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**The Impact of the Cultural Norms on EFL
Students' Learning: Case of Master's One
Students at Tlemcen University**

**Extended Essay Submitted to the Department of English in
Candidacy for the Master's Degree**

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Dedications

*I dedicate my extended essay to my precious parents
for being supportive and helpful*

*To my beloved sister Nadjet and brothers Rabie,
Issam and Aymen*

To my dear fiancé

*To my dear cousin Tsouria and her husband for
their support*

Finally to all those I love from A to Z.

Ibtissem.

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LIST OF ACRONYMS

EFL: English Foreign Language

ESL: English as a second language

ELT: English Language Teaching

TC: Target Culture

TL: Target Language

ELL: English Language Learning

U.S.A: The United States of America

Abstract

The current research is an attempt to investigate the impact of the target culture on English foreign language first year master's students, in congruence with the discipline of ELT at the University of Abou bakr belkaid, Tlemcen, Algeria. Thus, the principle aim of this study is to introduce the issue from a theoretical point of view. Then, to investigate the influence of cultural elements from both learners and teachers' perspectives and reveal the attitude of both of them towards the integration of Culture teaching in ELT. In this vein, the whole findings confirmed what was hypothesized in which EFL students are highly affected by the target culture whereas teachers represent a huge estimation for the module of Cross-Cultural Studies.

General Introduction

General Introduction

Language and Culture have various definitions and explanations, in which they are inseparable, the relationship between them is an issue that must be assessed in every study on Cross Cultural Understanding because language is considered as a channel of culture not only a means of communication, language is seen as a part of culture and it plays a distinct role in it. Wardhaugh (2002: 219) describes this relationship as: *“it is not possible to understand or appreciate one without knowledge of the other”*.

This deep relation is interweaved from the two in which language has a direct impact on culture and culture influences tightly language. On the other hand, it is important to teach culture on EFL / ESL classrooms so that the lack of any cultural background in English language teaching process will cause a trouble for learners in understanding the target language correctly.

Through this research work there has been an attempt to reveal the ambiguity of the impact of the target culture on EFL learners in addition to students' attitude towards culture learning. The main research questions were ranging from

-) Does culture have an impact on EFL learners?
-) Do students agree with the incorporation of culture teaching in ELT?
-) What are the students' objectives for learning English?

The current study is based on three main hypotheses:

- a) The target culture may have a huge impact on EFL students.
- b) Students may strongly agree with the incorporation of culture teaching in ELT.

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c) The students' objectives for learning English might be globalization.

The research work consists of two chapters; the chapter one deals with the literature review of the influence of the target culture on learning the target language with taking into account the close relationship between language and culture and the importance of incorporating culture teaching in ELT. While, the second chapter is designed to present the degree of the influence of culture on EFL learners, with investigating the students' feelings about whether the Cross-Cultural Studies module is sufficient for learning cultural norms related to England and USA, Percentages and amounts of students that agree or disagree with the incorporation of culture teaching in ELT as well as their attitudes towards the module of language and culture and how can this module affect them as EFL learners. The second chapter deals with the description of the sampling, data analysis and interpretation. Finally, some recommendations and implications are proposed.

Chapter One

Literature Review

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1.1 Introduction:

Language has been the object of interest and study among humans probably for as long as languages have existed certainly as far back as we have written records. Language started to be built with the emergence of humanity. Simultaneously with its development, language could only be noticed to melt in the culture of its speakers and users. Interestingly, language and culture are mutually and closely related. Language is a recognized organization whereby human beings can communicate with each other; it is more than just a code since it also involves social practices of interpreting and making meaning. It refers to sending and receiving messages between a sender and a receiver. In the communication process, cultural ingredients, such as attitudes, social relations and individual feelings, play a major role in sharing knowledge, beliefs, opinions, wishes, threats, commands, thanks, promises, declarations, etc, which are all linguistically expressed. In fact, language depends strongly on cultural activities. From this context, it can be asserted that it is practically impossible to think about Language without taking into consideration the cultural contexts and meanings.

The current chapter tends to give an overview about both language and culture as two separate concepts. It deals with the structure of language and how it is represented in the mind. Moreover, the core of the chapter is also trying to clarify the interrelation of language and culture with regard to the impact resulting from each one, and how each influences the other.

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Another aspect which is going to be discussed along the second section of this chapter is the teaching of culture. In fact, many studies have taken into account the concern of language along with culture teaching. This is mainly in classes where English is taught as a second or a foreign language. Students of English are highly encouraged to learn the culture of the language they are studying. Additionally, cultural aspects should be taught in EFL / ESL classrooms since it is very beneficial and the more you get enlightened and knowledgeable about the interesting portions of the culture, the target language is going to be easily adapted by its learners. This is why teaching culture in ELT classrooms as well as its effects on students' language learning will be discussed.

1.2 What is Language:

Language is the property of human (Mankind) communication, i. e., it is purely a creative aspect of human beings. This can interestingly be explained by the fact that only human beings are able to use this complex system. According to an alternative view, language is primarily a cultural phenomenon and not a biological one since it is culturally perpetuated from one generation to another.

1.2.1 Definition of Linguistics:

The term Linguistics refers to the scientific study of language in which it is divided into two parts "lingui" that means (language) and "tics" which means (science). In other words, it is the language studied scientifically. It is a foundational discipline in the sense that it bridges the social sciences, the natural sciences, and the humanities (Harris, 1951). Linguistics is an exciting field, not only because of its own achievements, but also because of its contributions to the other fields. In the language domain, the study

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of linguistics endeavors to answer many questions, such as: What is language and how is it represented in the mind? , how does language work? And how does human language differ from animal communication? Moreover, Ferdinand de Saussure (1967: 120) has defined it as *“a linguistic system is a series of differences of sound combined with a series of differences of ideas”*. Linguists focus on describing and explaining language. It is a discipline concerned with how languages are similar to and different from one another.

In addition, linguistics is also a social science that shares common ground with other social sciences such as psychology, anthropology, sociology, and archaeology. For this reason, to understand the changing nature of language, we have to look at psychological issues, such as learning ability and perception, and social factors. We need to understand the structures and functions of languages which play a part in our social activities in order to be a successful user of language. (cited in Harris, 1951).

1.2.2 Definition of Language:

Language is a set of spoken and writing symbols. It is a defining property of man. It is also a perfect means of expressing thoughts, feelings, desires...etc. Which means that language is our facility to talk to each other. Therefore, Speech is the primary medium of language expression simply because we begin to speak before we write (David Crystal, 1982). Similarly, the American linguist Edward Sapir (1921: 8) has defined the concept of language as, *“purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols”* that is language is a human behavior acquired from the speech community. It is a method made up of rules which are chosen as symbols in order to

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satisfy speakers' needs whether material or mental ones. In short, language for Sapir is necessary, symbolic and conventional. Furthermore, Sapir (1949: 155) also asserts that: *“all languages are set to do all the symbolic and expressive work the language is good for, either actually or potentially. The formal technique of work is the secret of each language”*. Besides, Noah Webster American dictionary (1828) gave precise definition for the term “language” that it is the ability of human beings to speak in which they are genetically endowed with psychological structure that enable them to speak .

1.2.3 Structure of Language:

Language is a group of sentences, utterances and words having a meaning. It has two faces “Oral” and “Writing”, the spoken mode is primary because the main purpose of any language is to communicate, for this reason some linguists such as John Lyons (1977) has defined language as *“The communication of ideas by speech”* and the written mode is simply a secondary medium of expression. There are five levels of language structure which are:

-) **Phonology:** it is a branch of linguistics, it deals with sounds of speech and how those sounds are organized, used and combined when we speak. It deals also with phonemes (the smallest unit of speech that can be used to make one word different from another word). (cited in the American dictionary by Merriam Webster, 1828)
-) **Morphology:** it is a branch of biology, it consists of the way words are put together and how words can be related to other words but not have the exact same meaning. It deals with morphemes (the minimal units of linguistic form and meaning), and how they formalize words.

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-) **Syntax:** it is the study that shows how to put certain words together to form sentences. So that others will understand what we want to communicate to them.
-) **Semantics:** it is the study of meaning in language, it helps to understand the relationship between words, signs, symbols and phrases.
-) **Pragmatics:** it is concerned with the use of language in social contexts; it helps us to understand what another person is saying and make sense of what is being communicated.

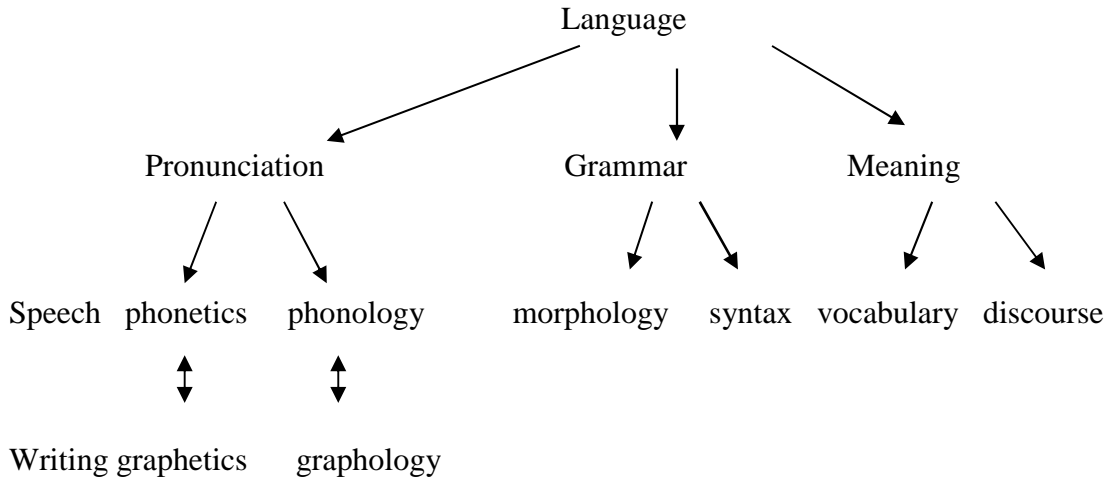


Figure 1.2.3: Levels of Language (David Crystal 1987)

According to David Crystal (1987), there are of course many possible models of the structure of language, and each has its controversial points; but all accounts agree that certain components are essential, and the figure illustrates what these are. For speech, which is in the primary medium of normal human language, three main components, or levels of structure are recognized: pronunciation, grammar and meaning. Hence, in order to speak we need to realize the production and the combination of speech sounds to be

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able to pronounce them well and combine them into words and then sentences correctly so that understand the full meaning.

1.2.4 Functions of Language:

Language is the most known manner to communicate between human beings as it is considered as the principal object of linguistics. It is a system of signals, including voice sounds, gestures or written symbols which encodes and decodes information. In all, we begin to speak before we write, everyone is a native speaker of his language but only few are effective writers. In this context Michael Halliday (1973, p. 10) points out the relation between language function and language acquisition, the four first functions Halliday calls them:

-) **Instrumental:** this is when the child uses language to express his needs.
-) **Regulatory:** this is where language is used to tell others what to do.
-) **Interactional:** to make contact with others and form relationships.
-) **Personal:** use to express feelings, opinions and individual identity.

The next three functions are:

-) **Heuristic:** is used to gain knowledge and to learn about the environment.
-) **Imaginative:** to tell stories and jokes and to create tales, write a novel, poetry, tongue twisters.
-) **Representational:** to convey facts and information.

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1.3 Culture:

Culture is the abstract, learned and shared rules of ideas, customs, skills, arts and values of a group of people that are dynamic and heterogeneous. It can be acquired and imprinted. Culture exists anywhere humans exist, it is briefly *“the way we do things around here”* (Deal and Kennedy, 1982, p. 4), that is to say “the way” means behaviors, “we” means groups of people, the expression of “do things” means tasks and works performed, “around here” means specific location.

1.3.1 Definition of Culture:

There are about two or three hundred and even more definitions of culture. With respect to the definition of culture, Edward Sapir (1956) says that culture is a system of behaviors and modes that depend on unconsciousness. According to Roohul-Amini (1989: 15) *“Culture has multifarious meanings. Culture meant farming”*.

Culture is a system of differentiating between in-group and out-group people that is inhabitants from the same group have the same aspects of life and social identity. It is a kind of social inheritance instead of biological heritage and it is socially shared rather than individually possessed. As Douglas Brown (1994) claims: *“Culture is a social glue”*. On the other hand Kroeber and Kluskhohn (1952: 47) have defined culture as: *“by culture we mean all those historically created design for living, explicit and implicit, rational, irrational, and nonrational, which exist at any given time as potential guides for the behavior of men.”*

According to Edgar H.Schein (1985), culture is a pattern of basic assumptions invented, discovered or developed by a given group (as it learns to cope with its problems

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of external adaptation and internal integration...) taught to new members as the correct way to perceive, think and feel in relation to these problems.

Culture is an issue of successive habit which becomes a tradition by time, which gives rise to culture. Furthermore, Eduard T. Hall (1959) has explained that this silent language includes a broad range of evolutionary concepts, practices and solutions to problems which have their roots...in the shared experiences of ordinary people.

1.3.2 Factors of Culture:

Culture can be seen as practices or as information; it plays a central role in the way meanings are interpreted which means that people from the same group have special expressions that differ them from the others. In other words, each one belongs to a special group. Everyone reflects her/his own special thoughts and culture. For instance, language of a child is different from the language of an adult, people that live in the west speak differently from people that live in the east or the language of the poor is different from the language of the rich, even their clothes, styles and beauty standards are different. According to Lederach (1995: 9) ***“Culture is the shared knowledge and schemes created by a set of people for perceiving, interpreting, expressing, and responding to the social realities around them”***.

Cultural factors are coming from the different components related to culture that influence diversity among individuals and groups such as: social history, nationality, education, language, literacy, health beliefs and practices, age, gender and sexuality, religion and political orientation.

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1.4 The Relationship between Language and Culture:

Language and culture are complimentary and intertwined; each one needs and affects the other at the same time. Language and culture have a kind of deep and symbolic relationship in which they are inseparable. Therefore, language expresses and represents cultural reality, in a word and to use Sapir's term "*language is a guide to social reality*". (1998: 41). Conversely, culture also symbolizes language and is summed in the economic, religions, and philosophical systems of a country, in the context Brown (1994: 165) describes the two as follows: "*A language is a part of culture and culture is a part of language, the two are intricately inter woven so that one cannot separate the two without losing the Significance of either language or culture.*"

Some people say that language is the mirror of culture, in the sense that people can see a culture through its language. However, culture is learnt through relation with other people and transmitted by language since "*language is a part of culture, and culture is a part of language*". (Brown, 2000). As a result, as there is no languageless community there is not cultureless community, which means that culture can be shared only by language (verbal and non-verbal) and language would never exist, spread and progress without culture. So that, Wenying Jiang (2000) compare them with several metaphors as follows:

From a philosophical view:

language + culture → living organism

flesh blood

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Language and culture forms a living organism; language is the flesh, and culture is the blood that is to say language would be dead without culture.

From a communicative view:

Language + culture → swimming (communication)

swimming skill water

Communication is swimming, where language is the swimming, and culture is water (the swimming-pool or the sea). Consequently, without language, communication would retreat to the lowest grades; without culture, there would be no communication at all.

From a pragmatic view:

language + culture → transportation (communication)

vehicle traffic light

Communication is like transportation: language is the vehicle and culture is traffic light. Language helps communication to be easier and faster; culture organizes communication to the right path.

Hence, without language culture would not be possible, language simultaneously reflects culture, people used the language not only to communicate but also transmit their cultures. Consequently, culture can be seen through its language, without culture, language would be dead (Jiang 2000) as a result, it is impossible to understand a culture without taking into account its language (s) and vice versa. Cited in Brown, (1994).

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1.4.1 The Impact of Language on Culture:

Language is considered as the one and only device that helps people to present their ideas and express themselves through several factors of culture. In this context Gosgrove (2002) notes: *"language skills and cultural sensitivity will be the new currency of this world order "*.

In addition, language has a very important advantage in which it has infinite flexibility. This means that the meaning of a word can be changed. For example, in English there are a lot of words that meant something very different in the past such as: "silly" now generally means stupid, foolish and idiot. But, in the 15th century it meant worthy or blessed, the word "senile" meant in the past aged, old, while nowadays it refers specifically to those suffering from senile dementia. By adding in the Arabic language the word [s a b a ħ] which meant in the past radiance, optimism and vitality, currently it has extremely another meaning which is "morning".

The Arabic language is among the most difficult languages to learn as a standard language, without speaking about its diversity of dialects in which there are an infinite number of Arabic dialects, taking the Algerian dialect as an example which is made on many different languages as: Arabic, Tamazight, Chaouia, Chenoua, Matmata. Furthermore, the Algerian dialect differs from one region to another as a consequence of the variety of culture from one region to another evenly. Since, each individual language is impacting on and shaping the Algerian culture. As a result, several new words are being added normal Algerian dialectal daily speech, such as [l g r i f] which means "so nice and beautiful", [t r t g i] means "liar", [z l l] means "gorgeous woman".

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People accept and understand them because these adaptations have already become a part of the “lo local” culture and blended into people’s lives (Allison & Vining, 1999).

1.4.2 The Impact of Culture on Language:

Culture can be defined as civilization, the social and intellectual refinement that governed a society. Each social group has its own way of speaking and accent so that every society has their own meaning of words and expressions, there are words which are considered as swearwords in some regions and non in others and this what we call the influence of culture on language. So that, to learn a new language it is necessary to ingest its culture to be able to master it. Lev Vygotski (1968: 39) claims that: *“language and culture are the frameworks through which humans experience, communicate, and understand reality”*.

Language is not fixed, it can be alterable, and every culture in the world can be changed depending on the language used. For instance, some old words became derelict, when new words emerge as the words used by our ancestors were different from those we use today. This change is caused by the influence of TV programs, Internet, Music or Politics. In brief, language is always cultural in some respects. Language should be conceptualized an integrated as part of a society and its culture. Cited in Greey, (1994).

1.5 The Importance of Culture in Teaching English as a foreign language:

Because language and culture are strictly related and if there is no culture, there is no language. Therefore, a language class cannot be imagined without involving the cultural elements of the target language as it is important to teach culture as a fifth

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language skill because it plays an essential role in enhancing self sensitivity and awareness as well as of the different attitudes and ways of doing things. (Wang: 2008, p4) asserts that ***“foreign language teaching is foreign culture teaching and foreign language teachers are foreign culture teachers.”***

Jiang, 2000: 328 states that ***“culture and language are inseparable”***. Whereof, culture must be taught in ELL process because during the English language learning, students do not only need to get wind of grammar, vocabulary and conjunction, but they have to learn the five levels of language with a control of the pronunciation and accent, likewise they should know the different meanings of every word as they ought to interfere the way of speaking, thinking and reacting of native speakers, they have to check out their habits, principles, prohibitions, mentalities and traditions; in fact students cannot truly master the language until they have also mastered the cultural contexts in which the language occurs.

Teachers should also make their students in a direct contact with native speakers of the target culture, ***“language learners need to understand what native speakers mean when they use the language, even if they do not choose to replicate native speakers' behavior”*** (Liddicoat, 2000:51, cited in Paul, 2004), as they must raise their students' awareness of their own culture not only of the target one, as they are asked to take into consideration the learners' background in choosing materials and pedagogical approaches. Cited in Kramsch (1988).

1.6 The Impact of the Target Culture on ELT:

In order to understand the significance of culture, one needs to know how can we benefit from that influence. The target culture affects all the components of language learning and teaching which are vocabulary, listening, speaking, reading, and translating.

1.6.1 The Impact of the Target Culture on Vocabulary:

Language emerges first as words, and each word has several meanings. In addition, the explanation of vocabulary differs from one country to another. Take animals as an example. In Algeria, the owl, denoting an animal, often associates with “bad luck, death and trouble”. So that, Algerian people have fear if they see an owl thinking that something bad will happen, as they avoid to wear something with an owl picture or design. While in the European or American countries such as the United States the owl is “a cute animal, lucky charm and privilege”, that is why they adore its design whether in shirts, dresses or jewelry, etc. Hence, learning a language implies not only the knowledge of its grammar rules but it involves much more, such as the culture phenomena, the way of life, habits and customs, history and everything that is contained of culture.

1.6.2 The Impact of the Target Culture on Listening:

Listening is the act of perceiving sounds by ear. As put by Mark Helgesen (2003, 24): “*listening is an active, purposeful process of making sense of what we hear*”. However, learners in foreign language learning find that their ability of listening comprehension is not satisfactory. So as to arrive to this, they buy recorders; they listen to music and English channels to facilitate their learning process. Despite that, they still

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cannot understand them. The reason of that may be various but the more important reason is that they lack the necessity of cultural components of the language they are learning. Mainly, listening is closely related to the culture in terms of listening ability equal comprehensive ability which means if someone has a good ability to listen, he is able to understand. We feasible have this kind of experience, when we are listening to a song, a film, TV show...ect, and we understand the content without even know the exact meaning of every word. On the other hand, it may be difficult for us to understand materials related to the cultural background because we did not experience it. For instance, an EFL learner listens a sentence like: John adores Leicester (Leicester is a town situated in United Kingdom-England), if the student does not learn culture, he will not be able to catch the real sense of the sentence.

Accordingly, we can notice that culture plays a big role in our listening ability that is why it is advisable to listen to English songs with their lyrics to be able to understand words with different pronunciation.

1.6.3 The Impact of the Target Culture on Speaking:

Speaking is a productive skill which involves using speech to express meanings to other people. Chaney (1998: 13) has defined it as follows: ***“the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts”***. Speaking is like listening in which it does not rely on pronunciation and accent but on practice. Students have to practice what they have learnt and try to learn new expressions in order to understand the cultural components of the target culture; they need to know the meaning of some special expressions that native speakers use. For this, the experience of an Algerian girl who has visited a university in USA is the best

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example, in which she started to speak with the American professors with enthusiasm, as she tried to show respect to them as much as possible she could by saying “Hey”. “What’s up”. “What’s going on”. “Don’t go too fast”. “Follow me.” But the next day, she was shocked to know that the professors created excuses for not receiving her, because the professors thought that the young girl was not polite. This was caused by the lack of the cultural background knowledge.

1.6.4 The Impact of the Target Culture on Reading:

Reading is a process of looking at series of written symbols and getting meaning from them. According to Dechant (1991) cited by Macceca (2007: 4) *“reading is a visual process that begins with one’s ability to use one’s vision to interpret graphic symbols”*.

The reading process is so important, it help students to discover new words and expressions, to learn more about the target language and culture, it makes people traveling all over the world without even moving from their places by checking out their cultural components in all domains such as: history, literature, humanism, geography, traditions and arts. As Walker (2000) presents it, reading is an active process (not a product like history) in which readers shift between sources of information (what they know and what the text says), elaborate meanings and strategies, check their interpretation (revising when appropriate) and use the social context to focus their response (p.4)

In fact, when EFL learners read a text, they may understand the meaning of each word, but they may find difficulties in recognizing the whole meaning because the sense changes by virtue of the sentence or the content mainly when it has a relation with the

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target culture. So we can see that it is not easy to understand the meaning of every text in English only by successively reading.

1.6.5 The Impact of the Target Culture on Translation:

Translation is a phenomenon that has a big effect on everyone's life, if we look at the American dictionary Merriam Webster (1828) that gave precise definition for the term "translation", we find the following definitions:

1. Words that have been changed from one language into a different language; words that have been translated.
2. The act or process of translating something into a different language.
3. The act or process of changing something from one form to another.

The translation of the target language mainly lies on the cultural background knowledge so that the learner must have enough information of many aspects about both the target and the source language.

All languages have their own principles, values and mentalities in which things are allowable in some cultures and forbidden in others. Each society / culture has its own sayings and rules. These sayings are called "idioms" or proverbs if they are longer. For example if someone says: "oh! It costs an arm and a leg", it does not mean that he wanted to say it costs the price of his arm and leg but the real meaning is when something is very expensive. So, learning the list of commonly used idioms and sayings (in everyday conversational English), it helps to speak English fluently, as it helps to be able to translate correctly and to switch from one language to another easily. Thus, the success in

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translation does not only depend on understanding the meaning of the word but it relies on the cultural background of the target language.

1.7 Conclusion:

From the mentioned points, the first section indicates the definition and essential elements of both language and culture where we notice that there is a very close relationship between language and culture in general, and each specific language and its culture in particular. That is, culture has a direct effect on language and vice versa. In fact, the two issues are closely correlated and interrelated. Language is the symbolic presentation of a nation or a specific community. In other words, language is the symbolic presentation of a culture.

The second section involves the importance of teaching culture in EFL or ESL classroom, the students should be taught the language and its culture, i. e., English with the culture, how culture can be taught in order to facilitate the language learning for learners. Furthermore, it concerns with the impact of TC on ELT and on all the components of language learning and teaching which are vocabulary, listening, speaking, reading, and translating.

In this chapter there has been an attempt to discover previous works on language and culture in which the influence of culture on EFL learners is observed. Thus, it is necessary to teach English with proper awareness of its culture, since culture plays a huge role in teaching and learning of English as a foreign / second language. So, it cannot be avoided in designing course for EFL / ESL students. Additionally, students should keep in mind the importance of culture and must have a prior knowledge of the cultural

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components of the target language. The next chapter will be in the form of research instruments' analysis as well as a broaden discussion to investigate the effects of the cultural element on EFL students learning.

Chapter Two

Research Methodology

2.1 Introduction

2.2 Sampling

2.2.1 Students' Profile

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2.2.3.1 Students' Questionnaire

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2.3.4 Discussion of Teachers' Findings

2.4 Recommendations

2.6 Conclusion

2.1 Introduction:

This chapter claims to discover the effects of the target culture on English foreign language learners of Master one degree based on true evidence, real situation and sources (students and teachers perspectives). As it will reveal students' objectives with respect to learning English language. It will also demonstrate their attitude towards 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 questionnaire for both students and teachers . After that, data analysis and interpretation for both of them will be presented. Therefore, some recommendations and implications will be suggested based on the research results.

2.2 Sampling:

This research takes place at the University of Abu Bakr Belkaid, Departement of English with Master's I students (Literature and Civilization) and (Literature and Culture), one group for each specialty. The whole number of students is 100. 35 students out of 100 were chosen to be the informants. For the specialty of literature and civilization, students have 10 modules named: Cultural Studies, American Civilization (Philosophy), British Civilization, Literary Criticism, MENA (Middle East and North Africa), Women Writers, Global Issues, ICT, Research Methodology and Arabic. On the other hand, the specialty of literature and culture, students have 9 modules named: Global Issues, Stylistics, Fiction and Poetry in American, Rethoric, American Culture, British Culture, ICT, Media in USA and Research Methodology. Students of both groups study from 3 to 4 courses per day.

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Each course lasts one hour and 30 minutes. As for teachers, there are 16 teachers in charge of teaching Master one for both specialties, from whom 7 experienced teachers were interviewed.

2.2.1 Students' Profile:

Thirty five EFL students of the Master One degree were requested to answer the questionnaire. 21 of them were females and 14 were males. Their ages range between 22 and 28. The participants' linguistic background is nearly the same. Concerning the educational level they are eligible, the students' language proficiency is advanced and their opinions are effective.

2.2.2 Teacher's Profile:

Seven experienced teachers were requested to answer the questionnaire. Two of them were females and five of them were males. Most of the informants hold a Doctorate and they have taught the module of language and culture for two years at least. Furthermore, all of them have nearly the same background in terms of teaching experience and distinct point of views about the issue put in question.

2.2.3 Research Tools:

In the current research work, the investigator implemented two research questionnaires, one questionnaire for EFL students and the second one for EFL teachers, which are analyzed and interpreted qualitatively and quantitatively.

2.2.3.1 Students' Questionnaire:

The researcher used a questionnaire composed of 8 questions divided into two sections (see appendix A). The first section aimed at collecting background information about the participants: their gender, knowledge, favorites, agreements\disagreements, and their objective behind learning English language. The second part seeks to identify their attitude

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toward the necessity of learning culture module, their educational level and their satisfaction for cultural norms.

2.2.3.2 Teachers' Questionnaire:

This questionnaire was conducted with seven experienced teachers. It includes four questions (see Appendix B) addressing the cultural element effects. The informants were asked if they have already visited an English speaking country, they were also asked about their students' attitude in relation to culture. Thenceforth, they were requested to give their stance about the effectiveness of culture. The teachers were also asked to comment on the influence of the target culture on EFL learners. The rationale from using this questionnaire is the access that only people concerned with the issue can give.

2.2.3.3 Administration of the Research Tools:

The researcher worked with two groups of the Master's groups and asked the permission of the teacher to conduct the questionnaire. The investigator introduced the topic, the purpose of the survey and distributed the papers to the students to fill them up. It took them about 20 minutes to answer the questions and give the papers back. As for teachers, the researcher asked the teachers to answer the questionnaire during their free time each one a side. The participants were very collaborative and supplied the researcher with their valuable point of views and their insightful comments. It took them 5 minutes to complete the questionnaire.

2.3 Data Analysis and Discussion:

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

2.3.1 Student Questionnaire Analysis:

The Analysis of the questionnaire was undertaken by means of quantitative tools. Herein the objective is to quantify the EFL student's answers and represent it in statistical data which is also summarized in figures and tables.

Question 1: Student's Objectives for learning English

The first question is addressed to the EFL students so as to investigate their purpose behind studying the English language. In this vein, the results attained manifest that the highest score 51.4% goes to "Employment Opportunities"

Accordingly, 34.2% study it so as to communicate on a worldwide scale and 11.4% for cultural interest while 2.8% have other purposes.

Item 1	Employment Opportunities	Global Language	Cultural Interest	Other
What are your objectives for learning English?	51.4%	34.2%	11.4%	2.8%

Table 2.1: EFL Students' Objectives for Learning English

Question 2: Favorites of students regarding English cultures and dialects

The second question is planned to show which English language dialect and culture is preferred to be taught for EFL students. Thus, the results reached display that the overwhelming majority of students that is 74.2% prefer to study the British English and culture while 22.8% prefer the American English and culture whereas only 2.8% prefer the Australian English and culture.

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Favorites	British	American	Australian
Total Absolute Frequency	26	8	1
Total Relative Frequency	74.2%	22.8%	2.8%

Table 2.2: EFL Students' Favorites Regarding English Cultures and Dialects

Question 3: Students' agreements and disagreements with the incorporation of culture teaching in ELT

This question is designed to evince students' attitudes towards learning the target culture.

Item 3	Agree	Disagree	Strongly agree	Strongly disagree
Do you agree with the incorporation of culture teaching in ELT?	85.7%	5.7%	5.7%	2.8%

Table 2.3: Students' Agreements\Disagreements with the Incorporation of Culture in ELT

Accordingly, the results obtained show that the overall students do agree with the integration of culture teaching in English language teaching with a percentage of 85.7%, while the same percentage 5.7% is for both students who do strongly agree and disagree with this induction, whilst merely 2.8% do strongly disagree with the intermixture of language and culture.

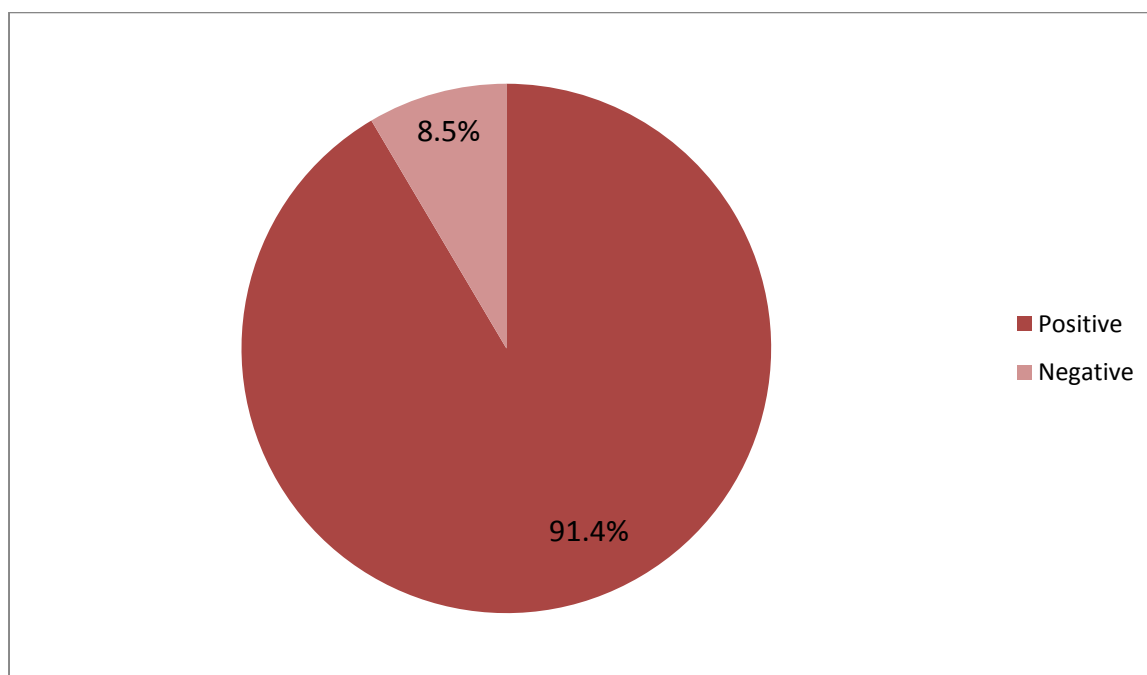
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Question 4-5-6: students' opinion about the module of language and culture.

The fourth and fifth questions are administered in an attempt to demonstrate the students' notion about the module of language and culture. Hence, the results found show that the majority of learners show a positive position towards that module while a few number of them have a negative point of view.

Item 4	Interesting	Boring	Neutral
What do you think of the module of language and culture?	91.4%	8.5%	0%

Table 2.4: EFL Students' Attitude towards the Module of Language and Culture



Pie-chart 2.1: EFL Students' Attitude towards Cross-Cultural Studies

The table and the pie chart above show the higher and lower score of students' attitudes towards culture learning, while 91.4% of learners consider the module of language and culture

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as an interesting module, the other part of them deem it as a boring module with a percentage of 8.5% whereas no one reckon it as a neutral, which mean that the majority of them have a positive attitude.

Item 5	Not necessary	To some extent	Very necessary
Do you think that learning cultural aspects related to the English foreign language is:	2.8%	0%	97.1%

Table 2.5: Students' Opinion about Learning Cultural Components related to EFL

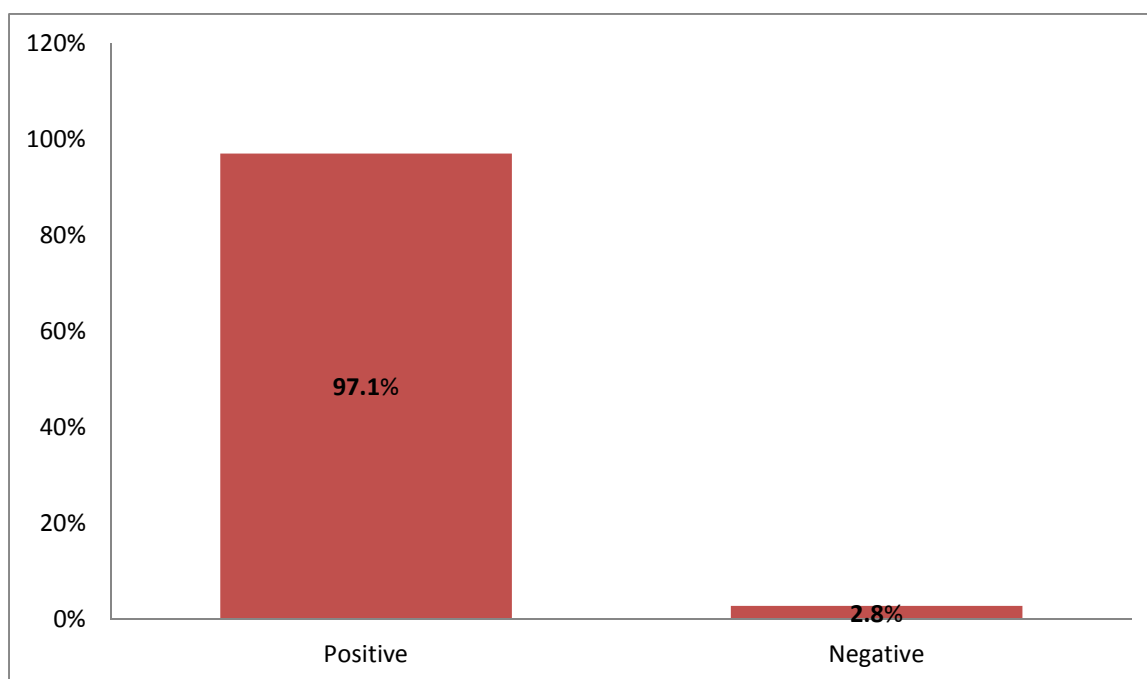


Figure 2.1: Students' Attitude towards Learning Cultural Aspects related to EFL

What could be noticed from the table and the histogram above is that students have a huge amount of positive attitudes towards the module of language and culture for the fact that 97.1% of them find this module very interesting when only 2.8% tended to show a negative attitude.

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Question 6: Do you think the cross-Cultural Studies module is sufficient for learning cultural norms related to England and USA?

	Yes		No	
<i>Gender</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>
<i>Absolute Frequency</i>	14	15	2	4
<i>Relative Frequency</i>	40%	42.8%	5.7%	11.4%

Table 2.6: EFL Students' Attitude towards the Sufficiency of Cross-Cultural Studies Module

The findings of this question reveal that the majority of EFL learners think that the Cross-Cultural Studies module is sufficient for learning cultural norms related to England and USA in which 42.8% of females and 40% of males have a positive attitude about that. According to the majority of them, this module is sufficient. Whilst 11.4% of females and 5.7% of males find that this module is insufficient.

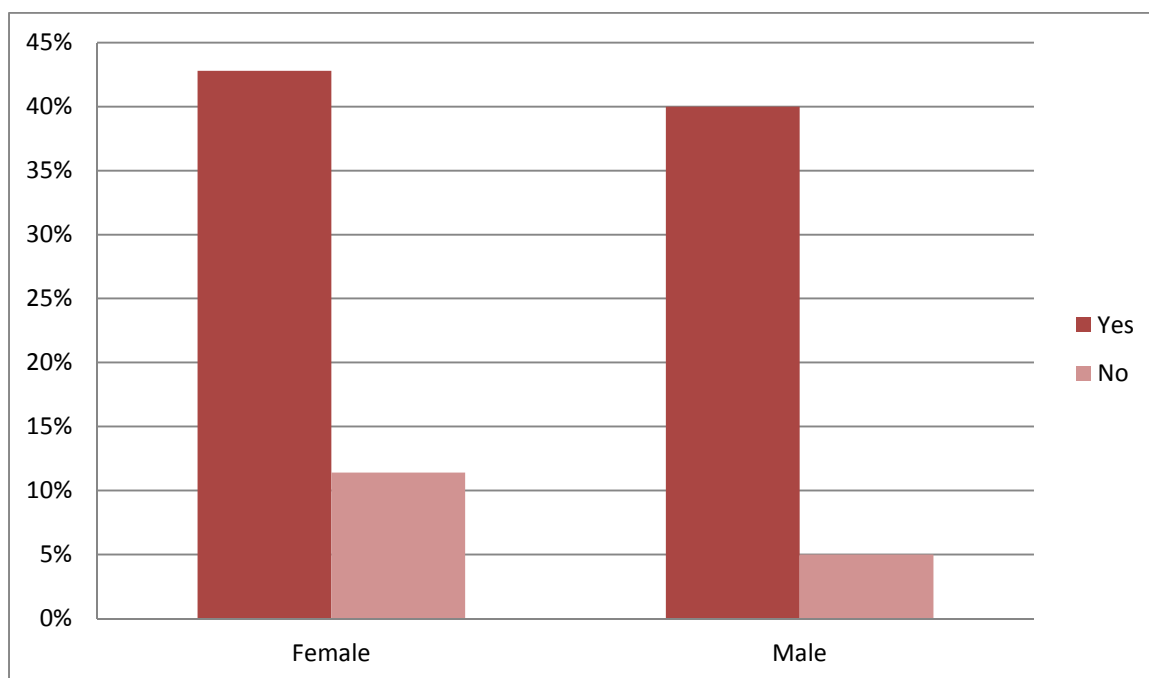


Figure 2.2: Students' Attitude towards the Sufficiency of Cross-Cultural Studies Module

Question 7-8: The influence of the target culture on EFL learners.

The purpose of this research relies on these two questions; Items (7-8) are concerned with the influence of the target culture on EFL learners. The participants were asked if the target culture has an impact on them. They were also interrogated if they model themselves as English native-speakers.

Accordingly, 54.2% of females and 40% of males are influenced by the target culture, whereas 0% of females and only 5.7% of males are not influenced by the target culture, While 54.2% of females and 28.5% of males consider themselves as English-native speakers, when 0% of females and 17.1% of males do not model themselves as native speakers.

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		Yes		No	
		Male	Female	Male	Female
Item7	Does culture have an impact on you as an EFL learner?	40%	54.2%	5.7%	0%
Item8	Do you model yourself as an English-native speaker?	28.5%	54.2%	17.1%	0%

Table 2.7: The Degree of the Influence of the Target Culture on EFL Learners

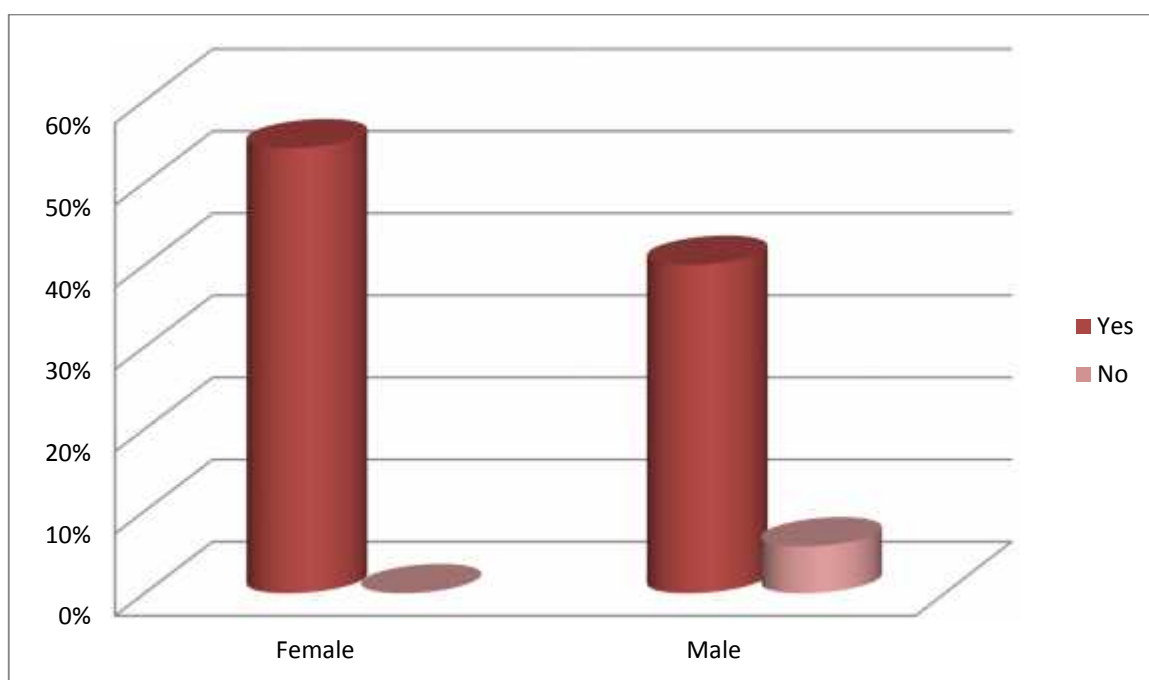


Figure 2.3: The Target Culture Impact on EFL learners

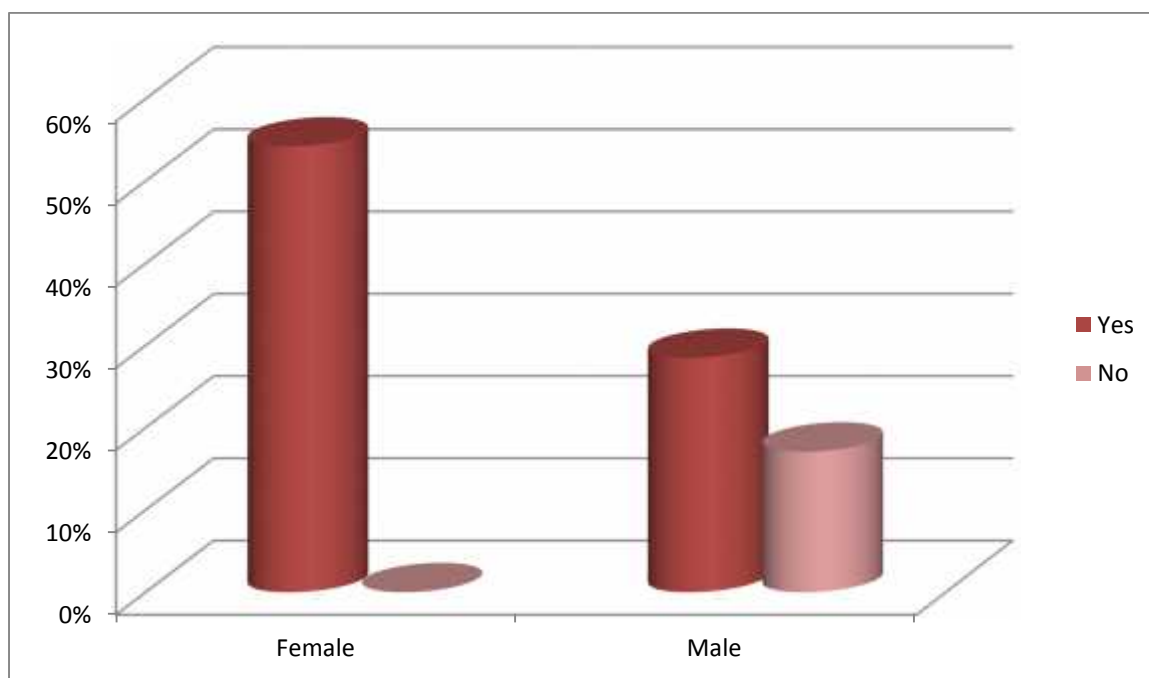


Figure 2.4: EFL Students' Comparison with Native-Speakers

2.3.2 Discussion of Students' findings:

The piloted questionnaire to EFL students was of paramount importance in which it has confirmed the majority of research hypotheses and has revealed the degree of the target culture effect on the students' language learning. The findings of question 1 reveals that the majority of students study the English language for increasing professional opportunities, while the second question demonstrates that the majority of students prefer the British English as a dialect and culture, which means that they are influenced by the British culture more than the others.

Most of them are with the incorporation of culture teaching in ELT, as they consider this intermixture as an interesting progress; most of the students tend to show positive vibes. A small minority of them show negative attitudes, proved in questions (3-4-5).

The returns of question number 6 shows that a part of females and males see that the cross cultural studies module is sufficient because of the following aspects:

-) It makes them familiar and closer to a foreign culture.

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) It gives them a general image about the target culture.

And as regards, those who see this module as insufficient, it is on account of:

) One module cannot cover all the aspects related to the target culture.

) They need to be around, in order to be aware of the target culture.

The last two questions (items7-8) are the radix of this research because they demonstrate to what extent the influence of the target culture on EFL learners has reached. Thereby, a huge number of students are influenced by the target culture, where a very few number are not influenced. Therefore, nearly all learners consider themselves as native speakers because:

) English-native speakers maybe do not share the same culture, traditions and religion like them but they share the same language “English” with its accent.

) They behave like them while speaking in English; they think they are not able to master a language without mastering the accent, manners and the way of speaking of the English-native speakers.

When the others do not consider themselves as native speakers because of the following reasons:

) They study English language but this does not mean that they act the same way like them.

) They were brought up differently in a Muslim society.

Consequently, from the two last questions the data unveil that the majority of influenced students are females.

2.3.3 Data Collected from Teachers’ Questionnaire:

In order to explore the teachers’ vision about the impact of the target culture on EFL learners, and to unveil the outcomes of these effects; a questionnaire was directed onto a sample of (7) EFL experienced teachers at the University of Tlemcen. This investigation consists of a number of multiple choices and an open-ended question in which the

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respondents are requested to tick a cross in the colon in which they believe that the answer reflect appropriately their opinion. And particularly a number of yes / no questions with a necessity to explain why they have pick the already chosen items.

Accordingly, the teachers' questionnaire is going to be analyzed question by question:

-) The first question has dealt with an analysis of a personal information which is a useful question for this research; if the teachers have already visited an English speaking country to have a clear image whether the teacher has already been directly in touch with the target culture or not.

	Yes		No	
Gender	Male	Female	Male	Female
Number	2	1	3	1
Percentage %	28.5%	14.2%	42.8%	14.2%

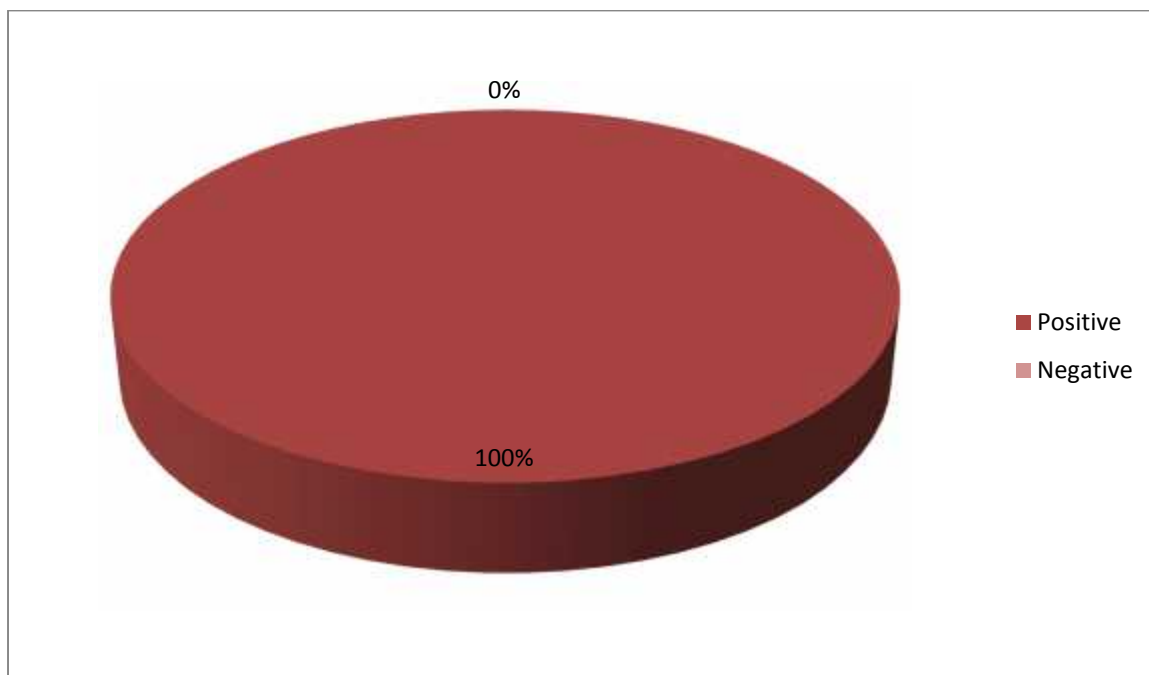
Table 2.8: The Percentages of Teachers Who has visited an English Speaking Country

According to the table above there is almost an equality between males and females who have visited and have not visited an English speaking country, whereas 14.2% of females have visited and have not visited an English speaking country, while 28.5% of male have already visited an English country and 42.8% have not visited it.

-) The second question aims at examining if students show a positive or a negative attitude towards learning the target culture.

	Positive	Negative
Number	7	0
Percentage %	100 %	0%

Table 2.9: Teachers' Point of View about the Students' Attitude towards the Target Culture



Pie-chart 2.2: EFL Students’ Attitude towards Learning the Target Culture

Accordingly, the results presented in the table and the pie chart above, all students show a positive attitude towards learning the target culture.

) The third question intends to extract if the module of Cross-Cultural Studies is helpful. The table and the histogram below show that all teachers see that this module is useful for EFL learners, according to them EFL students have to be exposed to the target language to be able to understand it more and master it effectively.

	Yes	No
Number	7	0
Percentage %	100%	0%

Table 2.10: EFL Teachers’ Attitude towards the Module of Cross-Cultural Studies

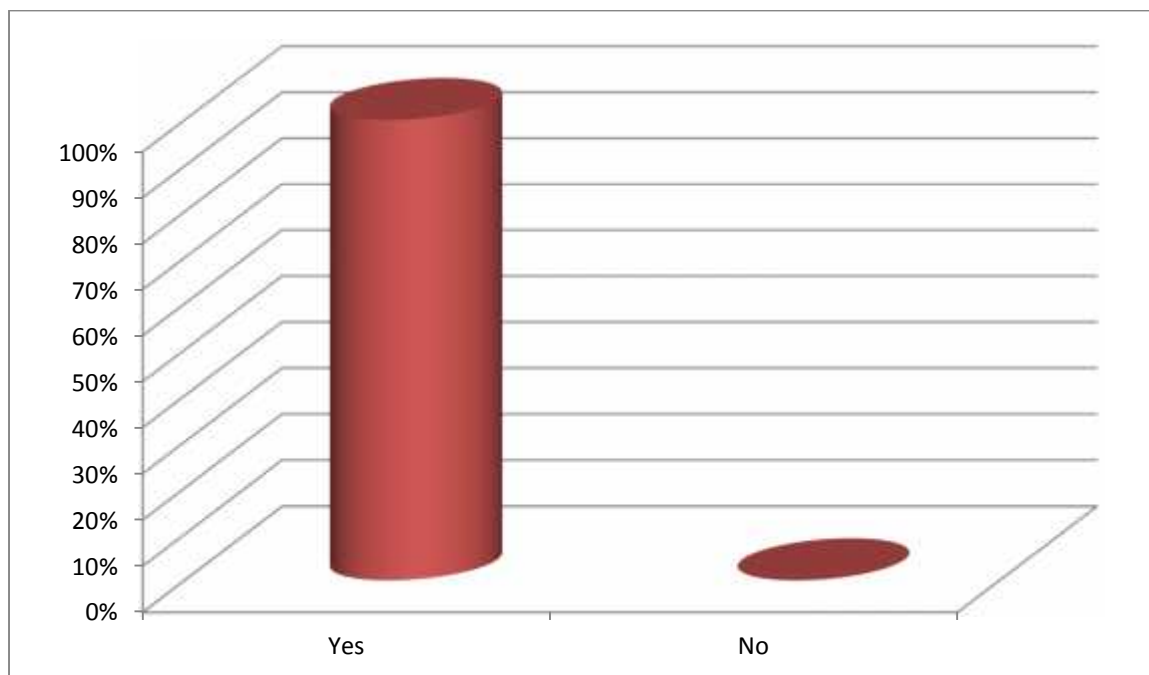


Figure 2.5: EFL Teachers' Attitude towards the Module of Cross-Cultural Studies

) The last question is open-ended question whereas teachers were free to give the basic elements of culture that let an impact on EFL learners, according to them culture influences students by:

- a) The influence of culture appears on students while they involved in comparing their culture with the target culture, some are positively influenced, others negatively.
- b) Culture influences EFL learners on their ways of speaking and thinking, to have different world views on their perception.
- c) While students are exposed to the target culture, they get to know and understand it, and the more they read (or even watch or listen) about it, the more they develop their English.

2.3.4 Discussion of Teachers' Findings:

The findings reveals that all teachers do agree with the incorporation of language and culture, as they think that culture plays an integral part in learning process because it helps students to understand more the target language as it enables them to get the correct pronunciation and to speak it fluently. Some teachers have already visited an English country when some of them have not.

The collected data confirmed that all teachers are comfortable about having the students exposed to the target culture due to the positive attitude that learners show. Hence, EFL teachers assume that culture lets a strong effect on students whether on speaking or way of thinking and living. Only few teachers believe that culture may let negative effect on students in terms of affecting their religious norms and beliefs.

2.4 Recommendations:

This part of research paper endeavors to set a number of recommendations that relieve the drawbacks and maximize the benefits from the impact of culture on EFL learners in order to reinforce ELT and progress EFL students. Accordingly, the following suggestions are set up for students:

- ✓ To be aware of the mother tongue and the own culture to be able to learn and ingest the target language and culture.
- ✓ Get a good bilingual dictionary.
- ✓ To be in direct contact with English native speakers.
- ✓ To read English books and newspapers.
- ✓ To watch television and films in English language, those give the students an idea about the nonverbal behavior such as, eye contact or gestures.
- ✓ To listen to British and American music with lyrics.
- ✓ To learn English idioms and phrasal verbs.

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- ✓ To learn, apply and improvise.
- ✓ To speak English with friends.
- ✓ To pay attention to intonation and stress.
- ✓ To use authentic materials such as: authentic texts, recorded tapes, videos.
- ✓ To accept the foreign of thinking, reacting and behaving.
- ✓ To be able to catch the positive things from the target culture and avoid the negative ones.
- ✓ To understand that the target culture learning opens them the door to new opportunities as future teachers.

As for teachers the researcher exhorts the teachers to use the following recommendations:

- ✓ To know your students and be aware of their social and emotional needs.
- ✓ To use authentic visuals and manipulative such as video clips, menus, bus schedules, post-cards, photographs, to listen to recorded dialogues.
- ✓ To make students work together and collaborate to give decisions about what they would do if they are put in certain situations to evaluate statements about the target culture.
- ✓ To make intentional efforts to teach cultural understanding and tolerance to students.
- ✓ To plan goal-related activities that combine the development of language skills with the practice of the four skills: listening, speaking, writing and reading.

2.6 Conclusion:

The present chapter shed light on aspects of the impact of the target culture on EFL learners gathered from both teachers and learners perspectives. They both agree with the incorporation of language and culture, they consider learning the target culture as a very important element, they totally show a positive attitude towards this concept. Accordingly, there is a harmonization and uniformity between the data collected from both participants

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which affirm the impact of the target culture on students. This can be accounted as a concrete and adjustment between teachers and learners in the process of learning the target culture.

To sum up, it is worth noting that the whole findings of this research represent the huge acceptance and estimation of culture from both teachers and learners in the English department and their awareness of the significance of implementing culture within the English language courses and its impact on learners' behaviors. However, this does not prevent that there is a minority influenced negatively by this fact.

The investigator provided set of pedagogical implications alongside with some recommendations for both teachers and learners in order to enhance the development of the ELT aspects and the cultural teaching as well.

General Conclusion

General Conclusion

This research work sheds light on the relationship between language and culture and the target culture impact on EFL learners. The inseparable relationship between language and culture has already been the major interest of several educators who press on the necessity of teaching culture on EFL learning. Accordingly, this exploratory study consists of two main chapters:

The first chapter provides a theoretical background by virtue of a set of definitions and illustrations, in which it has been mentioned the impact of culture on language and vice versa, as it is clear that teaching culture in EFL / ESL classrooms is important by mentioning the influence of the target culture on ELT. As a result, culture has a huge effect on the components of language while its absence may cause a trouble and a lack of control for students.

The second chapter substantiates the practical work in which the investigator employs one research method “questionnaire” for both EFL teachers and learners of English language at Abou Bakr Belkaid University of Tlemcen. Consequently, the collected data proved that the majority of students do agree for the incorporation of culture teaching in ELT as they are motivated to learn the cultural background knowledge of the target language, as it is obvious that most of them prefer British English as accent.

The data gathered from chapter two proved that females are much more influenced by culture than males where all of them show a positive attitude towards learning the target culture. On the other hand, it is evident that all teachers encourage the cultural integration in the EFL classrooms.

General Conclusion

Finally, it is worth noting that this research work does not answer all the questions related to this topic. Nevertheless, it opens the door for further investigations that may treat this subject in a different way.

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Appendices

Appendix A: EFL Students' questionnaire

Dear Students,

The present questionnaire is conducted in order to collect informative data about the impact of the target culture on the EFL learners. You are kindly requested to answer the following questions.

Thank you in advance.

Personal information: -Gender: Male Female

Q1-What are your objectives for learning English?

- GLOBAL LANGUAGE

- INCREASED PROFESSIONAL OPPORTUNITIES

- CULTURAL INTEREST

-OTHER

Q2-Which dialect and culture of an English speaking Country do you prefer to study?

-American

-British

-Australian

Q3-Do you agree with the incorporation of culture teaching in ELT?

-Agree -Disagree -Strongly agree -Strongly disagree

Q4-What do you think of the module of language and culture?

Interesting Boring Neutral

Q5-Do you think that learning cultural aspects related to the English foreign language is:

-Not necessary

-To some extent

-Very necessary

Q6- Do you think that the Cross-Cultural Studies module is sufficient for learning cultural norms related to England and USA?

YES

NO

Why?.....
.....
.....
.....

Q7- Does culture have an impact on you as an EFL learner?

YES

NO

Why?.....
.....
.....

Q8- Do you model yourself as an English-native speaker (compare your behaviors, manners, and way of life to those of English-native speakers)?

YES

NO

Why?.....
.....
.....

Appendix B: EFL Teachers' questionnaire

Dear teachers,

In purpose of examining the situation of the impact of the target culture on EFL learners, I request you to kindly fill the questionnaire below:

Personal information: -Gender: Male Female

Q1- Have you ever visited an English speaking country?

YES NO

Q2-Do students show a positive or a negative attitude towards learning the Target culture?

Positive negative

Q3-Do you think that exposing learners to the target culture is Helpful?

YES NO

Q4-How does culture influence EFL learners?

.....

.....

.....

Thank you for your collaboration