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**Effects of the Cultural Element on
ELT and EFL Students' Learning: Case
of Master's One EFL Students at
Tlemcen University**

Extended essay Submitted to the Department of English as a partial fulfillment
of the requirements for the Master's Degree in Language Studies.

Presented by:

- **Miss. DEKKAR Nour Elhouda**

Supervised by:

- **Pr. Smail BENMOUSSAT**

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Dedications

*I dedicate this work to all the members of my family and friends
for being supportive and helpful.*

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List of Acronyms

EFL	English as a Foreign Language.
TC	Target Culture
TL	Target Language
ELT	English Language Teaching
ELL	English Language Learning
LS	Language Sciences

Abstract

This research paper is designed to explore the effects of the cultural element on the process of English Language teaching and learning among First year Master students at the University of Abou Bakr Belkaid, Tlemcen, Algeria. A students' questionnaire and a semi structured interview are used in order to collect and analyze data. The findings indicate that the target culture has a major impact on the way students learn English and that it plays an extremely important role in foreign language teaching . The main purpose of this study is first to introduce the issue from a theoretical point of view. Then, to investigate the influence of cultural element from both learners and teachers' perspectives.

General Introduction

General Introduction

The relation between Language and Culture has been, for decades, an issue of a hot debates and a subject that triggers the attention of researchers. Several theories and approaches have been put forward to account for this interrelatedness. (Hall:1981, P.36) suggests that:”**Language is one of the dominant threads in all cultures**”. On their part, Sapir and Wolf developed a hypothesis that holds that language influences people’s thinking and cognition.

The deep relation has even exceeded to another extent when teachers and educationalists decided to join culture teaching into the language teaching and learning process . Educationalists think that language allows culture to flourish and that it is a significant feature in the ELT curriculum. In this respect, (khuwaileh: 2000, p47) says that:”**one way or another culture manages to become part of language classroom**”

On the other hand, teachers as well think that culture teaching enhances students’ learning of the target culture and opens their minds to new opportunities. Regarding his importance of the target culture and its essential role as a part of EFL teaching and learning. This current study aims at discovering the influence of the target culture on students’ language learning in addition to the students attitudes towards culture learning. On the light of the arguments mentioned above, these two research questions should be arisen:1) what are the effects of the target culture on language teaching and learning?, 2) How do students perceive the target culture learning?.

Following to these research questions, these hypothesis are formulated:

- a)The target culture may have a huge impact on language teaching and learning.
- B) students may show a positive attitudes and be motivated to learn about the culture of the target language.

The chapter one is designed to present the review of literature on the influence of the target culture on both language teaching and language learning taking into account the relationship between language and culture and the goals of culture teaching in ELT classrooms. While, the second chapter is devoted to examine the degree of the influence level on language learners. Its contents are: the description of the sampling, data analysis and interpretation. Finally, some recommendations and implications are proposed.

Chapter One

Literature Review

1.1 Introduction:

This current study aims at discussing the role of culture and its effects during the process of teaching and learning the English Language. In this chapter, the researcher will provide a theoretical background for the sake of introducing the issue. To begin, the researcher will provide some definitions for both language and culture. After that, the investigator will review all what have been said about the connection of the two. Then, the relation between language and culture teaching and students learning will be presented along with the inclusion of culture as a fifth skill. In addition, teaching culture in ELT classrooms as well as its effects on students language learning will be discussed. Later, the effects of culture on ELT are presented along with some implications of teaching culture in ELT classrooms.

1.2. Definition of Culture

The term culture may have several definitions for the fact that it is seen differently not only from person to person or from one social group to another but even within the same community. Culture involves a set of patterns such as values ,religion, beliefs, attitudes, and behaviors. In this respect,(Taylor:1871,p1) describes it as: “ **that complex whole which includes knowledge ,belief, art, morals, law, custom and any other capabilities and habits acquired my man as a member of society**”. All researchers agree that culture is something shared by a group of people and that it is collected through experience. Besides, culture is transmitted from one generation to generation and from one social group to another. Therefore, earlier authors such (Bailey:1994, p. 23) defines it as” **the socially transmitted knowledge and behavior shared by some group of people**”. In the same vein, (Keesing :1981, p. 68): considers culture as:” **socially transmitted patterns for behavior haracteristic of particular social group**” . (Bruman:p12), however, thinks that culture refers to”.....**learned accumulated experience**”. Furthermore, culture is characterized by a number of things . It is dynamic in the sense that it keeps changing over the time and it does not stick to a single shape ie: every generation adds something new to their culture, a special print of their own that recognizes them from others. Also, culture is

integrated, it combines various diverse subjects such as law, politics, religion, medicine and kinship. As put by (Seelye: 1988, p26). :” **a broad concept that embraces all aspects of the life of man**”. In addition, culture symbolizes people’s identity and differentiates them from others. Hence, it is a system for differentiating between in group and out group people. Nevertheless, humans have culture for a number of reasons. One is the fact that it makes the actions of individuals intelligible to others as well as communicate.

1.2.1. Development of the Cultural Concept

Throughout history, researchers have arisen distinct theories and approaches on culture. Initially, the concept of culture was associated with civilization. Diffusionism and functionalism are also two approaches that attempted to account for the concept of culture. The former implies the study of the diffusion of the traits that culture is collected from one society to another. In the 19th century, a new theory emerged called “The cultural evolution”. Evolutionists developed a framework aiming at recording and interpreting cultural variation around the world in order to make them understood according to the Victorian standard. Culture was reduced to traits collected by traders and missionaries. On the other hand, functionalists consider culture as a system of beliefs that reinforce social institutions.

By the 20th century, the anthropologist Boas held an approach that was a reaction against the evolutionist theory. The approach holds that cultural aspects are not biologically inherited but rather acquired. According to Franz culture is accomplished through habit and all cultures are developed equally, none is better than the other.

1.3. Definition of Language:

Human being nature requires them to communicate with one another for the fact they need to express their feelings, express their thoughts, beliefs and knowledge. In their everyday life, people need to make commands, thanks, promises. The only means to achieve all of that is “language”. Over the years, Language attracted much interest of researchers and linguists and it has been defined differently. However, one thing is common which is the fact that it is the primary medium of communication that could be either spoken or written. In this respect, language is defined as:” **the human system of communication that uses arbitrary signals such as voice sounds, gestures”**.

Language functions distinctively. It can be descriptive or evaluative, for example, when making a value judgment. Language may also be persuasive in the sense that people use it to convince other persons to accept something. In linguistics, researchers' main concern is to account for the complex system of language and they have put forward several definitions. For instance, (Sapir, 1921 p.12) considers language as: “ **... a purely human and non instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols”**.

What can be noticed from Sapir's definitions is language is a human property and that animals' system of communication is excluded along with any human sounds that are not symbolic or voluntary. Furthermore, (Sapir:1949,155) also thinks that: “**all languages are set to do all the symbolic and expressive work that language is good for, either actually or potentially. The formal technique of work is the secret of each language”**. Hence, language enables its users to express whatever they want, the way they want. However, the technique differs. For Sapir every language is complete and sufficient in itself. On the other hand, Chomsky has his own personal view about language. (Chomsky:1957,p13) claims that humans are born with an innate linguistic ability and he conceptualize language as: “ **a set of finite and infinite sentences, each finite length and constructed out of finite set of elements”**. It is

clearly understood from Chomsky's definition that language is biologically inherited and related to the brain. Besides, one can produce as much sentences as possible as long as they are grammatically correct. This paved the way to his generative grammar approach to emerge. In addition to all what have been said about language, this later is more than just a code, it even serves as a social practice that interprets and transmits culture which the main focus of this current study.

1.4.Relation between Language and Culture:

It is generally agreed that language and culture are tightly connected to each other. They influence and complete each other. Therefore, (Wardhaugh:2002,219) describes their relationship as:” **it is not possible to understand or appreciate one without knowledge of the other**”. Explaining the connectedness between language and culture is somehow complex because of the diversity of opinions. However, it could be said that language determines people's view towards their world. (Goodenough :1957,167) states that: “ **a society's culture is made of whatever one has to know or believe in order to operate in manner acceptable to its members.....**”. Likewise, (Salzm ann :1998,41) regards language as” **a key to cultural part of society**”. This means that language is reflected by the language of its people. Nevertheless, language can be viewed as a verbal expression of culture in the sense that it helps transmitting culture to the world. Culture's continuum is guaranteed by language, otherwise it would be dead. Language shapes culture and keeps alive through generations. Language represents people and their way of living and thinking. The relation between language and culture has even been described metaphorically. Some see language as the mirror of culture. Others name them the flesh and its blood and so forth.

1.5.Culture and Language Teaching:

Since language is the carrier of culture and regarding the close relatedness between them, people involved in language teaching found out that language teaching would not be complete without culture teaching. Hence, they decided to teach culture as a part of language teaching and encouraged including it as a fifth language skill. In

this respect, (Wang: 2008, p4) asserts that “ **foreign language teaching is foreign culture teaching and foreign language teachers are foreign culture teachers**”.

Today’s globalized world in addition to the technological development and social media, made it necessary for people to be exposed and get in touch with other cultures. Thus, they need to use an international language that enables them to communicate. That language is likely to be English. Therefore, teaching culture as a fifth language skill is very important because it helps developing understanding the variation in cultures and that the target culture is different from own culture. Teaching culture plays an essential role in enhancing self sensitivity and awareness as well as s of the different attitudes and ways of doing things.

Researchers see that culture teaching is not an easy task because teachers’ job will be not only transfer information about the target language. Educators should also make their students interact with native speakers of the target and explain to them that there are superiorities and inferiorities in the target language just as in own culture. More importantly, teachers should keep in mind to raise their students’awareness of their own culture and not focus only on the target one. The teaching of culture has to include essential components such as cultural knowledge, values ie: people’s thinking, cultural behavior. This means that learners should recognize daily routines as well as the cultural skills.

1.6.Culture and Student’s Learning:

Students’cultural background influences their language learning. When students study culture as a part of their language learning, “**they have to know how language is used in everyday interaction and whet is its characteristic in a given culture**” (Dufva, 1994 p30). As a result, they might be frustrated. However, it is thought that the cultural pursuit stimulates language learning in the sense that it motivates their imagination and their power of creativity. It supplies their critical thinking and it change them to be interested in the target language.

Culture learning opens the closed doors to the EFL students to interact actively with people from the target culture and develops their approach to learn new things. When the target language becomes familiar to the students, for example, the British culture. It facilitates even more their learning of the target language (English). Besides, learning the culture of the language they are learning enriches their cultural background. This would be helpful when they travel around.

Culture learning helps students recognize the similarities and the differences of the distinct cultural groups. It enhances them to make the appropriate value judgments about the cultural characteristics of their own and other people. When students learn about the target culture, they improve their language skills mainly: speaking and writing. Being taught culture, makes students change their negative attitudes, if any, towards the target societies. Besides, students may experience new ways of thinking and develop their communicative competence.

1.7.Goals of Teaching Culture in EFL Classrooms:

Culture has a great importance in the process of language teaching, that a number of scholars set different to reach when teaching culture in ELT classrooms. (Sylee:1988),for instance, has identified seven crucial goals of the cultural instruction.

1.7.1. Sylee goals:

- The sense of culturally conditioned behavior
- The interaction of language and social variables
- Conventional behavior in common situations
- Cultural connotations of words and phrases
- Evaluating statements about a society
- Researching another culture
- Attitudes towards other cultures.

On the other hand, Tomalin and Stempelski (1993:p78) have their own According to them culture teaching has to accomplish a set of goals.

1.7.2. Tomalin and Stempelski's goals:

- Help students develop understanding of the fact that all people exhibit culturally-conditioned behavior.

- Help students understand that social variables such as: age, sex, social class and place of residence influence the way people speak and behave.

-Help students to become aware of conventional behavior in common situations in the target language.

-Help students to increase the awareness of the cultural connotations of words and phrases in the target language.

- Enhancing students' ability to evaluate and refine generalizations about the target culture in terms of supporting evidence.

- Enhancing students' development of the necessary skills to locate and organize information about the target culture.

- Stimulating students' intellectual curiosity about the target culture and encouraging empathy towards its people.

In addition to researchers' goals, teaching culture plays a vital role in making students understand the connection between products(sculpture, dance, education) and the perspectives(beliefs, values) of the culture studied.

Teachers, being aware or not, are central in transmitting the target culture to the students. Therefore, they have to create strategies to make their students interested in studying the target culture.

1.8. Effects of Target Culture on Students' Language Learning:

As it is generally agreed by researchers, teaching a language without teaching its culture is somewhat impossible. When students learn a language, they are in the most of time, influenced by its culture. In the beginning, students may show a negative attitude towards the target culture as it is unfamiliar to them. They might be offended by it in the sense that it threatens their own cultural beliefs.

By the time, however, language learners start to realize the importance of the target culture and language learning starts to be senseless if they do not know any thing about the culture of target language. Since Fries's "Contextual Orientation" paper in 1945, it started to be believed that the meanings of language lie in the life experiences of the native speakers.

For 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**". Indeed, exposing students to the target culture results in a number of benefits . First, intercultural insights and students' knowledge about the target culture make them become successful bilinguals. In order to be able of communicating with foreigners, language learners are supposed to develop an intercultural communicative competence. This is what a target culture does. Furthermore, learning culture is a motivational tool that makes students interested in the target language they are learning. On the other hand, Chastain (1971:130) finds that: **" learning culture would help learners relate the abstract sounds and forms of a language to real people and places."** Thus, providing access into cultural aspect of culture. In addition to all the benefits mentioned before, culture learning increases the students' curiosity to know about native speakers of the target culture.

In addition to the effects mentioned previously, a number of researchers have their own list of culture teaching effects. Strainer, Chastain, Gardner and Cook suggest that:

- Studying culture gives students a reason to study the target language as well as rendering the study of L2 meaningful.
- Learning culture helps students relate the abstract sounds and forms of a language to real people and persons.
- Cultural classes increase language learners 'curiosity and interest in the target countries and higher their motivation.
- Studying culture gives students a liking for the native speakers of the target language.
- Culture teaching plays also a useful role in general education such as learning about geography, history of the target culture.

1.9.Conclusion:

All what have been presented in the literature review above can be summarized as follows. Language and culture are two different concept that have a tight relationship.

The terms have been introduced from different perspectives and several definitions of different researchers have been reviewed. The relationship between language and culture have been investigated from a number of researchers. All the different theories and approaches that tried to account for the phenomenon are presented.

The interconnectedness between language and culture resulted in the incorporation of culture teaching in ELT classrooms. Then, the goals that researchers set from teaching culture in EFL classroom have been mentioned in addition to the effect of culture on both language teaching and students' learning which is the major concern of the present study.

This chapter shed light on the issue of the study from a theoretical point of view. The next chapter, however takes a practical path to investigate the effects of the cultural element on EFL students learning.

Chapter Two

Research Methodology

1. Introduction:

This chapter seeks to discover the effects of the target culture on language learners of Master's I degree based on true evidence and real sources (students and teachers perspectives). This chapter will also reveal students 'attitudes towards learning the target culture. The researcher will first introduce the sample chosen to complete the survey. Then, the investigator will try to discover into what degree the target culture influences student's language learning as well as their willingness to the culture they are being taught. To do that, the researcher will use a students' questionnaire and a semi-structured interview. After that, data analysis and interpretation from both students' questionnaire and teachers interview will be presented. Nevertheless, some recommendations and implications will be suggested and dealt with respectively based on the research results.

2. Sampling

This research takes place at the University of Abu Bakr Belkaid, Departement of English with Master's I students (Language Sciences). The whole number of students is 143. There are only two groups. 30 students out of 143 were chosen to be the informants. They have 8 modules named: Didactics, Linguistic Theories, Cross Cultural Studies, Sociolinguistics, ESP, Arabic, Methods in Social Sciences Global Issues and Contrastive Analysis. They study from 3 to 4 courses per day.

Each course lasts one hour and 30 minutes. As for teachers, there exist about 16 teachers in charged of teaching Master one with Language studies specialty, from whom 7 experienced teachers were interviewed.

2.1 Students' Profile

Thirty EFL students of the Master One degree were requested to answer the questionnaire. 18 of them were males and 12 were females. Their ages range between 22 and 30. The participants' linguistic background is nearly the same. Regarding the

educational level they have reached, the students language proficiency is advanced and their opinions are effective.

2.2 Teacher's Profile:

Seven experienced teachers were interviewed. Four of them were females and three of them were males. Most of the informants hold a Doctorate and they have taught the module of language and culture for three years at least. However each of the teachers has a different background in terms of teaching experience and distinct point of views about the issue put in question.

2.3. Research Tools:

The researcher used a students' questionnaire and a teachers' semi-structured interview to gather the data.

2.3.1. Students' Questionnaire:

The researcher used a questionnaire composed of 8 questions. The questions take different forms. The seven first questions were based on Likert scale type. The likert scale of the items (2,5,6) ranging from Agree to Strongly Disagree. In items (1,3,7), students had to make a selection between the suggestions. The final question, however, was rather simple, in which they had to give their opinions.

2.3.2. Teachers' Semi-structured Interview:

This interview was conducted with seven experienced teachers. It includes 6 questions addressing the cultural element effects, culture teaching, students attitudes towards culture learning as well as the cultural activities that should be used during a language course. The rationale from using this interview as a data source is that it gives access to things that only the people concerned with the issue can give.

2.3.3 Administration of the Research Tools:

The researcher chose one group of the two Master's groups and asked the permission of the teacher to conduct the questionnaire. The investigator, then, introduced the topic and the purpose of the survey and distributed the papers to the students to fill them up. It took them about 30 minutes to answer the question and give the papers back.

As for teachers, the researcher asked the teachers to interview them during their free time each one aside. The participants were very collaborative and supplied the researchers with their valuable point of views and their insightful comments. It took them 20 minutes to complete the interview.

2. 4.Data Analysis and Discussion:

After the data was collected from both students 'questionnaire and teachers 'interview, the researcher analyzed them according to the participants' responses.

2.4.1.Students'Questionnaire Analysis:

First of all, students seemed to show interest in the inclusion of culture as a part of ELT. For the fact that the majority of them consider the module of language and culture as interesting.

Item 1	Interesting	Boring	Neutral
-What do you think of the module of language and culture?	66./.*	23./.	1./. ^o

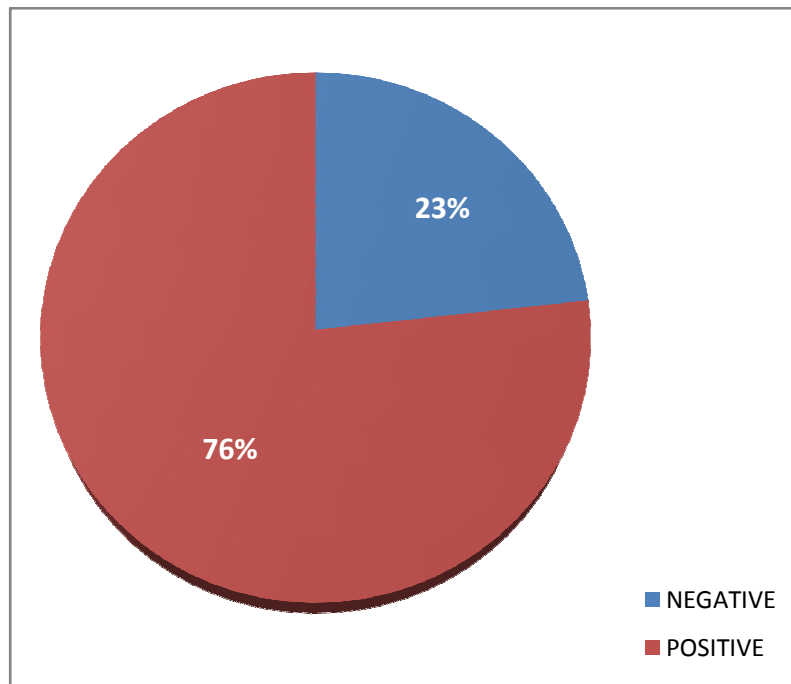
As shown in the table above, the highest score 66% goes to “Interesting” which means that the learners find it a good idea to incorporate culture in their language studies through culture courses. 23%, however, regard it as neutral and this might be attributed to their lack of cultural knowledge.

As for their attitudes towards learning culture, students seem to really welcome the idea. This was really obvious in their answers of the items(2,4,5,6). The table below represents the scores of informants selecting each alternative, This sign”*” represents the highest score while this”°” is rather for the lowest:

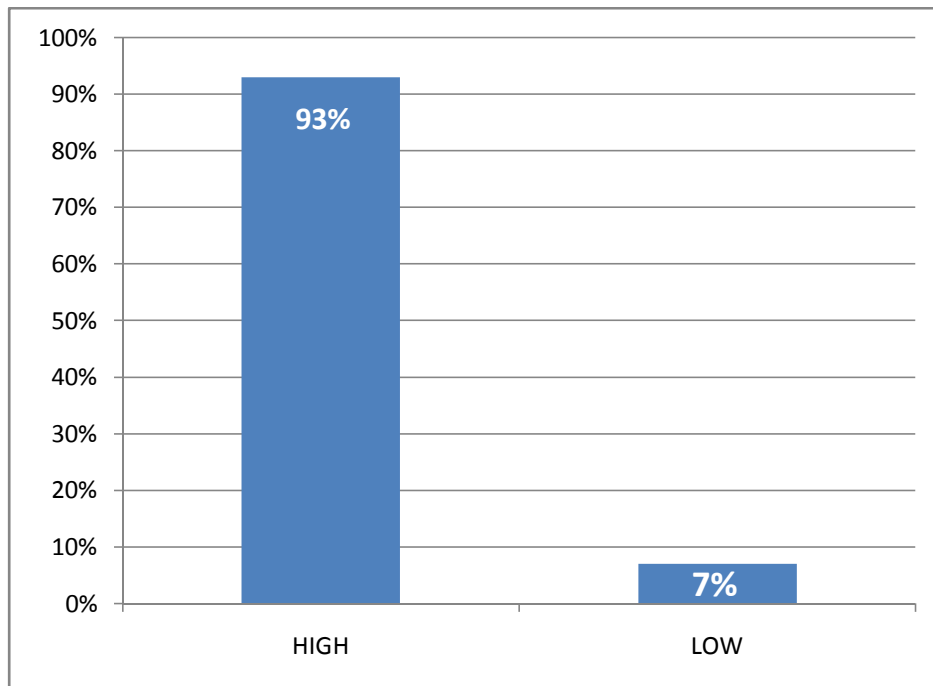
Items	agree	disagree	Strongly agree	Strongly disagree
Learning the language of a certain group of people reflects their culture.	66%*	10%	20%	4%°
The culture of the target culture threatens your own culture.	1%°	56%*	3%	40%
English learning is made easier for students if cultural differences are understood.	7%	2%	90%*	1%°
The target culture enhances you to be more tolerant towards other cultures.	10%	4%	84%*	2%°

What could be noticed from the table above is that students have a huge amount of positive attitudes towards learning the target culture for the fact that 76% of them gained the higher score while only 23% tended to show a negative attitude which is a

lower score. The pie chart below represents the higher and the lower score of students attitudes towards culture learning:



The purpose of this whole study lies in these two questions. Items (6,7) are concerned with the degree of the target culture effect on the students’ language learning. The participants were asked if the target culture facilitates their language learning or it makes difficult. They were also requested give points of view about whether the target culture threatens their own culture . 93% of the students said that the target culture enhances them to be more tolerant with other culture . 7% only, thought that the target culture might form a threatening to their own culture if it is not understood in a good way. The following pie chart represents the degree of the cultural influence on students’ language learning:



As for the last question, the participants were requested to give their opinions of what kind of cultural activities they like to have during their language course. 60% of the participants suggested the use of authentic materials such as: authentic texts, video conferencing and so forth. On the other hand, 13% of the students chose to have more of the culture exchanging programs like GVC. Some students, however, seem to encourage oral discussion in the sense that they like to have a cultural topic as traditions, food, costumes and discuss them all together orally.

4.2. Discussion of students' findings

The quantitative data analyses of the collected responses from Master one EFL students obtain several significant results. To begin, EFL students seemed to be overwhelmed by the idea of association between language and culture in the teaching and learning process.

According to them, this incorporation results in a number of benefits. They think that communicating with native speakers of the target culture improves their oral and writing capacities. When students listen to native speakers, they are actually hearing how the word is really pronounced. Hence, learning from the source.

Also, learning about the target culture enables language learners to be familiar with native speakers' life style and mentalities. Besides, being familiar with the other cultures, makes them realize that cultures may share some similarities but also have huge number of differences. Hence, accepting these differences and respecting own culture. Furthermore, students need not only a language to speak with foreigners but also information about the culture of the given language ie: to show foreigners that they are interested with all the things related to the language they learn.

As for their attitudes towards the target culture learning, most of the students tend to show positive vibes as it opens them the doors of discovery. A small minority, however, kind of rejected the idea claiming that it causes them a sense of suspicion and insurance. Students reveal that the only barrier that stands between them and TC learning is the lack of materials and here they suggest culturally based activities, authentic materials, interaction with native speakers, role plays that discuss a cultural topic.

4.3.Data Collected from Teachers' Interview

The analysis of teachers' semi- structured interview are going to be analyzed question by question:

Question 1: almost all the teachers emphasized on the inclusion of culture teaching as a part of language teaching just as the four skills are for the fact that it is a helpful way to get in touch with the culture associated with a given language. They consider culture teaching as a key access to the language being taught.

Question 2: a variety of opinions have been put forward by participants concerning the transition of the target culture to their language learners. Participant A, for example did not seem to have a difficulty to transmit the target culture. This participant confirms his point of view with the claim of being familiar and having a rich knowledge of it. On the other hand, Participant B, finds it quite hard to inform the students about the TC because of the cultural barriers and cultural differences.

In the same vein, participant E ensures the uneasiness of culture transition and he attributes that to the lack of materials, especially, being never in a real contact with that culture. Unlike, participants B and E, teacher D, think that it is necessary to provoke students' curiosity to know the culture of the language they are studying in the sense that it will make them compare it with their own culture. Thus, being aware of the differences.

Question 3: Nearly all the informants claim that the majority of their students show a positive attitude towards learning the target culture. Teachers think that the students' willingness to learn the target culture depends on the cultural topic itself in the first place and that it is also based on the students' preferences. The participants attribute the students unwillingness to learn the TC to the poor knowledge about it.

Question 4: the whole number of participants encourages the students' exposure to the target culture and they find it very helpful for a better language learning ie: learning the language within its cultural context. Besides, the teachers claim that it arises students' motivation to discover all the cultural aspects that cannot be learned in grammar or in the textbooks.

Question 5: participants gave distinct point of views concerning the impact of culture on EFL students' learning. For instance, participants D,C,F think that the target culture might influence the learners negatively if it is not learned in the right way such as in subjects like: religion. The rest of the teachers, however, the target culture has a major positive effects on the language learners in the sense that develops their self sensitivity and awareness of the cultural differences and it makes them tolerant and flexible to other cultures in addition to the fact that helps them cope with today's globalized world.

Question 6: the teachers gave a set of suggestions in terms of the set of techniques used to make their students learn the culture during language courses. Participant A suggested having the students attend different international conferences in which they can build some interpersonal relationship with foreigners. Likewise participant D, chose the audio-visual aids that can provide a direct interaction with people from the

other culture. Participant E, encourages extensive and intensive reading. On the other hand, participant F recommended to tell them special stories about the target culture.

4.4. Discussion of Teachers Findings:

What could be derived from the analysis of teachers' interview, is that teachers somehow collaborate with the students in terms of the responses. Teachers support culture teaching in parallel to language teaching. Teachers think that culture plays an integral part in the language teaching and learning process in the sense that it enables students to speak TL fluently and creatively. It helps them to rebuild their own identity after comparing it with foreign identities. Teachers even assume that EFL students becoming ESL teachers, in the future, will encounter no difficulty when travelling to the target language country when having been already exposed to the target culture.

Only few teachers were not comfortable about having the students exposed to the target culture due to some negative outcomes that may result among which: is that the target culture people may use it as an intellectual weapon to impose their own beliefs in the students minds and affecting the religious norms that are considered as a part of their students 'identity.

Concerning raising their students 'motivation to learn the TC, teachers recommend exposing language learners to a continual culture-rich content and sources as well as building a cultural competency for teachers on their parts.

5. Implications and Recommendations:

On the light of the research findings, the following recommendations are given:

- ✓ Integrating cultural activities within the language classroom.
- ✓ Using task-based communicative activities.
- ✓ Inviting guest speakers into the classroom.
- ✓ Using authentic materials such as: authentic texts, recorded tapes, videos.
- ✓ Creating a classroom environment in which artistic elements and cultural tasks are used.

- ✓ Encouraging students to connect globally.
- ✓ Teaching students to be aware of their own culture and assess it with the target culture relatively.
- ✓ Provide students with authentic materials as Watching films, news broadcasts or TV shows that give the students an idea about the non-verbal behavior such as, eye contact or gestures.
- ✓ The use of fictional and non fictional materials that introduce the norms and values of the target culture to the students.
- ✓ Teach students to compare and contrast proverbs since they lead to discussion about stereotypes of both cultures.
- ✓ Inform them about idioms since they form a significant part of every language .
- ✓ Use cross-cultural role plays because they motivate students to practice speaking and use language in unpredictable situations.
- ✓ Encourage students to practice presentations about the target culture where they can inform their classmates about an assigned item from the foreign culture and contextualized the knowledge gained.
- ✓ Invite cultural sources and experts to the classroom to share authentic insights into the home and cultural life of native speakers of the language.
- ✓ In addition to the implications above, the researcher provides own recommendations to both students and teachers:
 - ✓ Accepting the foreign way of thinking and behaving.
 - ✓ Develop their self control to observe only the positive things from the target culture and avoid the negatives.
 - ✓ Students have to realize the target culture learning helps them improve their language learning and achievement.
 - ✓ Students have to understand that target culture learning opens them the door to new opportunities as future teachers.
 - ✓ Students have to set goals that they want to achieve from their target culture learning.

- ✓ They have to be fully involved in the cultural based activities in the language classroom.

As for teachers, the researcher recommends the teachers to use the following activities:

*Divide the class into groups. Each group should represent an English speaking country. Then, make the students ask questions of what they wish to know about each country. One person from each group represents a certain country answers.

*Have the students listening to recorded dialogues that show how language is influenced by age, sex, social class and residence. After that ask the students to recall what happened and to present a similar dialogue of one of the circumstances portrayed in those examples.

*Make the students aware of the conventional behaviour in common situations through video sequences. These videos should contain an explanation of the life style of people of the target cultures including customs ,traditions. Ask the students to find three similarities and three things that are different in their own culture.

*Teach students to evaluate statements about the target culture. To do so, make students work together and collaborate to give decisions about what they would do if they are put in certain situations.

*planning goal-related activities that combine the development of language skills with the practice of the four skills: listening, speaking, writing and reading.

6.Conclusion:

This chapter shed light on the research issue from both students and teachers perspectives since they are the main concerned with it. They both agree that the target culture is an important element that should be found in language classrooms. Both teachers and students recognize the essential role of the target culture in the teaching and learning process.

The homogeneity between the results of both participants is proof of the deep impact that culture teaching has on students' language learning and their attitudes towards the target culture. This can be regarded as a sign of their acceptedness to work together in order create a perfect cultural environment to the target to be taught and learned the right way.

Although the existing research provides valuable insights to the target culture teaching and learning effects. The topic is vast that it requires keeping the door open for further research.

General Conclusion

General Conclusion

From the research on the target culture influence on the students learning and on ELT in general, it became clear that students are motivated to learn the culture of the target language they are being taught. It is also obvious that teachers encourage the cultural integration in the EFL classrooms.

The topic of this research paper is too vast and it cannot be defined in a linear way. The investigator charged of this study attempted to shed the light on the most important elements to explain the research problem objectively taking into account teachers and Master's one EFL students' perspectives as they are the main concerned.

Despite the fact that this study does not give general results, it draws the readers' attention to be aware of the several effects that the target culture may have on the students learning and the language teaching process. The surveyed learners are highly influenced by the culture of the language they study. On their parts, teachers emphasize developing their students' cultural awareness. Both Students and teachers are the bearers of culture within EFL classrooms.

Their collaboration to create an appropriate cultural environment that gathers the target culture and the students own culture results in a successful language learning and teaching. This field of research is not fully explored in the intention of letting the door open for further investigations.

Appendices

Appendix A: Students' questionnaire.

Name:

Age:

Gender:

1-What do you think of the module of language and culture?

Interesting Boring Neutral

2- What do you think of the incorporation of culture teaching in ELT?

Yes No

3-Learning the language of certain group of people reflects their culture.

Agree disagree strongly agree strongly disagree

4-The culture of the target language threatens your own culture.

Agree disagree strongly agree strongly disagree

5-English learning makes easier for students to understand cultural differences.

Agree disagree strongly agree strongly disagree

6- The cultural element enhances you to be flexible to other cultures.

Agree disagree strongly agree strongly disagree

7- The cultural element influences your English learning, does it:

Hinder facilitate

8- What kind of cultural activities do you like to have during a language course?

AppendixB: Teachers interview

1- What do you think of the inclusion of culture teaching as a part of language teaching?

2- Do you find it easy or difficult to transmit the culture of the target language to your students?

3- Do students show a positive or a negative attitude towards learning the target culture?

4- Do you think that exposing language learners to the target culture is helpful?

5- How does culture influence EFL students' learning?

6- What kind of strategies do you use in order to make your students motivated about learning the culture of the target language?

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Summary:

This research is designed for the sake of the discovering the influence of the target culture on both ELT and EFL students learning. The researcher chose the Master One EFL students to be her informants. The research takes place at the department of foreign languages , Tlemcen University The first part of the study was theoretical where some definitions along with the relationship between language and culture were provided by the investigator. The researcher also shed light on the essential role that culture plays during the process of language teaching and learning. Nevertheless, the goals of culture teaching set by different authors were also reviewed. Finally, the researcher concluded by mentioning the several effects that the target culture may have on students 'language learning and teaching as a whole. The second chapter ,however, was rather practical devoted to examine to what extent are the students influenced by the culture of the target language and what are their attitudes towards culture learning. The researcher chose Master one EFL students to be her informants. The data were both quantitatively and qualitatively collected using means of questionnaire and teachers interview. The results indicate that Culture has a deep impact on the way students learn the target language and that they show a positive attitudes towards culture learning. On the light of these results, the researchers suggested a number of implications.

French:

Cette recherche est faite pour le plaisir de découvrir comment la culture d'une certaine langue peut influencer les personnes qui l'apprennent. Le chercheur a choisi les étudiants de Master 1 EFL être son informateurs. La recherche a eu lieu au département de langues étrangères, Université de Tlemcen. La première partie de l'étude était théorique où certaines définitions ainsi que la relation entre la langue et de la culture ont été présentées. Le chercheur a également mis en lumière le rôle essentiel que la culture joue dans le processus de l'enseignement et apprentissage de la langue étrangères. les objectifs de l'enseignement de la culture cible présentées par différents

auteurs ont également été examinés. Finalement, le chercheur a conclu en mentionnant plusieurs effets que la culture cible peut avoir sur l'apprentissage et l'enseignement de la langue étrangère. Le deuxième chapitre, était plutôt pratique consacrée à examiner a tel point les étudiants influencés par la culture de la langue cible et quelles sont leurs attitudes à l'égard de l'apprentissage de la culture. Les données étaient recueillies quantitativement et qualitativement à l'aide d'un questionnaire pour les étudiants et un interview pour les enseignants.

Les résultats indiquent que la culture a un grand impact sur la façon dont les étudiants apprennent la langue cible et qu'ils montrent une attitude positive envers l'apprentissage de la culture. Sur la lumière de ces résultats, les chercheurs ont suggéré un certain nombre de recommandations.

Arabic :

تم تصميم هذا البحث من أجل لاكتشاف تأثير ثقافة لغة معينة على كل من متعلميها و معلميها. اختار الباحث طلبة الماجستير ليكونو مصدرا لإستخراج المعلومات. يأخذ البحث مكانا في جامعة تلمسان. الجزء الأول من الدراسة نظريا حيث إستهله الباحث بعض التعاريف و ذكر العلاقة بين اللغة والثقافة التي قدمت من بعض الباحثين سابقا. كما سلط الباحث الضوء على الدور الأساسي الذي تلعبه الثقافة خلال عملية تدريس اللغة وتعلمها. كما تم استعراض أهداف تدريس الثقافة التي وضعها مؤلفون مختلفون. اخيرا، وخلص الباحث بذكر العديد من آثار الهدف الثقافة على تعلم لغة ما. الفصل الثاني، كان عملي من البحث كان مكرسا دراسة مدى تأثر طلاب ثقافة اللغة التي يدرسونها و ما موقفهم تجاه تعلم هذه الثقافة. جمعها باستخدام وسائل الاستبيان و مقابلة المعلمين. وتشير النتائج إلى أن الثقافة لها تأثير عميق على الطريقة التي يتعلم الطلاب اللغة الهدف و أنهم يظهرون تجاوب نحو تعلم الثقافة. على ضوء هذه النتائج، اقترح الباحثون عددا من الآثار المترتبة عليها.