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**The Influence of Teaching English Culture on Algerian Students'
Attitudes: The Case of Third Year Students, at the Department of
English, University 8 Mai 1945, Guelma**

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Fulfillment of the Requirements for Master Degree in Languages and Culture**

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Dedication

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

*This dissertation is dedicated to my parents. You have taught me to fight, to win ,enjoy the taste of success, but never to give up. For you, I say:

To the one who taught me the meaning of patience

To the wonderful woman in this world

My dear Mother

To the person who always makes me proud of my works

To the most respected man in this world

My dear Father”

I ask ALLAH to make you happy, make you smile, guide you safely through every mile, grant you wealth, give you health, and most of all grant you PARADISE.

*To my dearest brothers and sisters:

*Fares, Aymen, Wael, Ibtissem, Hanane, Bassma, Yasmine, Chahra, Khouloud,,Rayan
,Hassiba, and Boutaina.*

*To my dearest friends and colleagues for their fun, sympathy, and kindness.

*To these special names in my life I dedicate this work

Safa

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Abstract

The present study aims at investigating the influence of teaching English culture on Algerian students' attitudes as well as identifying teachers' practices and techniques that enhance students' interest in the English culture. The study carried out a survey of two questionnaires at Guelma University to confirm the hypothesis which stated that culture integration in foreign language class may increase students' interest and acceptance in foreign language. Therefore, the first questionnaire was administered for the university teachers of English to raise their awareness about the importance of teaching culture in foreign language teaching and their useful techniques to teach the cultural aspects. The second questionnaire was directed to third year students at the same university. The study reported that foreign language teachers are aware about the importance of culture teaching, they also used different techniques to convey cultural aspects of the target language. Moreover, students showed great interest in incorporating English culture through various techniques to present the target features in their class. In the light of these finding, the present study recommends the integration the target culture in foreign language teaching context.

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List of Abbreviations

TC : Target Culture

EFL : English Foreign Language

FL: Foreign Language

Big “C” :Big Culture

Small “c” :Small Culture

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Introduction

Throughout the history, teaching culture faced many changes, in the early years there was the focus on teaching the big “C” of culture which is mainly refers to literature, history and geography. However by the 1970’s scholars started to value the cultural context of teaching a foreign language ie the small “c”:behaviors, attitudes, beliefs....Mastery the linguistics structures was not considered as only necessary for developing communicative competence. Students also need to learn how to express their feelings via language in different social situations. In 1980’s the implementation of teaching culture within foreign language programs became a necessity and due to the technological development, culture aspects were visible in action ie video technology made features of any culture easy to be presented by foreign teachers in the form of films and documentaries. Thus, many scholars realized the close relationship between culture and language. Further, culture is not only indicates what and how people exchange speaking roles but it refers to the way persons encode the messages, understand meaning and the circumstances under which the message is interpreted. Also, if students have no knowledge about target culture traditions they would not able to communicate well .Another role is that when students acquired TC this may help them to understand better their native culture and being motivated to know about others.

Teaching culture in EFL classroom is vital process to engage students in communicating situations in order to develop their skills, teachers used appropriate techniques and approaches in transmitting the target cultural content like the mono-cultural and comparative approaches. Also, role playing and using maps, pictures and videos may help students to figure out the differences and similarities between cultures for instance :course about food ;teacher may bring some videos to show students kinds of dishes, habits of eating in British and Algerian regions, in order to make the strange culture familiar and accepted to them .

1. Literature Review

Culture refers to people's way of living, norms, beliefs, knowledge and traditions. Yet, the term culture is not an easy concept to define. It was approached and defined from different perspectives.

In 19th century Anthropologists defined culture as reflection to what one thinks of one self and of others, and how one seen by others in addition to the way of life of people including social practices . Thus, it referred as what people share in the same social environment. Behaviorists, believe that culture refers to what people observe and share within a society without understanding the rules of cultural occurrence. Whereas, functionalists defined culture in relation to the behavior of individuals in which they provided a full explanation of why shared behaviors happen in addition to their functions. Consequently, both approaches provide theoretical explanation of behaviors and their functions. Further, culture has been defined by many scholars and researchers due to its complexity ,As Riley(2007) saw culture as” the sum total of the information, beliefs, values, and skills, one need to share and apply in the society and situation in which the individuals lives”(as cited in Al-Qudaimi, 2013,p,2). Also, Sowden argued “culture tended to mean that body of social, artistic, and intellectual traditions associated historically with a particular social, ethnic or national group”(as cited in Thu,2010,p,5). Additionally, Peck(1998) called culture “the accepted and patterned ways of behaviour of a given people”(as cited in Fleet,n.d,p,6). So, the term culture involves peoples' way of living in terms of how they behave in certain manners in different situations, and their attitudes, ideas towards subjects, others...ect.

In 21th century the concept of culture became an important issue to enter the education field, this lead on one hand some scholars opposed the idea of teaching culture in EFL classroom hand in hand with language teaching. On the other hand ,others supported involving culture in

language courses and textbooks they mainly emphasized on one argument that when learners exposed to target culture elements such as behaviors, food and values ,they became interested and curious about understanding the target cultural problems, by making a sufficient efforts to find solutions and solve those problems through interacting with others effectively.

Moreover, language defined as a system of communication comprising codes and symbols common to one institution. Those patterns of language and symbols are unique to a particular group of culture, hence both language and culture are interconnected, without language; people couldn't express their behaviors, activities or practice beliefs and values in social environment. Therefore, Buttjes(1990) stated” Language teachers need to go beyond monitoring linguistic production in the classroom and become aware of the complex and numerous processes of intercultural mediation that any foreign language learner undergoes...”(as cited in Thanasoulas,2001,p,8), That is to say teachers should be aware of the importance of culture in the classroom because the learner have to know how the linguistic patterns of a language used effectively in a context. Additionally, for instance: when someone speaks in a specific language they belong to one race of a particular culture, also, language is a mediator in translation process of people behaviors, thinking, and perceptions toward social cultural circumstances. Teaching culture make learners not only understand foreign culture or their native but also they became motivated to learn many things about TC.

Some scholars have conducted several studies on language, culture, and identity .among them Trueba and Zou(1994) conducted a research about the cultural identities ,the sample consisted of an ethnic group minority in China called “Miao” studied in University where the number of Han Chinese is larger than the first one, the findings were; even the Miao learn a TC in new environment they succeeded academically .they were proud of their identity and they didn't suffer from lack of self-esteem in terms of materialistic learning but they supported by their social identity . Another work by Cummins (1986) to show that integrating

students culture and language in the schools programs develop their self-esteem and empower their cultural identity in social environment which help them to be more confident and motivated to succeed academically(as cited in KimSu, 2001,p, 4).

2-Statement of the problem

To teach what words mean to people we must teach what the worlds of those people are like , teaching only language as structure without understanding the context of people they live in is not sufficient to students, In addition, they tackle different beliefs, traditions and situations in their courses but they didn't know how to react or behave in that cases. Thus, it would be better to teacher to have different techniques that can help students willing to accept the stranger features of target culture, then, they formulate their attitudes towards various obstacles and solve it. In addition, teachers use technological aids to facilitate explanation of lesson. Hence, this enables the learner to understand and remember the pieces of information that he/she delivers about target culture. It also facilitates teaching and learning processes, and makes it more interesting. Therefore, it is important to investigate the impact of teaching culture on EFL students' attitudes at Department of English, 8 Mai 1945 University- Guelma. Therefore, the integration of cultural features in class may have great impact on students' attitudes toward learning English as second language. Hence, the following questions are to be answered:

- What are students' attitudes towards the integration of culture concept in EFL classes?
- What are teachers' views about teaching culture in the curriculum?
- What is the efficacy of using TC features in teaching culture?

3-Aims of the study

The current study aims at investigating the impact of teaching English culture on students' attitudes. Furthermore, teachers' efforts in making students interested in teaching English

culture. In addition, it tries to identify the benefits of integrating culture simultaneously with language in EFL classrooms. Moreover, this study is an attempt to show the use of appropriate approaches and techniques to facilitate TC elements to be understandable acceptable in classes.

4-Research hypothesis

The present research is related to the role of using culture in teaching in order to increase the FL students' interest towards target culture, and enhancing their communicative competence. It seems that some students enjoy reading books about target culture. Also, It would be better if the teacher of foreign language takes into consideration the various learning attitudes towards courses and its titles. S/He can use a teaching technique that suit all the lessons. Therefore, this research is based on the following hypothesis:

H1: If culture is integrated in FL class, students' interest in TC, acceptance, and their attitudes toward learning English culture would increase.

The null hypothesis implies that no relation exists between the two variables:

H0: If culture integrated in FL class, students' interest in TC, acceptance, and their attitudes toward learning English language culture would not increase.

5-Research Methodology and Design:

A-Research Method:

In this study, the quantitative descriptive method will be used in order to confirm or disconfirm the research hypothesis. It will investigate the students' attitudes towards the integration of culture in EFL classes through the quantitative method. The questionnaire will help in gathering quantifiable data via administrating a Third Year students' questionnaire and

teachers' questionnaire at the Department of English, 8 Mai 1945 University- Guelma. The descriptive method will be used to collect and analyze the different views of students and teachers at the Department of English, Guelma University, about learning and teaching culture with the foreign language in courses.

B-Population of the Study:

Population of the present study is composed of two groups. Third year students at the English Department of Guelma University and English teachers . There are 237Third year students, which are divided into 6 groups. A random sample of students will be selected from the whole population . Following Krejcie and Morgan sampling table, from a population of 237person, (as cited in Cohen et al. , 2000, p. 94); through a simple calculation , it can be deduced that a sample of 148 person can be selected out of population of 237person. For teachers' number is 54 ,the sample would 47.Third year students have been taught in English modules such as literature, civilization, for 2 years at least by different teachers. Also, teachers used many techniques in teaching English language .Therefore, they have been exposed to different aspects of target culture mainly American and British in their lessons classes and they have different attitudes toward learning English language culture. As a result, they will be able to compare between native and non-native culture. On the other hand, teachers used many techniques in teaching English language and they have met many students with diverse learning thinking and critics. They can also spotlight on the importance culture in program.

6-Definition of key concepts.

Culture: according to Tylor(1870)“Culture...is that complex whole which includes knowledge, belief, art, morals, law, custom and any other capabilities and habits acquired by

man as member of society". it is shared way of living in society including all the aspects of daily life behaviors, attitudes, and values communicated from one generation to another.

Students' attitudes: is defined as the reaction of individuals towards various attempts in reality there are positive and negative attitudes, thus, students attitudes toward a foreign language can be positive in which affects their behavior to read books in foreign language or it can be negative ie no interest in learning the language, or its culture.

EFL: is the use of English language in teaching and learning field in countries where English is not an official first language and its main purpose to develop communicative skills.
-It is taught as a subject of study and a medium of exchanging information in deferent domains.

-It is used to engage the culture of nation and to give students a foreign language competence to read literature, civilization, and science.

7-Data Gathering Tools

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

8-Structure of the Study:

The dissertation is divided into three chapters; the first two ones are theoretical, while the third one is practical. Chapter one –General Overview of culture– defines culture', presents

its importance in teaching EFL, introduces its approaches in general, and specifies the most beneficial used ones in EFL classrooms .

The second chapter –Attitudes and Culture – presents the most common definitions of Attitudes, the functions of attitudes ,the impact of culture on learners attitudes and then, it sheds light on the importance of culture in teaching and learning programs.

Chapter 3 –Data Description and Analysis– describes the collected data from students' questionnaire. It provides data analysis and interpretation. At the end, some pedagogical implications are to be proposed in order to improve the context of teaching culture in EFL classes.

Chapter One: Culture

Introduction

1. Definitions of culture

1.1. Origins of the term “culture”

1.2. Big “C” and Small “c”

2. Characteristics of culture

3. Relationship between language and culture

4. Teaching culture

5. Techniques for teaching culture

5.1. Culture Assimilation

5.2. Culture Capsule

5.3. Culture Cluster

5.4. Role playing

6. Approaches to culture teaching

6.1. The Mono-cultural Approach

6.2. The Comparative Approach

6.3. The Comparative Approach

6.4. The Trans-cultural Approach

6.5. The Task-based Approach

6.6. The Problem-based Approach

Conclusion

Introduction

Culture is an essential term in language teaching and learning processes, since it covers basic patterns :symbols, ideas, literature, art, behaviours, and actions in daily activities of one group .So, teaching foreign language and its culture are inseparable .Therefore, language and culture are taught simultaneously in order to develop learners communicative competence. This chapter sheds light on the concept of culture. It starts by giving some conceptualization of the term culture(definition, its origins, big “C” and small “c” culture ,its characteristics). Then it covers the importance of culture in teaching a foreign language .Finally, the most useful approaches in teaching culture.

1.Definitions of culture:

Before tackling the relationship between teaching culture simultaneously with language , first it is worth to define and explore the concept of culture .It has been defined by many scholars from several fields of study such as anthropology, ethnography, literature, cultural studies, ect. As O’sullivan Hartley, Saunders, Montgomery and Fiske (1994,p,68) argue: ”the term Culture is a multi-discursive; it can be mobilized in a number of different discourses.” they assert that culture does not have a common definition .Thus, whenever one wants to make sense of culture, it would be better specifying the context ie: field of study. Hall (1977) stressed the wideness of the term by saying: “there is not one aspect of human life is not touched and altered by culture.”(as cited in Zu,2003,p,112).

Also, Liddicaot, Papademetre, Scarino and Kohler(2003) defined it : “a complex system of concepts, attitudes, values, beliefs, conventions, behaviours, practices, rituals, and lifestyles

of the people who make up a cultural group as well as the artifacts they produce and the institution they create”. They stressed that culture includes all social elements. Kramsh(1998) argue that culture is :” a membership in a discourse community that shares a common social space and history, and common imagines” (as cited in Kiet Ho, p64).

Another definition of culture by Banks(1998) : “ a cluster of attributes such as values, beliefs, behavior patterns and symbols unique to a particular group.” Further, Goodenough report that culture is “made of the concepts, beliefs, and principles of action and organization.”(as cited in SuKim,2003,p,2). Also, Samovar et al (2000) defined culture as “ the deposit of knowledge, experience, beliefs, values, actions, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of the universe, and artifacts acquired by group of people in the course of generations through individual and group striving”. This definitions gathered all the cultural concepts .

For the anthropologist Rocher (1972): “culture is a connection of ideas and feelings accepted by the majority of people in society.”.He believes that culture is various behaviors, and attitudes, values common to one group. (as cited in Moghaddas.Jafari,2009).

Since the term culture is not an easy concept to define , it was approached from different perspectives .Firstly, the anthropologist Sir Edward Tylor saw it as “the complex whole which includes knowledge, belief, art, morals, law, customs, and any other capabilities and habits acquired by man as a member of society”. Similarly, Banks(2010) argue that culture is “ a shared beliefs, symbols, and interpretations, within human group...the essence of a culture is not its artifacts, tools, or other tangible cultural elements, but the members of the group interpret, use, and perceive them”(as cited in Saifi,2013,p7) . Both of them stress that it is a complex umbrella including components and different symbols, behaviors, norms and rules of living.

From a behavioral view culture is “a complex web of information that a person learns, and which guides each person’s actions, experiences, and perceptions” (Campbell,2000). That is to say culture is learned from society for instance, the case of immigrants when they live in a foreign country they try to learn and understand its culture . A functional perspective view it as “ a tool that people use to exercise power over other people and solve human problems”(Boadly,2011). This view links culture to membership ie: society ,how can person acts and his attitude towards others’ behaviors (as cited in Saifi,2013,p,8).

Another definition is by Brown(2007) he states that culture is way of life .There is a clear agreement in the previous views that culture is an arrangement of behaviors, traditions ,beliefs, attitudes...ect. That is to say it is a way of life common to one group or society.

Furthermore, those components of culture are learned by humans .For Larson and Sarmelly (1972) culture is:

A “blueprint” that guides “the behavior of people of people in a community and is incubated in family life. It governs our behavior in groups, makes us sensitive to matters of status, and helps us know what others expect of us and what will happen if we do not live up to their expectations. Culture helps us to know how far we can go as individuals and what our responsibility is to the group (as cited in Saifi,2013,p9).

Moreover, Greetz(1973) states that culture is “ a historically transmitted patterns of meaning embodies in symbols, a system of inherited conceptions expressed in symbolic forms by means of which men communicate, perpetuate, and develop their knowledge about attitudes toward life”(as cited in Samovar *et al*,p8).

1.1.Origins of Culture

Culture comes from the Latin word ‘colere’, which means to cultivate, “formed by man”. Some scholars state that it originated in agriculture in this sense , O’Sullivan *et al.* (1994) stated that “Culture stems, originally, from purely agricultural root ;culture as cultivation of the soil, of plants, culture as tillage.”Moreover, they stated that it has a meaning in biology, that is to say growth of bacteria .

Therefore, cultivation means to prepare land and grow crop on it. Furthermore, this term can be applied on human being not only in agriculture .ie: cultivation of mind which denotes teaching people how they can use their natural capacities in order to deduce rules ,It means the humanization of society and the treatment of social relationships. Thus, a ‘cultured’ person or ‘cultivated’ means ‘well-educated’ and has an acceptable level (as cited in O’Sullivan *et al.*,1994)

1.2.Big “C” and small “c”

A long time culture has been divided into big “C” on one hand which refers to the overall information of literature ,music ,and art. Thus, when it comes to teaching field big “C” focuses on transmitting the history, or transforming a foreign culture arts and literature to a another culture. Chastain (1988), Tomalin and Stempleski 1993) argue that capital culture refers to the products and contributions of community (as cited in Tamaga and Ciornei, 2012,p,1919) .That’s to say history, music, geography, sports . On the other hand, recently there was a shift of interest from big “C” to little “c” which represents behaviors, beliefs, traditions, values, and norms of native speakers. So, when teachers teach learners way of life of any culture they want to achieve one goal which is developing their communicative competence through modeling and role playing. For Tomalin and Stempleski(1993) little “c”

is the culture that interested in small issues such as: opinions, values , clothing styles, hobbies, food, popular issues (as cited in Tamaga and Ciornei, p,1920).

2.Characteristics of culture:

It is believed that culture has a set of characteristics that can help in understanding well this concept. Samovar *et al* classified culture characteristics as “Culture is learned, culture is shared, culture is transmitted from generation to another, culture is based on symbols, culture is dynamic, culture is an integrated system”(2010,pp,10-12).

At first it should be mentioned that culture is specifically restricted to human being. Also, culture is not inherited. but rather it is innate and learned from the environment. Any person learns culture from his family, peers, and society . Secondly, culture is shared which means it is not restricted to individuals but to group, society...for example behaviors and actions are shared within one society not to one person (as cited in Samovar *et al* ,2010,pp,12).

Another aspect that culture is a form of symbols. Since language and culture are interrelated and language defined. as a system of signs either spoken or written which people use to communicate with each other ,so, language is agreeable useful symbol among people to facilitate communication in cultural society. Thus, culture is symbolic. Also, culture is integrated that is to say all the aspects of culture are interconnected for example how to greet, how to make relationships with others...etc must be involved in people’s actions and behaviors of one community (as cited in Samovar *et al* ,2010,pp,12).

Finally, culture is dynamic which means that it is not static. Through time in each culture there is adaptation or addition of some cultural aspects as well ignoring or deleting some of them. Such as : immigrants has made their own practices and traditions in the European countries in order to be part of foreign culture; Indian restaurants in England, Chinese food in Brazil....(as cited in Samovar *et al* ,2010,pp,12).

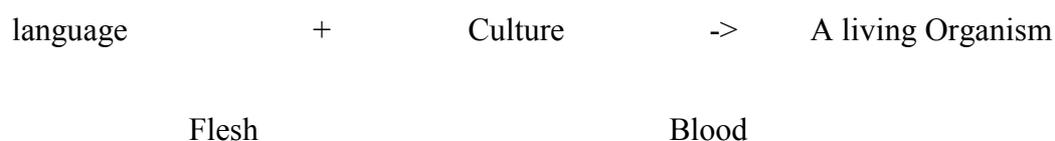
3.Relationship between language and culture

According to Saussure language is a system of signs, It is also represented by Crystal(1972,1992) as “the systematic, conventional, use of sounds, signs or written symbols in a human society for communication and self expression”. Language refers to the use of symbols and signs in order to communicate and express certain one’s feelings and culture is the complex whole which includes :language, traditions, values, beliefs of one group. Decades ago, scholars discussed the relationship between the two concepts in which they stressed that without culture language is not sufficient for learners to get a full explanation of different concepts. They can not exposed to any culture without its language .Other social psychologists states that without language culture would not exist and it cannot be formed. In addition, it considered as symbolic representation of peoples’ life ,since it deals basically with their way of thinking, their traditions, values...ect.(as cited in Brown describes the relationship between the two as follow: “A language is a part of a culture and a culture is a part of a language; the two are intricately interwoven so that one cannot the two without losing the significance of either language or culture.”(1994),the two are inseparable(as cited in Jiang,2000,pp,328-329).

Similarly, there are three symbolic metaphors from three perspectives, which represents the relationship between culture and language so that to understand it well as follow:

Figure 1-1

From Philosophical view: Adapted from(Jiang,2000)



Language and culture makes a living organism; language is flesh and culture is blood. Without culture, language would be dead; without language, culture would have no shape.

Figure 1-2

From Communicative view: Adapted from(Jiang,2000)

Language + Culture -> Swimming (Communication)
Swimming Skill Water

So, if communication is swimming, language is the swimming skill, and culture is water. Without language communication would remain to very limited degree(in very shallow water);without culture, there would be no communication at all.

Figure1-3

From Pragmatic view: Adapted from(Jiang,2000)

Language + Culture -> Transportation(Communication)
Vehicle Traffic Light

Communication is transportation, language is the vehicle and culture is the traffic light, language makes communication easier and faster; culture regulates, sometimes promotes and sometimes hinder communication.

Communication and culture are inseparable too , since communication is the process of encoding and decoding messages through messages ;culture also help in determining the receiver , the sender , and how they really interpret , understand(encode and decode meaning) each others under certain circumstances.

Moreover, language forms have different meanings as well it can refer to many things belonging to different cultures , in the light of investigating the relationship between the two terms , Nida(1998) see that:

Language and culture are two symbolic systems. Everything we say

in language has meanings, designative or sociative, denotative or connotative.

Every language form we use has meanings, carries meanings that are not

in the same sense because it is associated with culture and cultures is

extensive than language (as cited in Jiang,2000,p329).

To sum up, there is a close relationship between language and culture, learning a specific language requires the exposure to its' culture .Both of them are inseparable and they are dependable on each other. Therefore, individual's use some symbols to convey their culture , from the way of talking and behaving one can know its culture. Thus, the language is the tool to express values, thoughts and expressing feelings, emotions. The two are representations of each other in contexts.

4.Teaching Culture

Language and culture are interconnected without language people can not express their beliefs, behaviors, and actions in any social environment. Historically speaking the focus of teaching foreign language culture was the knowledge of target language geography, history, and literature. Teaching culture started in the 19 century due to the Reform Movement which insisted on the idea that not only the linguistic aspects should be implemented in the curriculum but in addition to the knowledge of target culture and its people .Thus, it would be efficient to learn a target language. In fact there was different methods that took place in

language teaching through history and it did not influence only language but its culture as well.

Richard and Rogers (1986) stated various methods used in teaching field . First, the Grammar-Translation Method which appeared in the 20 century, at that time teaching a foreign language is the focus on the art, literature of Greek and Latin, However, to access knowledge about other cultures was almost ignored , and teaching foreign culture was presented in artistic and classical works in order to read them after that GTM was replaced by the Direct Method.

Similarly, its interest was not teaching culture but it is important to mention that it stressed the role of language as a means of communication to them .Then, the Audi-lingual method appeared in education field, it is mainly focused on the culture of people ,it gives more importance to what happen in everyday life and how people use the foreign language in social situations.(Richards and Rogers,1986,p,14).

However, culture became important in teaching area by the end of the 60's with the emergence The Communicative Language Teaching approach, it's essential goal is to make learners use the foreign language to communicate .Thus, the cultural aspects were taught in the classroom in order to develop learners communicative competence in addition to the linguistic competence. (as cited in Thanasoulas ,2001).

Canal and Swain(1980) see that Communicative Competence is composed of four aspects as following: Firstly, the grammatical competence refers to the learners' knowledge of the right grammatical rules, and Syntax in the target culture. Then, The Strategic Competence which includes mastering types of communication ie: learning verbal an non-verbal communication plus knowing the effective method/strategy to communicate properly with others in different contexts properly even so when learners are in difficult situations. Next, the sociolinguistic competence refers to the learners should master rules of socio-cultural in the

target language in order to have enough information about the various situation, thus, they need to know how to interact and communicate effectively taking into consideration the participants. After that, the discourse competence which represents both cohesion and coherence. That is to say, using correct grammatical structures that convey direct ideas as well as to provide a clear meaning in texts.(as cited on Saifi.M,2013,p32)

Further, scholars have removed teaching culture from communicative competence to intercultural competence, the latter focuses on enhancing learners' linguistic competence as well as their intercultural competence that is to say being able to communicate effectively in complex situations with even complex identities from different cultures in addition to have knowledge about that group. Also, to enable them understand and accept foreigners' behaviours, values,.... So, teachers of foreign language focus on comparing learners' competences' in: grammar, linguistic, and communication to those of native speakers.

Bada(2000) emphasized on the necessity to incorporate culture in teaching/learning process due to learners' problems in communication of meaning with native speakers.(as cited in Abdelwaheb, 2015,p68). Thus, when target culture is taught in the English classroom it would be better for them to know how foreign culture's natives use the language in several situations. Also, Pulverness(2003) insisted on culture is needed to be present for foreign learners due to the fact that language does not convey complete meaning about the other language unless they exposed to it's culture. Further to this claim McDevitt(2004) argued that it is impossible to learn a language separate or independent from it's culture because learners need to have at least who are the people talk and use the target language (as cited Abdelwaheb, 2015,p68).

Moreover, in the curriculum of teaching; what teachers teach in the classroom basically is related to cultural aspects: values, literature, history, traditions...ect. Like Valdes who

stressed that each lesson deals with a cultural issue, and one cannot imagine teaching language without culture. Therefore, Bennett(1993,p9) set the name “fluent fool” to the fluent person in speaking a foreign language but, he does not know or understand what is the philosophy and what is social content of that language .Also, (Silberstain,2001) argued that foreign language learners’ master the rules of correct structure, the pronunciation of words, and grammar. However they do not learn how they express themselves through using that language , hence, it is clear that exposing only to the grammatical knowledge is not enough to communicate effectively (as cited in Abdelwaheb, 2015,p68).

5. Techniques for teaching culture

Many scholars have introduced intercultural approach in teaching foreign language classroom through different tools and techniques to teach culture. Here are the most common used in language teaching.

5-1 -Culture assimilation: According to Merriam Webster Dictionary assimilator is the person who absorb into the cultural tradition of one group or society. Thus, in “culture assimilation” activity learners are asked to solve a situations in target culture, then they solve this problem from intercultural perspective in which they choose the correct answer from proposed choices provided by the teacher and they give a full description of the incident ,after they finish he explains the situation so this would help them in understanding the cultural values (as cited in Benmostefa.N, a.n ,d.p,2).

5-2 -Culture capsule: is an explanation of one aspect in the target culture accompanied with discussion of differences between the foreign culture and learner’s native one. So, in this task the teacher gives oral information. Also, learners may be prepared this work at home then they presented it in short period of time. It can be illustrated by pictures and videos. Or asking set of questions in order to involve the learners in a discussion class. The advantage of this

activity is to make learners aware of target culture characteristics (as cited in Benmostefa.N, a.n ,d.p, 3).

5-3-Culture clusters: it is combination of capsules of culture of the same topic or related topics in the target culture .In this technique the teacher is a guide for their learners in order to full the objectives of the lesson .At the end they would have a cultural awareness of the different aspects or topics in FC (as cited in Benmostefa.N, a.n ,d.p, 3).

5-4-Role playing: here learners perform different roles of characters in the classroom so that they deal with culture situations and how to behave in similar positions. As an example: learners play the role of new visitor in USA and he goes to restaurant to get lunch. Then, he greets the worker, and asks for the menu....etc. So, this largely help in developing learners' cultural awareness and how to reflect in real similar situations in target culture (As cited in Benmostefa.N, a.n ,d.p, 5)

5-5-Culture quizzes: this technique is very effective for teachers to check what they have taught previously. It can be while learning new information ie: during the lesson as to work in pairs on one activity or at the end of units. Learners share knowledge and understanding in order to find the answers .It's high-interest activity to learners and it keeps them involved . (as cited in Benmostefa.N, a.n ,d.p,5)

6-Approaches to culture teaching:

“Approach” means “the theory, philosophy and principles underlying a particular set of teaching practices(Longman Dictionary of Language teaching and Applied Linguistics 2002) . Teaching culture have gone through many periods that developed many theories and principles which were the basis of different approaches ,some of them focus only on the target culture and others based on comparing learner's own(as cited in Benmostefa.N,b.n ,d.p1)

6-1-The Mono-Cultural approach

It focuses on the Native culture and by 1970 teaching culture integrated to

teaching/learning field, and the mono-cultural was mainly for lectures like: *landeskunde* (module contains cultural side) in Germany, civilization in France, background in studies in the UK and the USA ,etc. Also, the foreign-culture approach which insists on discovering and studying the foreign culture's aspects without comparing them to the native culture. It's main goal is to develop learners communicative and cultural competence and to make them behave like native-speakers (as cited in Benmostefa.N.b,n ,d.p,3).

6-2-The Comparative approach

As it's name there is a comparison between target culture and learner's own .It emphasis on distinguishing the differences and similarities between two cultures. In other words, learners will develop their cultural awareness and this help them in improving their intercultural competence through knowing both cultures. In addition, this approach doesn't mean to evaluate the target culture but instead to bring the stranger to be familiar in other culture Therefore, learners would have two perspective of their own culture and the target one and leads to enhancing their knowledge, acceptance, and understanding of others. Moreover, under this approach according to Risager(1998) there are two other approaches :on one hand intercultural approach which see that culture is better and easier to learn via comparison. So that learners will be aware of the cultural differences and similarities of the two culture. Although its focus on the target culture mostly but it helps them to develop their intercultural communicative competence which enables them to be mediators between native culture and foreign one. On the other hand, the multi-cultural approach which is based on the idea that the target culture includes many cultures. It looks at the various ethnic, linguistic, and cultural aspects in the foreign country to be compared with learner's culture as an example USA is a multi-cultural society (as cited in Benmostefa.N .b, n ,d.p,1).

6-3-The Trans-cultural approach

It is suggested by Risager. It deals with the foreign language as international language, it

teaches learners to use it for the sake of communication with people from different cultures. This is due to globalization and economic development. It doesn't compare the NC with TC. (As cited in Benmostefa.N.b,n ,d.p,3).

6-4-The Task-based approach

Its main focus that the learner his research about subjects in the target culture, also they do not work individually instead they gathered in co-operative tasks about one aspect in target culture either in pairs or in small groups. After they finish the activities they share their findings with their classmates and discuss (as cited in Benmostefa.N.b, .n ,d.p,5)

6-5-The Problem-based approach

It is used in order to motivate learners to learn the target culture and to encourage them to read, discover many topics in it . According to this approach the teacher is a source of guidance to give some information about the research problems and to give them some sources about it. Hence, the teacher divides his class into groups so that students work on the problem together , and discover the solutions at the end.(as cited in Rhem,2006,p,1).

All the previous culture approaches were really implemented via different techniques, approaches it's significance can be reached through using technological aids; videos, pictures, audio recording

Conclusion

As a conclusion to this chapter, culture should integrate in teaching/ and learning field for the benefit of both students and teachers, on hand learners will enhance their abilities too make sense of other cultures' aspects and it gives them a critical though to think about differences and similarities between their culture and the target one. On the other hand, teachers will change their approaches in teaching in order to make learners attracted to the delivered lessons for this :they need to implement the effective approach which is the intercultural one and give it too much importance .

Chapter Two: Attitudes and Culture

Introduction

2-1- Definition of attitude

2-2- The difference between attitudes and similar psychological concepts

2-2-1- Attitudes and opinions

2-2-2- Attitudes and beliefs

2-2-3- Attitudes and values

2-3- Functions of attitudes

2-3-1- The instrumental function

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2-3-3- The Knowledge function

2-3-4- The Ego-defense function

2-4- Learners' attitudes toward learning English Language Culture

Conclusion

Introduction

Language and culture have always been the focus of attention from several perspectives, anthropologists, sociologists, and linguistics have tried to understand the cultural aspects interfere in language teaching. Therefore many researchers have been conducted in order to investigate teachers' and learners' attitudes towards English Language Culture teaching. Throughout history attitudes have been tackled as one of the psychological experiences, century over century this term get the importance in different theoretical frameworks in order to be measured and studied through several studies and approaches .

There are many variables that have an observable influence on the learning process like: motivation, anxiety, personalities attitudes, aptitudes, ect. Thus, attitudes is considered as an important factor which affects learners performance, since it defined as the predisposition and feeling about something, or someone. Thus, it is the psychological construct which evaluates the linguistic behaviors in particular.

2-Definition of attitude

The term "attitude" has many definitions. It is known as any behavior or feeling toward someone or something. According to Merriam Webster attitude is " a feeling or an emotion toward a fact or state". It is related to persons' psychology ; what he feels toward environmental concepts . It originates from the Latin word "aptus" which means to adapt.(as cited in " *Meaning and Nature of Attitude*",n.d,p.27).

As many complex concepts attitude have been discussed through history , it is about person's psychology and how he behaves in social situations. In this sense, Allport (1935) stated that "an attitude is a mental and neural state of readiness, organized through experience, exerting directive or dynamic influence upon individual's response to all objects and situations which with it is related". He stressed that attitudes is a mental entity which characterizes persons in

certain positions. Also, Alfred and Alder(1870-1937) argue that the way of person he behaves in certain manner is affected totally by his attitudes toward environment (as cited in Pikkens,2005,p44).Further, the term attitudes according to (Satt,n.d,p10), refers to a learned predisposition so that to reflect in certain social situations, the way people understand society at the same time when and how to respond to others .

Moreover, Katz reported that attitude is: “the predisposition of an individual to evaluate some symbol or object or aspect of his world in favorable or unfavorable manner”. He argued that attitude is about the tendency of persons toward traditions, customs in one community in which people can evaluate them positively or negatively based on their social interpretations. In the same respect, Cambell states that an individual’s social attitude is a “syndrome of response consistency with regard to social aspect.” (as cited in Jones,n.d,p22). So, attitudes are tools to express once feeling , and to give appropriate response to various situations.

Also, as cited in Fishebein (n.d) defined attitude as: “ an implicit drive-producing response considered socially significant in the individual’s society.”(as cited in “ *Meaning and Nature of Attitude*”,n.d,p.29) which means it is an indirect process in the individual’s mind which allows him to response, evaluate effectively actions and behaviors.

Doob’s (n.d) defined attitude as

“ An implicit response which is both anticipatory and mediating reference to patterns of overt behavior responses, which is evoked by a variety of stimulus patterns as a result of previous learning or of gradients of generalization and discrimination which is itself cue and drive-producing, which is considered socially significant in individual’s society.”(as cited in “*Meaning and Nature of Attitude*”,n.d,p30).

He stated that the nature of attitude is not direct which means that it is cognitive process mediated by verbal and non-verbal expressions while people respond to certain situation.

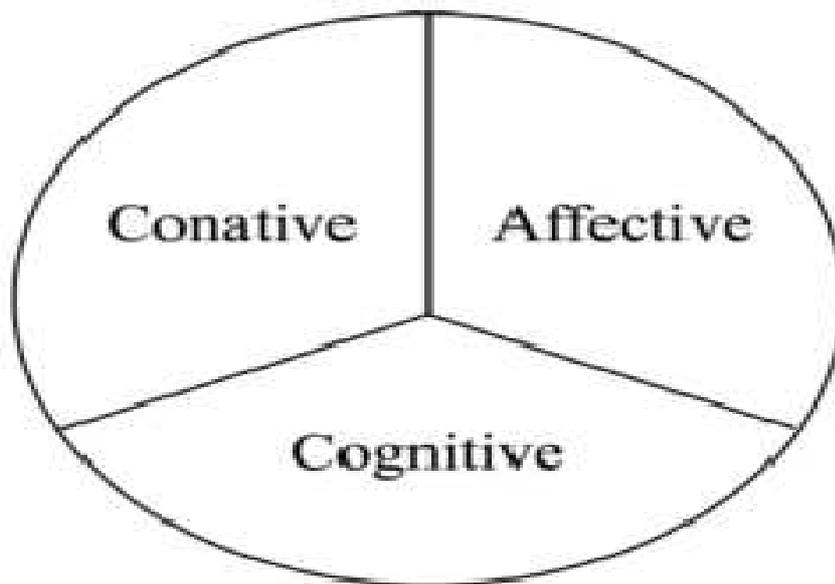
Eagly and Chaiken(1993,1998) define attitude as “a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor.”(as cited in Bangui & Heifetz,2009,p,351). Also, Caron and Prislin (2006) argued: “Attitudes are the evaluative judgments that integrate and summarize.....cognitive/affective reaction.” (as cited in Bangui & Heifetz,2009,p,351), that is to say it is about evaluation of persons, objects.

Similarly, as cited in Jain, 2014,p,2. Attitude is the reaction of persons in certain way . In the same article, Baron and Byrne(1984) defines attitudes saying that it is behavior tendencies and feeling towards specific objects and other persons. Also, Thurston(1931) called attitude is the influence either in positive or in negative way regarding a psychological object. Also, Bem(1970) refers to it as what people like and dislike (as cited in Jain, 2014,p,3).

Moreover, attitude is the process of evaluating an object or someone , (as cited in Jain, 2014,p,3); Schiffman and Kaunuk (2004) suggest the ABC model in order to form a full attitude as shown in (figure 2), it is essential to take into consideration the three components which are:

- The Cognitive component (beliefs).
- An Affective component (feelings)
- And The behavioral or conative component.

Figure 2: ABC Model



Adapted from: Jain, 2014

Firstly, the cognitive type which occurs at the cognition level refers to the meaning of utterances which contains beliefs and opinions. As Fishbein and Ajzen (1975) argue that beliefs are the knowledge of a person about the object, at this stage individuals try to make sense and think about the attitude object. Then, people organize this knowledge to be evaluated. Also, people are aware and conscious of what person's says or believes about the event. (as cited in Jain, 2014, p.6)

Secondly, the affective component is very important because getting the meaning of beliefs only are not enough to respond in certain manner, So, affective is about emotional replying either positively through liking the object or negatively through disliking, and rejecting that event. That is to say, there is an evaluation of attitude object in terms of response with preferability degree. Further, individual's feelings and emotions are integrated always in the cognition process as Agarwal and Malhotra explain that attitude (the

evaluation)and the emotions are linked together to form a model of choice .(as cited in Jain,2014,p,6)

Finally, the last component is the conative, it represents the tendency to act or behave in certain manner. It is composed of actions toward stimulus (attitude object) interpreted through verbal or non-verbal responses, those responses involved positive/negative behaviours of an individual. As a result, behaviors can be categorized in :positive approach ,negative approach, positive avoidance and negative avoidance .(as cited in Jain,2014,p6).

Many theorist fail in selecting one definition of this term because of the complex cognitive processes which includes many other concepts, as simple meaning for it we can say that attitudes refers to the abstract tendency in which people behave in several situations it can be represents in actions, behaviors. And one have to know the difference between this term and other psychological concepts like: opinions, beliefs, and motives.

2-2--The difference between attitudes and similar psychological terms

2-2-1-Atitudes and Opinions

Both words are similar concepts but they have not the same meaning , because the two have differentiated through time basically in meaning and context .Firstly, opinions are beliefs or judgment or a way of thinking about someone or something based on fact or knowledge . As English and English(1958) stated that opinion is “a belief that one holds to be without emotional commitment or desire, and to be open to revaluation. Since the evidence is not affirmed to be convincing.”(as cited in *Meaning and Nature of Attitude* ,n.d,p32) .So, opinion is the verbal expressions of individual’s thinking while attitudes are reactions in certain manner. The latter is abstract no one can see attitude but it can be mediated by non verbal process.

Usually, both of them are used synonymously like the two have to do with one point which the readiness of an action, though opinion can represent a symbol of an attitude to convey a response, ie: opinion is a means of individual's attitude . For instance some people are asked about any issue, so the response can be interpreted either participant's opinion or participant's attitude toward the given issue.

To sum up McNemar(1946) provided a clear distinction between opinion and attitude as follow: “the typical attitude study involves a scale or battery of questions for ascertaining attitudes whereas the typical opinion , particularly public opinion study leans heavily on single question for a given issue.” Thus, to know one's attitude there should be several points to tackle in order to evaluate certain concepts positively or negatively, but an opinion is known by one's response (as cited in *Meaning and Nature of Attitude* ,n.d,p32 .

2-2-2-Attitudes and beliefs

Generally belief refers to the right information about something or the truth about something exist with or without proofs. The two variables: attitudes and beliefs are psychological states of mind, starting with beliefs which is the subjective judgment of person's concerning the self or the world, at the previous work English and English(1958) define belief as “the emotional acceptance of proposition or doctrine on what one considers to be adequate grounds. (as cited in *Meaning and Nature of Attitude* ,n.d,p33”Hence, it can be inferred from individual's expressions and there are two types of beliefs, personal belief which is shaped by person's cognition, it is not common to all people, the other is common belief which is shared in one group or one culture.

Following by attitudes which are emotions and feelings reflected and affected people, things...ect. It does not confirm or accept several situations but rather it asses the given issue with some degrees of like or dislike, this process interpreted in the form of behaviors and

actions. As krech and krutchfield(1948) argued: “all attitudes incorporate beliefs but all beliefs are not necessarily a part of attitudes.” (as cited in *Meaning and Nature of Attitude* ,n.d,p33).

In addition , attitudes are acquired tendencies in order to give a full evaluation towards certain object either with favor or disfavor while beliefs obliged individuals to take into account the nature and type of this object in order to take actions .Also, beliefs can be a measurement of attitudes ,and a way or expressions to based on them attitude. (as cited in *Meaning and Nature of Attitude* ,n.d,p33).

2-2-3-Attitudes and Values

Another important distinction to mention is between attitudes and values, the latter refers to worth beliefs or behaviors of what is considered good or bad, right or wrong, desirable or common in society such as: justice, loyalty. Moreover, English and English(1958) state that it is “degree of worth ascribed to an object or activity (or class) therof.” Each culture has it’s values which considered as basis for people personality construction, so any individual’s attitudes towards some issues are absolutely relates in some way to societal values. Thus, it influences our understanding of the environment so that to assess things properly. Also, this concept can be called a system of beliefs that guides the person to behave in certain manner.

As attitudes known as the state of mind to evaluate, but, values supposed to be the core of the self-concept, this means it contains perceptions, ideas, beliefs, and attitudes towards certain issues.

2-3-Functions of attitudes

Attitudes may change by individuals according to the situation and motives in his environment , and it can be modified according to its function in relation to the person who

holds that psychological state. Then, the functional view of attitude focuses mainly on fulfilling the needs of people in some way or another, also, the purpose of each attitude is the mediation between individual's internal needs and external environment. Katz in (1960) have proposed four attitude functions in order to understand the world (as cited in Milfon,2009,p242).

2-3-1-The instrumental function: this function makes people recognize who their own selves and it's relation to outside circumstances. In daily life individuals try to minimize punishment and maximizing rewards to reach specific goals, that's why they need to develop their learning about objects, hence they can think, evaluate what is beneficial for them. Perception of past and present efficacy object may help strongly in the formation of positive attitudes which results the satisfaction of aims (as cited in Milfon,2009,p246).

2-3-2- The value expressive function: When people holds an attitude on one hand, this help them to establish their selves, their ideas, since the self-concept is formed in the individual's childhood during formation period, it makes them able to confirm what is bad and right and being accepted by elders models. On the other hand, it gives them the opportunity to express individuals' held values, plus developing their interactions in social groups or organizations through discovering its values. (as cited in *Functional Approach to the Study Attitudes*, 2015,p,173).

2-3-3-The knowledge function: Some attitudes are beneficial because they help to understand the universe very, they also allow people to simplify the complex components natural environment which leads them able to accept the coming changing of situations in order to deal with such inconsistency. This function makes them more knowable, and predictable about the world as well increasing the efficiency of information processing, it

serves the needs of the cognitive organization. (as cited in *Functional Approach to the Study Attitudes*, 2015,p,175).

2-3-4-The Ego-defense function: this function serve to protect the self from psychologically harming events, it allows people to defend their selves basically from inner conflicts of one's own personality and makes them to be better in facing environmental threats. Therefore, this function have some aims: on one hand, to be conscious of fulfilling the need for understanding, self expression, and help to get meaning which object to approach and which to avoid .Also, to communicate with others and developing our self-esteem. On the other hand, understanding and integrating the previous functions effectively. (as cited in *Functional Approach to the Study Attitudes*, 2015,p,172).

Katz's functional approach operates in one attitude or ideology, it shows the important role of attitudes in individual's perceptions and development of personality in understanding the relationships between psychological concepts in the environment.

2-4- Learners' attitude toward learning English Language Culture

As a previous knowledge in language/ learning process language and culture are closely taught together and culture is an essential part in English Teaching, The latter became the first language in the world, intercultural learning approach has to be the basic method in education. Hence, teachers of English Teaching focuses on making their students ready for intercultural communication to develop their ability to function in intercultural situations. Some variables are affected the Language and cultural achievements such as: learner's attitudes, teacher, and learning.

Because of the interdependency of language and culture , the emphasis on teaching cultural aspects in learning plays an essential role in order to understand the foreign language . (As cited in Thanasoulas ,2001,p7) Duranti(1997) noted that:

To be part of a culture means to share the propositional knowledge and the rules of inference necessary to understand whether certain propositions are true (given certain premises). To the propositional knowledge, one might add the procedural knowledge to carry out tasks such as cooking, weaving, farming, fishing, giving a formal speech, answering the phone, asking for a favor, writing a letter for a job application.

Consequently, McKay (2000) said that scholars introduced cultural sources like EFL textbooks, which includes topics and vocabulary terms linked to native culture in English, for the sake of cultivating the learners about their own culture in order to act and react in different cultural settings. (as cited in Laohawiriyanon, 2013, p.30). In addition, he added in (2002) that learning cultural information as a part of education system is able to motivate learners' interests to other languages. (as cited in Laohawiriyanon, 2013, p.30). However, as English became an international language today new aims pointed concerning teaching its culture, On one hand, to allow non-native speakers use this language properly with knowing its concept's meaning. On the other hand, to make them communicating English language.

Furthermore, as culture became interesting in teaching foreign language, it is essential to understand which foreign cultural themes can be taught in the classroom, hence, culture can be two types big and small culture: big "C" refers to explanation and statistics about history, arts, geography, literature, political issues...ect. Then, small "c" represents every aspect in daily life including norms, values, traditions, beliefs, and attitudes. Wintergrst and McVeigh (2010) argued that learners possession of the two types big "C" and small "c" help them very much in an intercultural setting. The focus is on small "c" because it is important for intercultural communication due to the influenced aspects: behaviors, way of thinking, and

the language is used .Thus, the knowledge about small “c” in the foreign culture makes learners understand non-natives communication with each other. (as cited in Laohawiriyanon,2013,p31).

Many researchers have done several studies to discover student’s attitudes towards teaching cultural aspects and themes in EFL classrooms. As Chen(2004) who made a study on attitudes of Chinese student’s toward seven themes under big “C” (music, social norms, education, economy, politics, history ,and geography), and nine themes under small “c” (daily routine, lifestyle, holiday, food, gesture, weather, greeting, customs, and values). Also, Lee(2009) conducted a research to examine culture teaching in the Korean EFL textbook, he based have examined 22 themes in big “C” like (arts, agriculture, education, sports, and politics) , Under small “c” 26 themes as (freedom, materialism, informality, fairness, and competition). As an evaluation of the two studies ,the first considered weak and the second more comprehensive due to the appropriateness of themes to intercultural, sociological perspectives. (as cited in Laohawiriyanon,2013,p301). Moreover, (Gardner and Macintyre, 1992,1993) have stated that student’s attitudes is an essential part in second language learning pedagogy. It can affects the degrees of achievements, proficiency, and accomplishment of second language (Gardner and Lambert (1972), Ellis (1985), and Dornyei(1994,2001)). Thus, if learners have a positive or negative attitude this would definitely impacts on reaching great success or failing in learning a foreign language, therefore, being positive toward a foreign cultural aspects and basically its people able positive learners to learn this language more better than those who have negative attitudes. (as cited in Laohawiriyanon,2013,p31).

Similarly, Paige *et al* (1999)have said that attitudes of learners is a vital factor in the learning process . For Byram(1997) it is a principal element in intercultural communication competence and considered as a pre-condition for effective interaction, Also he gives a short explanation for the term attitude means: “ the attitude of curiosity and openness, of readiness

to suspend disbelief and judgment with respect to others' meaning; beliefs and behaviors". Through time, culture became a subject of research, among those studies Sardi(2002) have done a survey in Hungarian university, it was about student's attitudes towards specific cultural topics(aesthetic sense, sociological sense, pragmatic sense) of three contexts(target culture context, cross-cultural context, and source culture context) in their EFL courses. The result was that learners really have big interest in learning English Language for enhancing their career expectations, Also, they wanted to expose to lives of people in different communities. Another survey in (2010) conducted by Xiao on Chinese English-major students, The findings showed that students interested in comprehending cultural elements of both foreign culture and their own. Plus, some of them preferred to learn big "C" and others preferred small "c" culture. (as cited in Laohawiriyanon,2013,p32).

From multiple studies that have done, we can say that the focus of teaching a foreign language culture is on the big subjects, it stresses that students should know the long history of a foreign culture, also, civilization and literature, arts of the target culture but the little 'c' have not much as the first type. Further, when students have curiosity toward such culture this help in developing their intercultural competence, that is to say they will be able to understand various cultural elements in foreign language.

To sum up, there is a close relationship between student's attitudes and learning a language as well as culture. Thus, integrating culture in teaching/learning process is important to make learners interested and curious to know more about other language.

Conclusion

Chapter two discussed the term "attitude" in general, then, it is specified to narrow meaning. It has also dealt with essential components of attitudes. Next, it has mentioned the difference between attitudes and other psychological constructs(beliefs, opinions, and

values).After that, it has explains the functional approach of attitude. Finally, it has shown learner's attitudes towards learning English Language Culture. The findings of the two chapters make for us a solid ground to carry out an empirical study. It is a survey that consists of two questionnaire: one for university teachers and another for third year students . this survey will be described in details in chapter three.

Chapter Three: The Impact of Teaching English Culture on Algerian

Learners' Attitudes

Introduction

3-1- Restatement of the Study

3-2- Means of Data Collection

3-2-1- Aims and Administration

3-2-1-1- Description of the Questionnaire

3-2-1-2- Data Analysis

3-2-2- Aims and Administration

3-2-2-1--Sample

3-2-2-2- Description of the Questionnaire

3-2-2-3- Data Analysis

3-2-3- Data Interpretations

3-2-4- Suggestions

3-2-4-1-Teachers' suggestions

3-2-4-2-Students' suggestions

3-3- Further Pedagogical Implementation

3-4-Limitations of the Research

Conclusion

Introduction

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

3-1-Restatement of the Problem:

The aims of this research work as mentioned before is to investigate the impact of teaching English culture on learners' attitudes .More precisely, it shows the importance of teaching culture in foreign languages classrooms, and it highlighted the role of attitudes concerning learning a target language. Additionally, it gives an idea about the useful approaches and techniques implemented in classrooms to teach foreign cultural aspects.

3-2- Means of Data Collection

The present research work involves two survey questionnaires: the first one was given to teachers of Guelma University in order to know their point of view about culture teaching and its approaches and the second is for learners of Guelma University.

3-2-1- Aims and Administration

The questionnaire was given to teachers for the sake of gathering data from them, by getting their perceptions' of culture teaching ,and knowing their opinions concerning their learner's attitudes toward learning English culture as well as their experiences in teaching culture to learners.

3-2-1-1-Description of the questionnaire

This questionnaire given to teachers contains 19(nineteen) questions distributed in three sections. These questions are divided into multiple-choice and open-ended type. It involves questions about the importance of teaching culture, and if it is necessity for learners to be aware of target culture features. Also, some questions are about their evaluation of learners'

English culture competence , and to discover the approaches used in teaching culture. In addition to teachers' comments and justifications.

Section One: Background Information: (Q1- Q5)

The aim of this section is to gather general information about the respondents, gender(Q1), their qualifications(Q2), teaching experience(Q3), and Whether they have already visited any English-speaking country or not(Q4,Q5).

Section Two: Students' Attitudes (Q6-Q14)

This section examines teachers' opinions about their learners' level(Q6), and learners' problems in learning(Q7).Also, their perceptions about teaching/learning a foreign language with its culture(Q8,Q9), the different cultural topics they teach(Q10), their learners' attitudes toward learning English culture(Q11,Q12), and whether they encourage them to compare the Algerian culture to foreign one(Q13,Q14).

Section Three: Culture and Attitudes (Q15-Q18)

This part basically about the approaches and techniques followed in classroom to English. They are asked to know their opinions about the reason behind teaching English Foreign Culture to Algerian learners(Q15), their evaluation of learners' cross-cultural awareness(Q16). They have also two questions about which approach and techniques they follow to teach English(Q17,Q18).

3-2-1-2-Data Analysis:

Section One: Background Information

Q1: Are you a male/female?

*Table 3.1
Teachers' Gender*

<i>Options</i>	<i>N</i>	<i>Percentage%</i>
<i>Male</i>	<i>05</i>	<i>17%</i>
<i>Female</i>	<i>35</i>	<i>83%</i>
<i>Total</i>	<i>30</i>	<i>100</i>

(Table 3.1) shows that the majority of teachers are females, because they are more interested in education field.

Q2: Qualifications : Master/Magister/PHD?

At Guelma University most of the teachers have Magister Degree.

Q3: Teaching Experience (in year):

*Table 3.2
Teachers' Teaching Experience in Teaching English*

N of year	N	Percentage%
0-5	05	17%
5-10	19	63%
Above 10	06	20%
Total	30	100

The above (Table 3.2) shows the majority teachers have taught English from 5-10; 63%, 20% of them have teaching experience for more than 10 years, and 17% of them, 05 teachers are new in teaching field for 0-5 years. This index is important for the reliability of the data gathered from teachers.

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

-Yes

-No

*Table 3.3
Teachers' Visit to an English-speaking Country*

Options	N	Percentage
Yes	03	10%
No	27	90%
Total	30	100

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

Q5: if ‘Yes’, please specify the country?

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

Section Two: Students’ Attitudes

Q6: How do you describe your learners’ level?

a-Poor

b-Average

c-Good

d-Very good

*Table 3.4
Teachers’ Description of Learners’ Level in English*

Options	N	Percentage%
Poor	02	7%
Average	25	83%
Good	03	10%
Very Good	00	00%
Total	30	100

The majority number of teachers 28, see learners’ level in English range from average to Good 83% – 10% as (*Table 3.4*)shown . Two teachers stated that their levels are poor for 7%. But none of them opted for “very good”. From results analysis levels are average due to some problems which must be identified.

Q7: Do you think your learners have:

a-Linguistic problems

b-Communicative problems

c-Culture problems

d- If other, please specify

*Table 3.5
Problem Faced by Students*

Options	N	Percentage%
Linguistic Problems	07	23%
Communicative Problems	09	30%
Culture Problems	05	17%
Other	02	07%
Total	30	100

The majority of teachers(23) opted for the first and second choices ,they see that learners' have more linguistic problems and communicative ones due to their average levels ,however only (05) of them see that culture is a major problem for their learners ,the rest of teachers stated that learners' problems can differ from one student to another that's why they have not chosen none of the answers.

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

a-Yes

b-Not necessary

c-No

*Table 3.6
Teaching Language with Its Culture*

Options	N	Percentage%
Yes	28	93%
Not Necessary	02	7%
No	00	00%
Total	30	100

According to the results shown in (*Table 3.6*), the majority of teachers 93% see that culture Should be taught with its foreign language due to many reasons .7% stated that culture is not necessary . While, none of them opposed that. These results indicate that teachers' of the English department are aware that culture plays an essential role in teaching English language.

Q9:please justify your answer

All teachers responded to this question, on one hand (28) have answered ‘Yes’ to **Q8** insisted that culture and language are inseparable, language can not stand without its culture, one depends on the other this stressed the idea that language and culture are interconnected. That is to say to learn a foreign language there should be its context(culture);where this language is used.

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

Q10:What are the cultural topics you teach?

- a-Beliefs
- b- Traditions and customs
- c-Aspects of daily life
- d-History and Literature

Table 3.7
Teachers’ Teaching Cultural Topics

Options	N	Percentage%
Beliefs	07	23%
Traditions and customs	14	47%
Aspects of daily life	12	40%
History and literature	20	67%

The results shown in (*Table 3.7*)indicate that all teachers opted for multiple topics to teach rather than focusing on one theme. As an essential note that the major topics to teach are (history and literature) and (traditions and customs) taught by teachers 67% and 47% respectively .Also, (12) teachers 40% taught (aspects of daily life), the others taught (beliefs) in the classroom.

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

- a-Positive

b-Negative

*Table 3.8
Teachers' Views about Students' Attitudes toward English Language*

Option	N	Percentage%
Positive	28	93%
Negative	02	7%
Total	30	100

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

Q12: Please justify

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

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

-Yes

-No

*Table 3.9
Teachers' Encouraging Students to Compare between Algerian and Foreign Culture*

Options	N	Percentage%
Yes	27	90%
No	03	10%
Total	30	100

The majority of teachers responded by 'Yes' , they encourage learners to compare between the Algerian culture to foreign one ,because they believe by stating the differences and similarities between the two , this would help students to understand better .Others said 'No'

they do not encourage learners to make comparison between the two.

Q14-In both cases, please justify

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

Section Three: Culture and Attitudes

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

- a-To develop their Language
- b -To keep the learners aware of the cultural aspects
- c-To develop their communicative competence

*Table 3.10
Teachers' Opinions Concerning Teaching EFL to Algerian Students*

Option	N	Percentage%
To develop students' language	02	7%
To keep students aware of the cultural aspects	08	27%
To develop their communicative competence	20	67%
Total	30	100

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

essential to know more about it.

Q16-How do you evaluate your learner’s cross-cultural awareness

a-Weak

b-Average

c-Strong

*Table 3.11
Learners’ Cross-Cultural Awareness*

Options	N	Percentage%
Weak	07	23%
Average	19	63%
Strong	03	10%
Total	30	100

As (Table 3.11) shown, in this question 19 teachers 63% qualify their learners awareness to be average and 07 of them 23% said that it is weak ,but only 03 teachers 10%stated learners cross-cultural awareness is strong .

Q17-Which techniques do you use in your class?

a-Culture assimilators

b-Songs and poems

c-Culture quizzes

d- Role plays

e-other

*Table 3.12
Techniques used to teach culture*

Options	N	Percentage%
Cultural assimilators	12	40%
Songs and poems	07	23%
Culture quizzes	06	6%
Role plays	13	43%

From the Table(7), it is clearly notable that the majority of teachers selected multiple

techniques for teaching English and its culture. (role plays)and (culture assimilators) are the dominant in the selection and many teachers use them in the classroom 43%and 40%respectively . Few teachers use (songs and poems) and (culture quizzes) in teaching 23% and 6% .

If other, please specify

Others added further techniques to teach culture such as: projects, video technology, debates and discussions, and proverbs and idioms analysis.

Q18-What is (are) the common approach (es)/method (s) you follow to teach English?

a-The Grammar-Translation Method

b-The Communicative Approach

c-The Competency-Based Approach

Table 3.13

Teaching Approaches and Methods followed by Teachers

Options	N	Percentage%
A	02	7%
B	16	53%
C	02	7%
D	01	3%
AC	02	7%
ABC	02	7%
BC	05	17%
Total	30	100

According to (*Table 3.13*) , sixteen teachers prefer following the Communicative Approach. Seven teachers also selected the Communicative Approach to be used with other approaches ('bc, abc'). The rest of them divided their selection into two options, two teachers follow the Competency-Based Approach and two followed Grammar-Translation Method . in addition, five of them follow all the methods in teaching English. Only one teacher who added another method which is the Eclectic one because he can choose the appropriate content to students.

3-2-2- Aims and Administration

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

3-2-2-1-Sample:

This current questionnaire was given to Third year students at the Department of English at Guelma University. They are 237 learner, with around 28-30 learners per class, the chosen sample is 140 students from all the number but only 130 respond to the questionnaire.

3-2-2-2-Description of the Questionnaire:

The questionnaire includes three sections, with 17 questions of multiple choices plus justifications concerning them and comments. They are direct and in simple words in order students understand the points behind the questions. At the first page there is introductory paragraph which explains the aim of the research and show students how they answer.

Section One: Background Information(Q1-Q4)

This part aims at gathering general information about the students of the sample. There is question about students' gender(Q1). Then, how many years they have been studying English language(Q2),

They also asked about whether their choice of studying English is personnel choice or not(Q3), and a question about describing their levels in English(Q4).

Section Two: Students' Attitudes(Q5-Q9)

This section is about knowing students' attitudes towards English .It contains: a question about their attitudes toward learning English culture(Q5). Then, is attitude important in learning(Q6). They also asked if using Arabic facilitate using English(Q7-Q8) and they select which factors may enhance their attitudes toward learning English culture(Q9).

Section Three: The Impact of Teaching English Culture on Students' Attitudes(Q10-Q17)

This part involves asking students about their teachers' techniques use to convey English culture(Q10), then, they asked whether teachers plan lessons to promote communicative skills (Q11) and if really those techniques enhance their interest toward English culture(Q12). Also, knowing their perceptions about the effective method to teach English culture and what is teachers' focus in teaching(Q13,Q14). In addition to a question whether they do compare the Algerian culture with the English one(Q15-Q16), further suggestions and comments(Q17).

3-2-2-3- Data Analysis:

Section One: Background Information

-Are you?

a-Male

b-Female

Table 3.14
Students' Gender

Options	N	Percentage%
Male	27	21%
Female	103	79%
Total	130	100

The results in (Table 3.14) indicates that the number of female learners exceed the number of male learners 79% and 21% respectively , because generally girls are more attracted to foreign languages , and English especially.

Q2-How many years have you been studying English language?

a-8 years old .

b-9 years old.

c-10 years old.

Table 3.15
Students' learning English

N of Year	N	Percentage%
08	03	2%
09	03	2%
10	124	95%
Total	130	100

The majority of students have taught English for 10 years (from the middle school till University) both genders (males and females 95%). The rest have only 8 and 9 years 2% .

Q3-Was studying English your choice?

a-Yes

b-No

Table 3.16
Students' Choice to Study English

Options	N	Percentage%
Yes	125	96%
No	25	19%
Total	130	100

The majority of students 96% responded saying that studying English was their personnel choice , but some of them 19% answered in the part of justification that it was their parents' choice or they obliged to choose that choice due to the average degrees .

Q4-How could you describe your level in English?

a-Very good.

b-Good.

c-Average.

d-Bad.

e-Very bad

Table 3.17
Students' Viewpoints about their Level in English

Options	N	Percentage%
Very Good	14	11%
Good	77	59%
Average	39	30%
Bad	00	00
Very Bad	00	00
Total	130	100

The results indicates that students' answers to this questions are very similar to those of the teachers . The majority of the students' level range from average 30% to good 59%. And fourteen of them 11% describe their levels very good 'native-like'. The majority have either good or average level .

Section Two: Students' attitudes

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

a-Yes

b-No.

Table 3.18
Students' Attitudes toward Learning English language

Options	N	Percentage%
Yes	124	95%
No	06	5%
Total	130	100

Students responded to this question saying that they have a high positive attitude towards learning English language .(124) of them believe that their choice is right due to their interest in this language. While(6) of them stated that they have not a positive attitude toward language.

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

a-Yes

b-No

Table 3.19
Students' Perceptions about the Importance of Attitudes

Options	N	Percentage%
Yes	128	98%
No	02	2%
Total	130	100

According to (*Table 3.19*) there is a clear difference between students' answers 98% believed that attitudes have an essential role in learning process , because if there is a positive feeling or interest to learn the language , the result would be fulfilling that desire .

Q7-Is using Arabic language could facilitate using English ?

a-Yes

b-No

Table 3.20
Students' Viewpoints Concerning Using Arabic to Facilitate English

Options	N	Percentage%
Yes	63	48%
No	67	52%
Total	130	100

There is a reconciliation of students' answers ,the majority of them 52% responded 'No' because they think when using Arabic to facilitate using English is caused interference . Also, they stated that one can not acquire any foreign language depending on the mother tongue .However, others have opposite viewpoint; they said that when they use Arabic to translate the difficult words.

Q8- In both cases , please specify

In this question, students justified in two ways : On one hand, those who answered by 'No'. They believe that each language has its unique linguistic items and pronunciation, thus it should be learned alone. Supporting that view , others think that using Arabic hinders the natural learning and loses the interaction in foreign language.

On the other hand, those who agreed on using Arabic to facilitate using English, they

justified by saying that Arabic language makes them understand tasks more better, and also, it help them in translating difficult expressions, words, and ideas .

Q9-What are the factors that may enhance your attitude to learn English culture

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

*Table 3.21
Factors that enhance Students' Attitudes*

Options	N	Percentage%
Motivation	80	62%
The teacher strategies	40	31%
Learning environment	10	8%
Total	130	100

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

Section Three: The Impact of Teaching English Culture on Students' Attitudes

Q10-Do your teachers use different techniques to convey English Culture?

- a-Yes
- b-No

Table 3.22
Students' Opinions about Teachers techniques

Options	N	Percentage%
Yes	89	68%
No	41	32%
Total	130	100

The majority 68% stated that their teachers use several techniques in order to convey English cultural aspects ,but 32% responded that teachers do not use any technique, this is maybe the reason why students have not a big interest in English culture.

Q11-Do your teachers plan lessons that promote communicative skills?

a-Yes

b-No

Table 3.23
Students' Opinions Concerning Teachers' Lessons that Promote Communicative Skills

Options	N	Percentage%
Yes	100	77%
No	30	23%
Total	130	100

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

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

a-A lot

b-A little

c-Very little

d-Not at all

Table 3.24
Techniques which raise Students' Interest

Options	N	Percentage%
A lot	50	32%
A little	60	46%
Very little	15	12%
Not at all	05	4%
Total	130	100

According to (*Table 3.24*),the results indicates that students mostly 46% see that Teachers' techniques can help little to raise their interest in foreign culture ,others 32% believe that these techniques are beneficial, helpful to make them attracted more to English culture. Also, 12% and 4% answered oppositely.

Q13- In your opinion, which method is effective to teach English culture?

- a-Comparative method
- b-Intercultural method
- c-Problem-oriented method
- d-Task-based method

Table 3.25
Students' Viewpoint about Effective Method

Options	N	Percentage%
Comparative method	41	32%
Intercultural method	40	31%
Problem-based method	09	7%
Task-based method	40	31%
Total	130	100

As (*Table 3.25*)shown, the majority of students prefer the Comparative Method 32%, they like to know the similarities and the difference between their own culture and foreign one. As well as others prefer the Intercultural and Task-based approach in which both has it

way ;the first seeks to develop learners’ intercultural competence and their cultural awareness the other focused on doing researchers about the target-cultural aspects 31%and 31%.

Only few of them prefer Problem-oriented method 7%.

Q14-Do your teachers focus mainly on:

a-Accuracy: they help you to master rules to do different grammar exercises.

b-Fluency: they give you more opportunities to talk to them and to each other despite your mistakes.

c-Culture: they help you to understand how English-speaking people use their language in communication and interaction in their daily life, their patterns of behavior, their customs.

d-Other, please specify

*Table 3.26
Students Opinions Concerning Teachers’ focus in Teaching English*

Options	N	Percentage %
Accuracy	30	23%
Fluency	90	69%
Culture	10	8%
Total	130	100

The majority of students answered that their teachers basically focused on fluency ,they continue that they give them time to speak freely and express their selves using English, so that when they make mistakes teachers correct them as well as they give more importance to ‘Accuracy’ in order students be good in grammar ,but teachers do not give ‘culture’ that importance in teaching .

Q15-Do you compare the Algerian culture to the English-speaking culture(s)?

a-Yes

b-No

Table 3.27
Comparing and Contrasting Cultures

Options	N	Percentage%
Yes	50	38%
No	80	62%
Total	130	100

According to (*Table 3.27*) the results indicates that more than half of students 62% do not compare the Algerian culture to English-speaking ones. On the other hand, the other 38% give positive response to this questions.

Q16-If yes, please specify

In this question not all students answered. Those who opted for ‘No’ in (**Q15**) justified their answer arguing that :it is not worthy to compare between our native culture and the foreign one because there is no common aspects between them. In contrast students who opted for ‘Yes’ in (**Q15**) (50 students) justified as follow:

-Curiosity: they want to know the differences and similarities between the two culture, and to discover the foreign culture aspects .

-They also stated they want to develop their cultural awareness.

Q17-If you have any suggestions or comments, please feel free to add them

In this part only 15 students gave some comments .7 of them thanked the researcher for enabling them to answer this questionnaire and wished him best luck. The others added by identifying culture, also, someone who wrote he loves English but I disappointed learning in Guelma University .In addition, few of them comment that learners influenced by the foreign culture but this is not mean to forget your identity and principles.

3-2-3-Data Interpretation:

The third chapter which deals with the practical part of the research. It is composed of two questionnaires. The first one for teachers at the University level to know more about their awareness of the importance of teaching culture with its language and to have an idea about

the techniques and approaches they use to convey the foreign culture. The second questionnaire addresses third year students in the same University which was about knowing their opinions towards learning English culture and their interest in comparing it with their own.

Teachers respond to questions **Q8** confirmed that they are aware of the importance of culture in teaching foreign language classroom , they justified in **Q9** that culture is the context where the language is used ,

Also, they have mentioned in **Q11**and **Q12** that learners have a positive attitudes toward learning English culture due to their interest in foreign language way of thinking, life style tradition and Customs. The results of teachers' questionnaire helped clearly in answering the second and third research questions 'What are teachers' views about teaching culture in the curriculum? And 'What is the efficacy of using TC features in teaching culture? both answered as follow :

-In **Q15** they stressed that English foreign culture should be taught to Algerian students in order to develop their communicative and cultural awareness.

-In **Q13** the majority of teachers stated that they encourage learners to compare their native culture with the foreign one in order to understand foreign aspects and features so that accept them.

-Most of students answers also in **Q10** ;that their teacher use different techniques in order to convey English culture so this help them a lot to know about English culture.

-Teachers in **Q17**, stated that they use different techniques in teaching English culture such as: culture assimilations, songs and poems, and role plays.

-The third question of research is about learners attitudes 'What are students' attitudes towards the integration of culture concept in EFL classes?. Most of the learners insisted that attitudes are essential in learning. As in **Q9** they confirmed that motivation and teachers

strategies help a lot in enhancing their attitudes toward English culture as well as in Q3 they confirmed their big interest in English language that's why they have chosen it.

To sum up , teachers' and students' responses confirm the validity of the hypothesis on which the research is built . Teaching culture in foreign language classrooms is essential for teachers and students .In other words incorporating culture in learning/teaching process would really enhance learners' communicative competence ,and it would increase their interest in target culture.

3-2-4-Suggestions:

3-2-4-1-Suggestions of teachers:

-To be open to use new techniques in culture teaching like: debates and discussion sessions regarding the foreign language culture .

-The integration of proverb, idioms analysis.

-Technique of linguistic unit which used differently by native speakers.

3-2-4-2-Suggestions of students:

Students provided some suggestions :

-They stressed the importance of foreign culture in learning.

-They shed light on the Arabic language should be avoided in explaining foreign language culture.

- Also there is explanation that even students are much influenced by foreign language culture but this doesn't mean they forget about their identity and principles.

3-3-Limitations of the Study:

Some issues restricted the completion of the present research .Firstly, attending classes for two semesters which caused time consuming. In addition to lack of available sources this obliges us to use only articles and journals to complete the study. Further , some teachers and students do not accept to help the researcher in replying the questionnaires and interviews.

3-5-Conclusion:

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

General Conclusion:

This dissertation is concerned with the consolidation of culture in teaching English foreign language. Particularly, it investigates the role and the effective techniques and approaches used to convey English culture in addition to its impact on learners attitudes. The research was divided into three chapters. The first two chapters are the theoretical part of the thesis. Chapter one represents the different views and definitions of the term 'culture' by many scholars. The relation between language and culture, Also, the importance of teaching culture ,and the most useful methods and techniques to teach it. Chapter two introduced attitudes and culture. It involved several definitions of 'attitude', and different related notions to attitude(components, functions) .After that, the difference between attitude and similar concepts. Plus the impact of culture and learners' attitudes.

The third chapter is the practical part of this research , it included two questionnaires were administered to both teachers and third year students in English Department at Guelma University. After analyzing questionnaires results . I found out that English teachers are aware of the importance of culture in teaching in addition to students high positive attitudes towards learning English culture. The dissertation ends with some suggestions and implications for effective culture teaching in the Algerian classroom .

Further Pedagogical Implementations

It is essential to foreign language teachers to make their students aware of the big role that culture plays in learning process . first it is better for them to build a good relations with learners in order to know their levels, needs , and their differences ,hence they can decide the effective management to their classes through using suitable methods, techniques that will help students in understanding courses. Also, teachers may encourage them to learn more about English culture via comparing and contrasting the two cultures, motivating them and create a healthy learning environment to learn real English.

Moreover, since language educators know that language and culture related so, they can use different techniques to convey the real contexts of native speakers and make the new culture interesting such as: exposing to authentic materials like picture and some videos discussing one aspect of the target culture, they will discover how natives are living , what they do , their behaviours ..ect. In addition, they can also use recs of native speakers to listen to the right pronunciation of words at least in three times in a week.

Further, teachers should the appropriate approach to follow in delivering cultural aspects such as the intercultural approach which seeks to develop not only the linguistic and communicative competence and but rather it enhances learners' intercultural awareness , they will be more positive to know about English culture, understand its aspects well. and accept it.

In addition, Universities should provide all the necessary tools to reach the objective of teaching English cultural aspects for instance : using the technological aids in literature module to make learners speak and explain more themes, novels. They also try to administrate much conferences with the collaborations between Algerian Universities with American or England ones to increase the importance of culture in language learning and maybe invite participants students or teachers to present about their culture.

Getting a full success in teaching/learning culture process is the responsibility of authorities, teachers and learners. All the sides should work in harmony to reach one goal; teachers try to be up-date to new techniques to teach culture and learners must raise their interest in learning English culture .

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Appendices:

Appendix One: Teachers' Questionnaire

Appendix Two: Students' Questionnaire

Appendix One:

Teachers' Questionnaire

Dear Teacher,

The aim of this questionnaire is to investigate the impact of teaching English culture on Algerian learners' attitudes. We would be grateful if you could answer these questions to provide us with the necessary information that would help us reach the answer of the research questions .

You are kindly asked to answer the present questionnaire, Please, answer by putting cross (x) next to the chosen answer ,and justify or explain where needed. Your contribution will be a great help for the completion of this work.

Many thanks for your collaboration.

Nouaouria Safa

Department of English

University of 8 Mai 1945

3-Do you think that teaching and learning a foreign language requires teaching and learning its culture?

a-Yes

b-Not necessary

c-No

4-Please justify your answer.....

.....

.....

5-What are the cultural topics you teach? (you can choose more than one option)

a-Beliefs

b-Traditions and customs

c-Aspects of daily life

d-History and literature

6-In your opinion, what is learner's attitudes toward learning English culture?

a-Positive

b-Negative

-Please justify,.....

.....

7-Do you encourage them to compare and contrast the Algerian culture to foreign one?

-Yes

-No

-In both cases , please justify.....

.....

Section Three: Culture and Attitudes

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

a-To develop their Language

b -To keep the learners aware of the cultural aspects

c-To develop their communicative competence

d-To develop their intercultural competence

e-Other

9-How do you evaluate your learner's cross-cultural awareness

a-Weak

b-Average

c-Strong

10-Which techniques do you use in your class?

a-Culture assimilators

b-Songs and poems

c-Culture quizzes

d- Role plays

e-other

-If other, please specify.....

.....

11-What is (are) the common approach (es)/method (s) you follow to teach English?

a-The Grammar-Translation Method

b-The Communicative Approach

c-The Competency-Based Approach

d -Other, please specify.....

.....

Thank you so much

Appendix Two:
Students' Questionnaire

Dear Third year students,

The aim of this questionnaire is to investigate the impact of teaching English culture on Algerian learners' attitudes. We would be grateful if you could answer these questions to provide us with the necessary information that would help us to reach the answer of the research questions .Your contribution will be a great help for the validity of our research. Please, answer by putting cross (X) next to the chosen answer ,and justify or explain where needed.

Many thanks for your collaboration.

Nouaouria Safa
Department of English
University of 8 Mai 1945

Section One: Background Information

a-Male

b-Female

2-How many years have you been studying the English language?

a-8 years old .

b-9 years old.

c-10 years old.

3-Was Studying English at University your personnel choice?

a-Yes

b-No

If No pleas specify.....

4-How could you describe your level in English?

a-Very Good

b-Good

c-Average

d-Bad

e-Very Bad

Section Two: Students' attitudes

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

a-Yes

b-No.

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

a-Yes

b-No

7-Could using Arabic language facilitate using English ?

a-Yes

b-No

8 In both cases , please specify.....

.....

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

a- Motivation.

b-The teacher strategies.

c-Learning environment

d-Other

If other, please specify.....

.....

Section Three: The Impact of Teaching English Culture on Students' Attitudes

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

a-Yes

b-No

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

a-Yes

b-No

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

a-A lot

b-A little

c-Very little

d-Not at all

13- In your opinion, which method is effective to teach English culture?

a-Comparative method

b-Intercultural method

c-Problem-oriented method

d-Task-based method

14-Do your teachers focus mainly on:

a-Accuracy: they help you to master rules to do different grammar exercises.

b-Fluency: they give you more opportunities to talk to them and to each other despite your mistakes.

c-Culture: they help you to understand how English-speaking people use their language in communication and interaction in their daily life, their patterns of behavior, their customs.

d-Other, please specify.....

.....

15-Do you compare the Algerian culture to the English-speaking culture(s)?

a-Yes

b-No

16-If yes, please justify.....

.....

17-If you have any suggestions or comments, please feel free to add them.....

.....

.....

Thank you so much

Résumé

La présente étude visait à étudier l'impact de l'enseignement de la culture anglaise sur les attitudes des étudiants algériens ainsi qu'à identifier les pratiques et les techniques des enseignants, afin d'améliorer l'intérêt des étudiants pour la culture anglaise. L'étude a mené une enquête sur deux questionnaires à l'Université de Guelma pour confirmer l'hypothèse selon laquelle l'intégration de la culture dans les cours de langue étrangère augmenterait l'intérêt et l'acceptation des étudiants en langue étrangère ainsi que développerait leur compétence communicative. Par conséquent, le premier a été administré pour les professeurs d'anglais de l'université pour comprendre leur conscience de l'importance de l'enseignement de la culture dans l'enseignement des langues étrangères et de leurs techniques utiles pour enseigner les aspects culturels. Le deuxième était pour les étudiants de troisième année à la même université. L'étude a indiqué que les enseignants de langues étrangères sont conscients de l'importance de l'enseignement de la culture, ils ont également utilisé différentes techniques pour communiquer les aspects culturels de la langue cible. En outre, les étudiants montrent un grand intérêt pour l'intégration de la culture anglaise à travers différentes techniques pour présenter les caractéristiques cibles dans leur classe, de sorte que c'est un moyen utile de développer leur conscience culturelle ainsi que d'améliorer leur compétence communicative. À la lumière de ces résultats, la présente étude recommande l'intégration de la culture cible dans le contexte de l'enseignement des langues étrangères.

المخلص

تهدف هذه الدراسة إلى دراسة تأثير تدريس الثقافة الإنجليزية على مواقف الطلاب الجزائريين وكذلك التعرف على ممارسات المعلمين وتقنياتهم التي تعزز اهتمام الطلاب بالثقافة الإنجليزية. أجرت الدراسة تقرير من استبيانين في جامعة قالمة لتأكيد الفرضية التي تنص على أن دمج الثقافة في قسم اللغة الأجنبية سيزيد من اهتمام الطلاب وقبولهم باللغة الأجنبية. بناءً عليه، تم توجيه الاستبيان الأول لمعلمي اللغة الإنجليزية في الجامعة لزيادة وعيهم بأهمية تدريس الثقافة في تدريس اللغات الأجنبية وتقنياتهم المفيدة لتدريس المواضيع الثقافية. أما الثاني فكان موجهاً لطلبة السنة الثالثة بنفس الجامعة. أوضحت الدراسة أن مدرسي اللغات الأجنبية يدركون أهمية تدريس الثقافة، كما أنهم يستخدمون تقنيات مختلفة لإيصال المواضيع الثقافية في اللغة المستهدفة. فضلاً عن ذلك، أبدى الطلاب اهتماماً كبيراً بدمج الثقافة الإنجليزية من خلال تقنيات مختلفة لتقديم الميزات المستهدفة في أقسامهم. في ضوء هذه النتائج، تتطلب هذه الدراسة دمج الثقافة المستهدفة في سياق تدريس اللغات الأجنبية.