design and methodology

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2.1.   Introduction

In the previous chapter, the researchers presented an overview about language and culture and how they are interrelated. They also shed light on the importance of integrating culture in EFL classrooms. In this

chapter, the researchers will describe the methodology they follow in conducting their investigation, the instruments they useto collect their data and they will describe the sample population involved in this study.

2.2. The methodological approach

In the last decades, attention has grown in research in ESL and EFL learning and teaching. Thus, the researchers work is based on a case studyresearch. Theybelieve that this type of research would be more adequate for the current investigation because it is mainly based on studying a specific case which is Third year License students.

The case study is – as its name suggests- the study of the exactitude and the complication of a single case (Stake 1995:8, cited inDörnyei2007:151). Mackey and Gass (2005) define it as a detailed description of a single case. A case may be a class, a child, a school, or a program. The case study researcher usually observes the characteristics of a case in order to see the effect of the independent variable(s) on the dependent variable(s) which he is investigating without any interference.

2.2.1. The strengths of case studies

According to Dörnyei (2007:155),the case study is an outstanding method for obtaining a proper description of a complex social issue embedded within a cultural context. It allows the researcher to test how a set of situations come together and create a new circumstances. Van Lier (2005:195) concludes that "case study research has become a key method for researching changes in complex phenomena over time. Many of the processes investigated in case studies cannot be adequately researched in any of the other common research methods". In addition, case studies, when done well, demonstrate a high level of completeness, depth of

analysis and readability. They are also considered as one of the effective methods that can well generate the new hypotheses and models.

2.3. Population and sampling

Selecting the appropriate sample is considered as one of the most challenging decisions a researcher takes while conducting his research. Dörnyei (2007:96) defines sample as: "the group of participants whom the researcher actually examines in an empirical investigation" as well he defines the population as "the group of people whom the study is about". It is worth pointing that there is no specific sample size; it is all about the needs of the research and the nature of the population under study.

2.3.1. Learners' biodata

This study is concerned with third year License students from Tlemcen University, department of English. Thirty (30) of them were randomly selected from group one and three. The students involved in this study are from different genders and their ages are between 19 and 22 years old. The modules that they are exposed to are: oral production,Translation, Methodology, ESP, Psychology, Didactics, Literature studies and AS civilization.

2.3.2. Teachers' biodata

The informants are five teachers from the English department of Abou-Bakr Belkaid University and all of them are doctors. These teachers are three females and two males and they are in charge of different modules: AC civilization, linguistic Arabic, oral production, culture.

2.4. Instrumentation

"The backbone of any survey study is the instrument used for collecting data" (Dörnyei, 2011). It means that the success of any investigation is

based on the tools used for gathering data. Thus, the researchers use three different types of tools which are: *Likert scale* to know EFL learners' attitudes toward learning culture , *a group focus discussion* to determine their opinions about the use of technology while learning culture, in addition *a teachers' questionnaire* is used to shed light on their roleswhile teaching culture.

2.4.1. Likert Scale

Likert scale is a technique named after the sociologist 'Dr. Rensis Likert'. He presented the term in his report 'A Technique for the Measurement of Attitudes' which is published in 1932. Likert items are used to measure respondents' attitudes to a particular question or statement. To analyze the data, it is usually coded from 1 to 5 as follows: 'stronglydisagree', 'Disagree', 'Neutral', 'Agree', 'Strongly agree'. Respondents are asked to indicate their level of agreement with a given statement following the given scale.

2.4.1.1.   The strengths of Likert scale

Likert scales are:

- Easy to construct
- Easy to complete and read by the participants
- Quick, efficient and inexpensive method for data collection
- Versatile and they can be sent through emails
  ### *2.4.1.2.   Likert scale examples*
- *Agreement:*
  - Strongly Agree
  - Agree
  - Undecided

- Disagree

- Strongly Disagree

➢ *Frequency*

- • Always

- Very Often

- Sometimes

- Rarely

- Never

➢ *Quality*

- Very Good

- Good

- Acceptable

- Poor

- Very Poor

2.4.1.3.   The use of the Likert scale in the researchers' study

The researchers use the Likert scale as a research instrument in order to examine their hypothesis about learners' attitudes toward learning culture. The scale consists of ten statements and each statement is followed by an agreement scale from strongly disagree to strongly agree. Although it is a well-known data collection tool, students find some difficulties to understand how to fill on it. The researchers notice that students do not read the instructions, they just wait for the explanation. Thus, a detailed explanation was given each few minutes.

2.4.2. Focus group discussion (FGD)

A focus group discussion is a good way to gather together people from similar background or experiences to discuss a specific topic of interest. It is simply defined as a small group of six to ten people led through an

open discussion by a skilled moderator. The group needs to be large enough to generate rich discussion but not so large that some participants are left out. It is worth pointing out that FG is neither a debate nor a solving problem session. FG is a kind of qualitative research method that focuses on a specific issue drawn up by the researcher. It has many characteristics and rules which make the discussion successful among them the number of the participants, the timing, the comfortable environment and the appropriate analysis and reporting. Adding to that, the moderator should be skilled enough to monitor the discussion (R. Krueger 2002:1)

2.4.2.1.   The advantages of FGD

There are many advantages of *FGD* cited by Krueger (1994) and Morgan (1988) among them:

• It is comparatively easier to drive or conduct

• It allows to explore topics and to generate hypotheses

 • It generates opportunity to collect data from the group interaction, which concentrates on the topic of the researcher's interest

 • It has high "face validity" (data)

 • It has low cost in relation to other methods

• It allows the researcher to increase the size of the sample of the qualitative studies.

2.4.2.2. The FGD stages

   Focus group discussion consists of three (3) stages: the planning stage, the discussion or the interview stage and the analyzing and reporting stage.

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2.4.2.2.1. Theplanning stage

In this phase a chronological plan should be put forward so that rich results would be achieved. The moderator should first decide about his subject; what it is about and what pieces of information he wants to know. Then, he provides a list of the main characteristics of the participants who will be involved in his interview. It is important according to Morgan (1988) "to concentrate on those segments of the population that are capable of provide more significant information". Moreover, he needs to decide about the place of the sessions where every participant feels comfortable.

2.4.2.2.2. The discussion content

As the moderator already decides about his topic, a set of questions should be listed. According to Krueger cited in H.Frietas (1988:16), the ideal number of questions is twelve andthey can be categorized as follows:

- *Opening questions*: their purpose is to start the conversation and they need only quick answers.
- *Introductory questions*: their purpose is to introduce the topic to the participants and check if they have previous knowledge about it.
- *Transition questions*: which move from conversation to the key questions
- *Key questions*: are the most important range of questions. They are about five and they are the ones need for the analysis.
- *Ending questions*: are used to close the discussion. They can be suggestions or additional questions.

The participants are the ones who shuold speak; the moderator involves only in case of giving rules and instructions. Thus, at the beginning of the

discussion, everyone is asked to give his name and short background information about himself as well everyone is giving the opportunity to participate.Therefore, successful interaction is achieved when the team is seating in a U-shape so that they can listen to each other freely. An important point to mention here is homogeneity; the group has to be homogenous in order to provide a variety of answers.

The moderatorability to lead the discussion is considered as an important factor to reach the proposed objectives. He should introduce the topic at the beginning of the session in a genetic way as wellhe should listen attentively and with empathy. Moreover, the moderator needs to be sensitive about both men and women and also those shy participants. He should be familiarized with his topic and capable of leading a discussion with different people with different way of thinking. An important point to mention is that, the time of each session should not exceed forty five 45 minutes.

2.4.2.2.3. The analysis and report stage

After conducting the focus group discussion, all pieces of information were gathered and thus it should be overlap in a report. Debus (1988) suggests the following steps for the analysis of the FGD.

1. Develop a plan for analysis consisting of:

- background of the research
- objectives
- methods
- discussion details

 2. Analyze the content of the group discussion by:

- reviewing the notes from the focus group

- listening again to the cassettes from the session (if tape recorded)

- grouping research findings according to key themes

- summarizing the main findings

- Select the major verbatim phrases that represent the topic.

3. Synthesize the group discussion by:

- reviewing the notes of each discussion made by the moderator

- identifying the recurrent ideas that came out during the discussion

- Interpreting these recurrent ideas based upon other findings that emerged in the group.

2.4.2.3.   *The use of FG in the researchers' study*

The researchers use the FGD as a tool in order to answer the research questions and improve their hypotheses. It is basically designed to know the learners' opinions about the use of technology by their teachers while learning culture. The discussion takes place at the department of English with third year students. The latter belongs to groups three 3 and one 1. The researchers work with three groups; group one holds six students but group two and three holds only five students for each.However, not all of them were helpful. Researchers face problems within the time of the sessions as they rescheduled twice and the late comers.

2.4.3.   *The questionnaire*

One of the most used methods of data collection in EFL research is the questionnaire. Brown (2001:6) defines the questionnaire as any written instrument that presents the respondent with a number of items, in the form of questions or statements, so that he either writes out his answers or selects them from among existing answers.

2.4.3.1.The advantages of the questionnaire

According to Dörnyei (2003:9) there are several advantages regarding the use of the questionnaire among them:

➢ Collect a huge amount of information in less time.

➢ Not time consuming

➢ Data collection can be fast and relatively straightforward.

➢ Cost-effectiveness

➢ It can be successfully used with a variety of people in a variety of situations targeting a variety of topics.

2.4.3.2.   The questionnaires' items

a.Close-ended items:

- True-false items e.g.: girls are more interested to study English

  True   ☐   false   ☐

- Multiple choice items e.g.: how do you evaluate the oral production course

  - interesting

  - Boring

  - motivating

- Rank order items e.g.: what is your favorite module? Select your top 3

  - Linguistics

  - Oral production

  - Grammar

  - Discourse comprehension

  - Didactics

  - TESOL

b. Open-ended questions: "include items where the actual question is not followed by response options for the respondent to choose from but rather by some blank space to fill in"Dörnyei (2007:107).

According to the latter (2007:107), there are four types of open ended questions:

- ❖ *Specific open questions* are those questions which tackle real pieces of information such as personal information
- ❖ *Clarification questions* are those questions which end by 'please clarify/ specify)
- ❖ *Sentence completion* where the respondent is asked to complete unfinished sentences.
- ❖ *Short answer questions* need an answer which is not a phrase and not a paragraph.

2.4.3.3.   *The use of the questionnaire in the researchers' study*

The researchers administer an electronic questionnaire to university teachers in order to collect data about their roles while teaching culture. The questionnaireconsists of three 3 sections in which each section aims to find answers about specific points. The first section consists of eight (8) items where the teacher expresses his/her degree of agreement. This section deals with the teachers' roles in relation to teaching culture.The second section entails six (6)items, it emphasizes on the use of technology while teaching culture.Meanwhile the third section involves only three (3) questions which underline further recommendations and suggestions.However, the researchers face some obstacles concerning the teachers' reply. Many teachers ignore the emails or the messages through Facebook. Therefore, the investigators were obliged to wait for some teachers' response while sending to other participants

2.5.   Conclusion

Any investigation needs proper methodology, useful tools and appropriate sample to the study. Therefore, this chapter was devoted to describe which research methodology was followed by the investigators which is the case study, the sampling whom are license students and the instruments used to collect the data. These instruments are Likert scale, teachers' electronic questionnaire and the FGD. Thus, the investigators enrich their research with some theoretical definitions and then they provide pieces of information in relation to the practical part. Then, the following chapter will be devoted to the analysis and interpretation of the main results under study.

Chapter three

The case study: Data analysis and interpretation

3.1. Introduction

3.2. Data analysis

   3.2.1. Data coding

3.2.2. Learners'Likert scale results

3.2.3. The teacher's questionnaire results

3.2.4. FGD results

3.3. Interpretation of the findings

3.4. Suggestions for further research

3.5. Conclusion

Chapter Three: The Case study: Data Analysis and Interpretation

3.1. Introduction

Believing that the obtained results will help the researchers to suggest what can be seen better for teaching the target culture, this chapter represents the practical part of this research paper. In this regard, the researchers use both the qualitative and the quantitative methods in an attempt to analyze and interpret the obtained results from the teachers' questionnaire, the learners' attitudes scale and the Focus Group Discussion (FGD). In this vein, this chapter summarizes the main results and discusses the research questions mentioned at the onset of this inquiry.

3.2. Data analysis

In the present research work, the researchers use the SPSS software, version 24.0 to calculate the findings of the first and the second instruments which are the Likert scale and the teachers' questionnaire. The SPSS is an abbreviation of the words "Statistical Package for Social Sciences". According to S.LandauB.Everitt (2003:11), it is "a package of programs for manipulating, analyzing, and presenting data". The researchers find it practical and easy for the calculation of the scale's items. Meanwhile, they refer to the qualitative analyses for analyzing the FGD and the third section of the teachers' questionnaire.

3.2.1. Data coding

Data processing commonly starts with exchanging the participants answers into numbers by means of coding procedures this is called "coding frame" in order to prepare a "code book", which is a summary of the instructions the researchers will use to convert the information achieved from each subject or case into a format that SPSS can understand. This step, then, contain the learners' scale and teachers' questionnaire analysis. The following tables will show the items and their numbers.

The first table is special for the learners' scale and the second is the one of the teachers' questionnaire.

The code	The item
1	Strongly agree
2	Agree
3	Slightly agree
4	Slightly disagree
5	Disagree

Table2.1: *the coding* process 1

code	The item
1	Agree
2	Disagree
3	Strongly disagree

Table 2.2: *the coding process2*

The code	The item
1	Always
2	Rarely
3	Never

Table 2.3: *the coding process 3*

The researchers adopt the tripartite LikertScales and thequintryLikert scale in which the first ones consist of three items as it is shown in the above tables(2.2 & 2.3) and the second one comprises of six items as it is shown in the first table (table 2.1). In order to calculate the data, the researchers follow specific rules

which are special to the SPSS program. Concerning the tripartite Likert scale, there are three items: 1-2-3; the researcher calculate as follows:

- ✓ 3-1=2 then 2/3= 0,66 (0,66 it's the difference between each trend)
- ✓ The first trend is: 1—1,66 agree / always
- ✓ The second trend is 1,67 – 2,33 disagree/ rarely
- ✓ The third trend is 2,34 – 3 strongly disagree/ never

Meanwhile, the calculation of the quinary Likert scale is done as follows:

- ✓ 5-1= 4 then 4/5= 0,80 (0,80 is the difference between the trends)
- ✓ The first trend: 1—1,79 strongly agree
- ✓ The second trend: 1,80–2,59 agree
- ✓ The third trend:2,6 – 3,39 slightly agree
- ✓ The forth trend: 3,4 – 4,19 slightly disagree
- ✓ The fifth trend: 4,2 – 5 disagree

3.2.2. Learners' Likert scale analysis

Ten items are designed to collect information about learners' attitudes toward learning the target culture. The next table shows the achieved results:

| Item	Statement	Mean
1	I learn about English culture to increase my understanding of both the target and English culture.	1.5
2	It's better to avoid asking questions related to values and religion to my English friends.	3.1
3	Learning a language is mindless without learning its culture.	1.3
4	Learning other cultures is harmful to my own culture.	4.6

5	I develop a negative reaction when I'm introducing to new cultural elements in my class.	4.6
6	Learning English culture help me develop all my language skills (speaking, writing, listening, and reading) or at least one of them.	2
7	I feel motivated to learn about the target culture	1.8
8	Technology based activities motivate me to learn culture.	1.4
9	Culture is learnt better through technology.	1.5
10	Curriculum designers should include technology based activities for teaching culture.	1.7

Table 2.4. The mean of the Learners' attitudes

From the above table, it is shown that learning another culture is not harmful to the learners'own culture and thus they do not appear negative reactions when they learn about the target culture. This is revealed by the majority of them since the general mean is 4.6 and which belongs to the trend of disagreement. Moreover, the results reports a high mean for the use of technology (1.4 and 1.5. belong to the trend of strongly agree)

These results are illustrated in the following bar-graph:
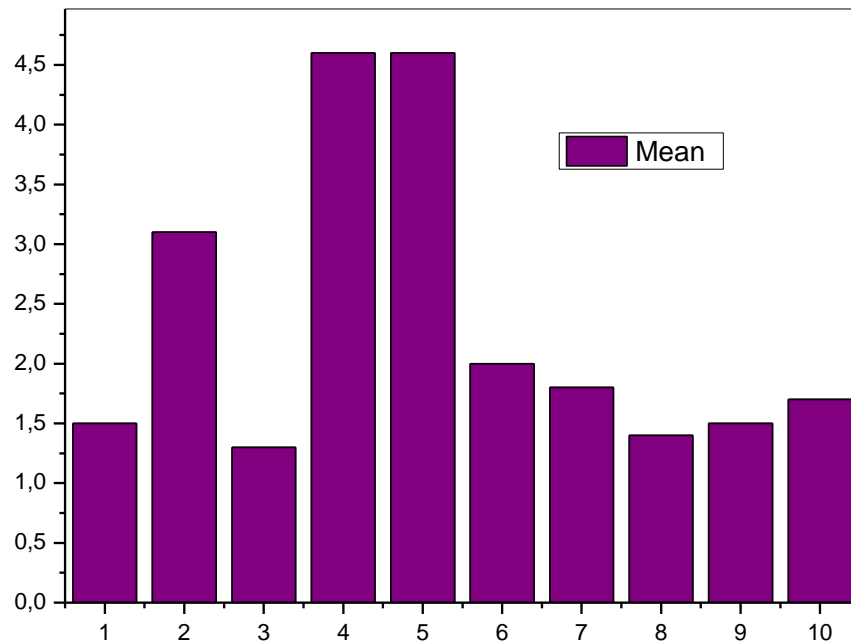
Bar-graph2.1. Learners' attitudes toward learning culture

The overall mean of the students' attitudes is 2.35. It means that students have the willingness to learn the culture so that they have positive attitudes towards learning culture.

3.2.3. Teacher's questionnaire analysis

The researchers' questionnaire comprises of three (3) sections, each section aims to discover replies about particular focuses.

✓ **Section 1:**

The first section is about the teachers' role while teaching culture, it consists of eight (8) items where the teacher has to tick a cross beside the degree that reflect

his/her point of view (agree, disagree, strongly disagree). The following table summarizes the findings:

item	The statement	the mean
1	Teachers can provide students with opportunities to help them acquire the target culture and avoid cultural shock.	1.2
2	The cultural components should be part of every curriculum and every course.	1
3	Teaching culture needs a proper training.	1
4	Combining language and culture helps learners to improve the four skills.	1.2
5	The way you teach English culture reflects the way they understand it.	1.6
6	EFL teachers should be aware of the target culture before they interact or teach their students about that second culture.	1.2
7	Incorporating a cultural component in a lesson plan requires considerable effort and extra work.	1
8	Some lesson plans can be considered incomplete without a cultural component. It all depends on the language goals.	1.4

Table2.5. *the*mean of *teachers' roles*

The overall mean of the teachers' role is 1.2. It means that teachers "agree" that teaching a language is teaching the cultureas well, so that their job is to introduce the cultural elements in every lesson.
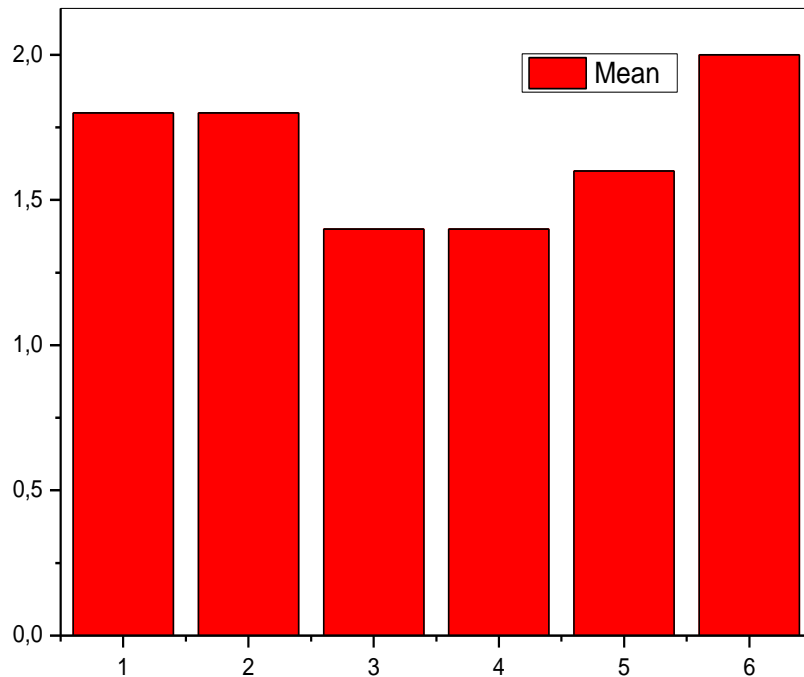
✓ **Section 2:**

The second section spins around the use of technology while teaching culture, this latter consists of six (6) items where the teacher has to choose between three frequencies (always; rarely and never). The table shows the results obtained:

The item	The statement	The mean
1	I use visual aids such as films and television segments to provide students with an opportunity to witness Behaviors which are not obvious in the written form	**1.8**
2	I use role plays	**1.8**
3	When I introduce culture to my students I use videos and broadcasts.	**1.4**
4	I use digital technologies to make my students engage actively.	**1.4**
5	I encourage my students to listen to audio books.	**1.6**
6	I use group work where students bring their laptops	**2**

Table 2.6. *The use of technology*

The general mean of the use of technology by teachers in the classroom is 1.6.

The following graph shows the obtained results:

Bar-graph 2.2.*The use of technology*

From the above graph, it is noticed that most of teachers use digital technologies in their classes while teaching culture however they sporadically use role playsactivities.

✓ **Section 3:**

The last section in the questionnaire is about suggestions and recommendations which consist of three questions:

➤ 1st question: What are the personal new techniques you use while teaching culture especially in the 21st century?

The teachers' responses differ according to each teacher and the way he/she teaches. The majority (3)reply by using authentic materials such as: videos, pictures, songs, films and novels. Whereas, two (2) teachers add that they use role plays.

> - 2nd question: Any suggestions for updating the curriculum in order to teach English culture especially in the 21th century.

The teachers' suggestions are:

- Providing students' with a theatrical plays which can be acted by them under the supervision of their teachers.
- Providing students' with trips for example a trip to the IRC in Algiers, US Embassy, British council… etc. And multicultural meetings like the GVC program.
- Emphasizing the relationship between language and culture in general, and in the speaking world in particular.
- Exposing students' to real-life situations in which they can experience the culture they are dealing with.
- Using songs, a film class, video documentaries, etc.

> - 3rd question: Any other suggestions would be very helpful to the realization of the research work.

Two teachers give no suggestions whereas twoother teachers share the same suggestions which are taking students to visit the British council and Embassy or visiting different universities,either local or regional. Also, visiting national and international libraries at least on the websites is possible. In the other hand, a

teacher suggests doing a questionnaire for students to investigate their feedback, as well as problem with the way they are taught culture.

3.2.4. FGD results

In February 2017, the researchers conduct a FGD with 15 license students from the English department at Abou Baker Belkaid University- Tlemcen. This discussion is designed to shed light on learners' opinion toward the use of technology by their teachers while learning culture. The researchers work with three groups; the first group consists of six 6 participants meanwhile the second and third groups holds only five 5 students for each. The discussion takes place at two different settings which are room 3 and the Library of Mohamed Dib.

➢ Introductory questions

Concerning the first part of questions, it is only a set of introductory questions where students are asked about some topics in order to introduce them to the main one. (See appendix 3)

➢ Topic questions

This part consists of four questions in which each question is analyzed separately:

- Question 1: in what way would you prefer to introduce to cultural elements?
- G1: the majority of participants agree that technology is always a motivating factor that helps to learn any language within its culture.
- G2: most of students are keen on to technology but they prefer also books and role plays
- G3: this group encourages the use of role plays within technology.
- Question 2: what topics you like most in relation to culture?

- G1: they all prefer food.

- G2: most of them prefer to learn about costumes and food

- G3: more than the half enjoy topics related to food and traditions

  - Question 3: technology helps you to achieve better results, what do you think?

- G1/G2: they believe that technology helps them achieve better results as it provides them with real images and helps them memorize ideas more easily, feel motivated during the course and " do not feel bored during the course especially when the teacher uses articles or spend the hole course speaking"

- G3: for this group technology based activities are very interesting for them but they also prefer from time to time traditional ways such as books and articles.

  - Question 4: what kind of authentic materials you prefer while learning culture?

- G1/G2/G3: videos/ pictures/ audios/ songs.

  ➢ ending question

  - Propose some ways for learning culture in the 21ST century.

- G1/G2/G3: performing role plays, using authentic materials, watching movies in the classroom and travelling abroad as a class.

3.3. Data interpretation

In view of the reached results, this section attempts to interpret and summarize the main findings of this investigation. The first research question is intended to identify the EFL learners' attitudes towards learning culture; consequently the researchers design a learner's attitude scale in order to examine this question. The results show that learners are within the idea that learning a language means leaning its culture. Most of them view that learning a foreign culture cannot be

harmful to their ownand thus they do not have a negative reaction towards learning different aspects about different cultures (see table 2.4).

The second research question is examined through the teachers' questionnaire and the focus group discussion. Looking From the teachers' angle, it is found that EFLlearners envy to learn culture is developed by how much the teacher introduce culture in his classes and courses. As well,it is proved that the combination of culture and language help the learners develop the four skills and improve them (see table 2.5). Accordingly, it is shown that, in order to teach the target culture, teachers use visuals such as videos and pictures as wellas Digital technologiesto motivate their students and to attract their attention (see table 2.6). Adding to that, teachers view that teaching the culture in the 21ST century is enhanced through the use of authentic materials and organizing abroad trips.

 Looking from the learners' angle, it is found that EFL learners have the willingness to learn any culture especially if it is introduced in a new way. They prefer technology based activities as they find it attractive and motivating as well they spot light on the use of role plays as they enjoy it. According to them, authentic materials are more adequate to learn the culture in the 21st century within the organization of some trips to foreign countries.

    To conclude, it can be said that the researchers recover their hypotheses in which the achieved results unveil that the EFL learners have positive attitudes towards learning the foreign culture and this is proved through the learners' attitudes scale. Moreover, it is found that the teachers' roles while teaching culture turns around exposing their students to cultural elements in all courses and this through the adaptation of new techniques using technology. Therefore, it can be

said that teaching culture in the 21ST century is occur through the use of technology in order to motivate the EFL learners.

3.4. Suggestions for further research

It is important to consider culture as a genuine field and to know the role it plays. It is advisable to encourage students to exchange culture by meetings like the GVC programs in order to know more about the target culture by using the internet. Moreover, it not only of teachers and students' responsibility to examine the cultural knowledge, yet, it is ofobligation at first level, because with no appropriate curriculum no culture teaching occurs i.e.; it is the responsibility of the curriculum designers.

To conclude and to open the door for further research more investigation need to be done in this field such as:

- How to raise learners' cultural awareness? And how to develop their curiosity towards it? For the purpose of analyzing their attitudes, beliefs, values and behaviors.
- Also, how can teachers incorporate authentic materialsand social mediainto teaching and learning culture?

As far as the investigators are concerned, they propose two updated techniques that can be used while teaching the target culture. Teachers can create a class website where they can publish their students work whatever their level is. The purpose is to encourage them speak about their own culture in comparison to any culture they prefer. Another option is called 'an email exchange'. In the primary schools, teachers ask their pupils to write a letter to their friends, it would be better now if they try the 21st century version by instituting an email exchange. Teachers can ask their students to exchange emails with different students from different countries,

cities or universities or even different schoolsas a pen friend. This can be very helpful for exchanging topics of interest, discussing issues related to culture, etc.

3.5. Conclusion

The present chapter revealed valuable findings that are gained in relation to the research questions and objectives. The results obtained from the participants confirmed the hypothesis previously mentioned.This chapter consists of an in-depth analysis which, in turn, is joined by an exact interpretation. Likewise, the researchers provide some proposal alongside with questions for further research in order to upgrade and improve the situation in the field of culture.

General conclusion

Researchers and scholars address the need to incorporate cultural knowledge into foreign language teaching. It has a great importance to teach language and culture inseparably so that students learn the language and its culture consequently they become culturally aware. The research work is set out in an attempt to tackle the learners' attitudes toward learning the target culture and whether teachers use technology while they teach it.Thus, the researchers proposed two research questions in relation:

1.   What attitudes do EFL learners have towards learning the target culture?

2.   How can teachers enhance the students' cultural knowledge especially in the 21stcentury?

In order to answer the above questions, two hypotheses are proposed:

1. Learners' may have positive attitudes towards learning the target culture?

2. Integrating technology in all culture courses may develop the students' cultural knowledge especially in the 21st century

The investigation is directed through a case study method on a sample of thirty 30 EFL students and five 5 EFL teachers at the English department,Tlemcen University. As far as the content of the work is divided as follows: the first chapter has provided a theoretical background for the present work including definitions and illustration about the concepts culture and language including the use of technology while teaching them in the 21stcentury. Moreover, it sheds light on the learners' attitudes towards learning the target culture. Concerning the second chapter, the researchers provide a theoretical account about the research methodology including the study design, sampling and instrumentation.

Meanwhile, The researchers devote the third chapter to tackle the practical side of the investigation in which they employee three research methods, notably, an attitudes scale for learners to determine their attitudes towards learning the target culture and a focus group discussion for the sake to know the participants view about the use of technology , also, the researchers conduct an electronic questionnaire on EFL teachers to know the main techniques they use to teach culture in order to meet the triangulation research criteria and to gather both qualitative and quantitative valid data. The collection of data is followed by the analysis along with interpretation with a cautious examination of the obtained results in which it is defined in the form of statistical data, tables, and graphs.

In this vein, the findings of this research reveal that almost all the participants have a highly positive attitude toward learning the target culture. They show the eagerness to learn any culture particularly if it presented in an attractive way which means the use of technology. Adding to that, the teachers view that teaching culture in the 21st century is developed through the use of technology, i,e, authentic materials, role plays and arranging abroad trips.

In the same line of thought, the investigators propose and recommend further investigations in the field of culture such as: How to raise the learners' cultural awareness? And how can teachers incorporate technology into teaching and learning culture? As far as the investigators suggestions, they propose two updated techniques that can be adapted to teach culture in the 21st century which are: publishing the students work in your class website and no matter what their level is. And having the students exchange emails with students in different schools, cities or countries in order to exchange the culture.

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Appendix 'A': *Teachers' Questionnaire*

Dear teachers, this questionnaire is conducted in order to collect data about the role of teachers while teaching culture and which techniques they adapt using technology. We would be very grateful if you help us by putting a cross in the answer you choose.

Thank you in advance

Section 1: The role of teachers in enhancing learners' cultural knowledge

	agree	disagree	Strongly disagree
1. Teachers can provide students with opportunities to help the target culture and avoid cultural shock.			
2. The cultural components should be part of every curriculum and course.			
3. Teaching culture needs a proper training.			
4. combining language and culture helps learners to improve the four skills			
5. The way you teach English culture reflects the way they understand it.			
6. EFL teachers should be aware of the target culture before they interact or teach their students about that second culture			
7. Incorporating a cultural component in a lesson plan requires considerable effort and extra work.			
8. Some lesson plans can be considered uncomplete without a cultural component. It all depends on the language goals.			

Section 2: The use of technology while teaching culture

	always	Rarely	never
1. I use visual aids such as films and television segments to provide students with an opportunity to witness Behaviors which are not obvious in the written form			
2- I use role plays			
3-1 When I introduce culture to my students I use videos and broadcasts.			
4-I use digital technologies to make my students engage actively.			
5-I encourage my students to listen to audio books.			
6-I use group work where students bring their laptops			

Section 3: suggestions and recommendations

1. What are the personal new techniques you use while teaching culture?

…………………………………………………………………………………………

…………………………………………………………………………………………

………………………………………………………………

2. Any suggestions for updating the curriculum in order to teach English culture in the 21th century.

…………………………………………………………………………………………

……………………………………………………………......................

……………………………………………………………………………………

3. Any other suggestions would be very helpful to the realization of the research work

Appendix ' B' : My attitudes toward learning culture

Dear students,

You are kindly asked to fill this scale by choosing a number from one (1) to five (5) that determines your attitudes toward learning culture.

1- I learn about English culture to increase my understanding of both the target and English cultures

Strongly agree__1__2__3__4__5__ disagree

2- It's better to avoid asking questions related to values and religion to my English friends
Strongly agree__1__2__3__4__5__disagree

3- Learning a language is mindless without learning its culture
Strongly agree__1__2__3__4__5__ disagree

4- Learning other cultures is harmful to my own culture
Strongly agree__1__2__3__4__5disagree

5- I develop a negative reaction when I am introducing to new cultural elements in my class
Strongly agree__1__2__3__4__5disagree

6- Learning English culture help me develop all my language skills (speaking, writing, listening and reading) or at least one of them
Strongly agree__1__2__3__4__5__disagree

7- During the class, teachers should talk about different cultural themes such as food, lifestyle, economy, etc.
Strongly agree__1__2__3__4__5_disagree

8- Technology based activities motivate me to learn culture
Strongly agree__1__2__3__4__5_disagree

9- culture is learnt better through technology
Strongly agree__1__2__3__4__5__disagree

10_ Curriculum designers should include technology based activities for teaching culture
strongly agree__1__2__3__4__5_ disagree

Thank you

Appendix 'C':

The focus group discussion questions

Introductory questions:

1. For what reason you choose to learn English?
2. Have you ever been abroad? If yes in which country?
3. What do you prefer most American or British culture?

Topic questions:

1. In what way would you prefer to introduce to cultural elements?
2. What topics you like most in relation to culture?
3. Technology helps you achieve better results, what do you think?
4. What types of authentic materials you prefer when learning the target culture?

Ending questions

-Propose some ways for learning culture in the 21st century

الملخص:

الهدف من هذه الدراسة هو التعرف على وجهة المتعلمين في تعلم اللغة الإنجليزية كلغة أجنبية لغرض تعرفهم على الثقافة الهدف، إضافة الى الدور الهام للمدرسين في تحسين الثقافة المعرفية خاصة في القرن الحادي والعشرين. تم هذا البحث على مستوى جامعة أبوبكربلقايد -تلمسان- على عينة من الطلبة قدرت بثلاثون طالبا ينتمون الى السنة الثالثة ليسانس. النتائج الرئيسية للبحث توضح مدى إيجابية المواقف لمتعلمين اللغة الإنجليزية كلغة اجنبية تجاه تعلم الثقافة الهدف، إضافة الى هذا السياق تندرج فكرة تدريس هذا الأخير الى استخدام تكنولوجية العصر والأدوات المتاحة له من اجل تحفيز المتعلمين وجذب انتباههم.

الكلمات المفتاحية: المتعلمين، المواقف، الثقافة، التكنولوجيا

Summary

This research aims at investigating EFL learners' attitudes towards learning the target culture in addition to the role of teachers in enhancing their cultural knowledge, especially in the 21st century. This investigation takes place at Abou Bekr Belkaid University Tlemcen. The sample population includes 30 students from 3rd year 'Licence'. The main findings of this work reveal that EFL learners have positive attitudes towards learning the target culture and that teaching it requires the use of technology and authentic materials in order to motivate the students and attract their attention.

Key words: EFL learners, attitudes, culture, technolog

Résumée

L'objectif de cette étude est d'identifier les point de vue des apprenants a travers l'apprentissage de l'anglais comme une langue étrangère afin de connaitre la culture cible, et montrer le rôle important des enseignants dans l'amélioration de la culture cognitive, en particulier au 21ème siècle. Cette recherche a été au niveau de l'Université Abou Baker Blkaid-Tlemcen- sur un échantillon composé de 30 étudiants de Troisième année 'License'. Principales conclusions des recherches illustrent les attitudes positives des apprenants de l'anglais comme langue étrangère pour apprendre la cible de la culture, en plus de ce contexte inclus l'idée d'enseigner ce dernier à utiliser une ère technologique et les outils à sa disposition afin de motiver les apprenants et d'attirer leur attention.

Mots clés : Apprenants, Attitudes, Culture, Technologie.