



**PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA**

**MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC  
RESEARCH**

**IBN KHALDOUN UNIVERSITY OF TIARET**

**FACULTY OF LETTERS AND LANGUAGES**

**ENGLISH SECTION**



**ON**

**Investigating EFL Learners' Cultural Awareness and its Impact on  
Their Language Competency: Case of Master 01 Students of  
Linguistics at Ibn Khaldoun University of Tiaret**

*A dissertation submitted in partial fulfillment of the Requirement for Master  
Degree in linguistics*

**Submitted by :**

❖ Miss.Slimane Fatma

❖ Miss.Zoubir Nadjah

**Under the Supervision of:**

Dr.Hmaidia Mohamed

**Board of Examiners**

**Chairman:** Dr.Hemaidia Ghlamalah University of Ibn KhaldounTiaret

**Supervisor:** Dr.Hemaidia Mohamed University of Ibn Khaldoun Tiaret

**Examiner:**Dr.AbdelhadiAmina University of Ibn Khaldoun Tiaret

## **DEDICATION**

*we are extremely grateful to Allah who gave us both perseverance  
and strength to reach this goal .*

*This work is dedicated to our beloved mothers and dearest fathers for  
their endless support and assistance .*

*To our brothers*

*To all our classmates and friends with whom we shared the university  
life , unforgettable moments and memories .*

*To all our teachers at the Section of English, especially DR.Benabed  
.Mr. Berrabah ,Mr.Ayada ,Dr.Mahdawi,Dr.Mouri*

*To all those whom we have forgotten to mention*

*Finally to you, dearest reader.*

## **Acknowledgments**

*First and foremost, we owe particular thanks to Allah ,the Almighty for granting us strength ,energy and tenacity so that this work reaches fruition.*

*We owe thanks to our supervisor Dr.Mohamed Hmaidia for his guidance ,advice and encouragement .*

*We must also extend our thanks to the members of the jury including Dr.Hemaidia Ghlamalah and Dr.Abdelhadi Amina who have accepted to read and evaluate our work.*

*We take this opportunity to express our profound gratitude to Dr. BENABED ;Amine AYADA, and Ahmed MAHDAWI for their support collaboration,*

*And for having been there whenever they were needed .*

*Our gratitude goes to all our teachers in the English section at the university of Tiaret .*

*Our kind appreciations are addressed to all our Master classmates.*

## ABSTRACT

The current research aims at investigating EFL learner's' cultural awareness and its contribution to learners' language proficiency .Its main objective is to examine the extent to which the EFL learner knows about the foreign culture as well as the role CA plays to attain mastery of language .In an attempt to go deep through the subject, two investigative tools are used: a semi structured - interview with six teachers and a questionnaire administered to 80 first year master students of linguistics at Ibn khaldoun University of Tiaret .The findings reveal that EFL learners' do not know much about the foreign culture therefore, their cultural awareness is under the required level, due to the marginalization of the cultural dimension in classrooms and the focus on promoting learners 'linguistic skills only .For the informants, culture incorporation is seen as the main tool through which their cultural knowledge can be optimized since that cultural awareness is one the essential components that will greatly contribute to achieving language proficiency and developing intercultural communicative competence . Based on the findings some suggestions and recommendations are proposed to help in developing learners' cultural awareness .

**Keywords:** cultural awareness, communicative competence, language proficiency, culture teaching ,Inter-culturality

## **LIST OF ABBREVIATIONS AND ACRONYMS**

**EFL** :English as a Foreign Language

**CA** : Cultural Awareness

**ICC** :Intercultural Communicative Competence

**LC**: Linguistic Competence

**CC** :Communicative competence

**ELT**: English Language Teaching

## List of Tables

**Table 1 : The Evolution of the English Teachers at Tiaret University .**Erreur ! Signet non défini.

**Table 2 : The Total Number of Students in the Department of English**  
..... Erreur ! Signet non défini.

**Table 3 : The Number of First year Master Students of Linguistics ....**Erreur ! Signet non défini.

**Table 4 : The Teaching Syllabus of First Year Master .....**Erreur ! Signet non défini.

**Table 5 : First Year Master Program of Language and Culture** Erreur ! Signet non défini.

**Table : Gender Distribution**..... Erreur ! Signet non défini.

**Table 7 : Students' Age .....** Erreur ! Signet non défini.

**Table 8 : Students'Reasons behind Learning Eenglish .....**Erreur ! Signet non défini.

**Table 9 : Students'Self-Evaluation of their level in Eenglish ....**Erreur ! Signet non défini.

**Table 10 :Students'Ability to Sspeak and Write in Eenglish .....**Erreur ! Signet non défini.

**Table 11 : Students'Definition of the term Culture .** Erreur ! Signet non défini.

**Table 12 :Culture Influence on Language Uuse .....** Erreur ! Signet non défini.

**Table 13 :The Importance of Culture Teaching .....** Erreur ! Signet non défini.

**Table 14 : Techniques in Teaching Culture .....** Erreur ! Signet non défini.

**Table 15 : Students Cultural Awareness .....** Erreur ! Signet non défini.

**Table 16 : Culture Teaching and Cultural Awareness .....**Erreur ! Signet non défini.

**Table 17 : Cultural Awareness and Language Competency** Erreur ! Signet non défini.

**Table 18 :Teachers'Educatinaal Degree .....** Erreur ! Signet non défini.

**Table 19 : Teachers ‘Teaching Expereince .....** Erreur ! Signet non défini.

**Table 20 : The Impactof English Culture on English Language Use ....**Erreur ! Signet non défini.

**Table 21 : Culture Teaching and Raising Cultural Awareness ..**Erreur ! Signet non défini.

**Table 22 : Students’Ccultural Awareness .....** Erreur ! Signet non défini.

**Table 23 :Cultural Awareness Role in Enhancing Langue Proficiency .....** Erreur ! Signet non défini.

**Table 24 .....** Erreur ! Signet non défini.

## V

### LIST OF GRAPHS

**Graph 1 : Gender Distribution .....** Erreur ! Signet non défini.

**Graph2: Students ‘Age .....** Erreur ! Signet non défini.

**Graph 3 : Students’ Reflection on Langue Learning .....**Erreur ! Signet non défini.

**Graph 4: Students’ Reasons behind Learning English .....**Erreur ! Signet non défini.

**Graph 5: Students’ self-Evaluation of their Level in English .....**Erreur ! Signet non défini.

**Graph 6: Students’Ability to Speak and write English .....**Erreur ! Signet non défini.

**Graph 7: Students’Ddefinition of Culture .....** Erreur ! Signet non défini.

**Graph 8 : The Iinfluence of Cculture on ILanguage Uuse ..**Erreur ! Signet non défini.

**Ggraph 9: The Importance of Integrating Culture ,** Erreur ! Signet non défini.

**Graph 10 : Culture Teaching Materials .....** Erreur ! Signet non défini.



**Graph 11: Students ‘Cultural Awareness .....** Erreur ! Signet non défini.

**Graph 12: Culture Teaching and Cultural Awareness .....** Erreur ! Signet non défini.

**Graph13: Cultural Awareness and Language Competency** Erreur ! Signet non défini.

## VI

### LIST OF FIGURES

**Figure 1.1:** Byram’s model of intercultural communicative competence

# VII

## Table of contents

<b>DEDICATION .....</b>	<b>I</b>
<b>Acknowledgments .....</b>	<b>II</b>
<b>ABSTRACT .....</b>	<b>III</b>
<b>LIST OF ABBREVIATIONS AND ACRONYMS.....</b>	<b>IV</b>
<b>List of Tables .....</b>	<b>V</b>
<b>LIST OF GRAPHS .....</b>	<b>VI</b>

<b>LIST OF FIGURES .....</b>	<b>VIII</b>
<b>Table of Contents .....</b>	<b>XI</b>
<b>GENERAL INTRODUCTION .....</b>	<b>13</b>
<b>CHAPTER ONE : LITERATURE REVIEW .....</b>	<b>55</b>
<b>1.1. Introduction .....</b>	<b>7</b>
<b>1.2. Definition of Language .....</b>	<b>7</b>
<b>1.3. Definition of Culture .....</b>	<b>8</b>
<b>1.3.1 Characteristics of Culture .....</b>	<b>8</b>
<b>1.3.2. Elements of Culture .....</b>	<b>9</b>
<b>1.4. Language and Culture Relationship .....</b>	<b>10</b>
<b>1.4.1. Language ,Culture and Thought” Linguistic relativity ‘’ .....</b>	<b>11</b>
<b>1.4.2. Language ,Culture and Context.....</b>	<b>12</b>
<b>1.5. Culture Teaching .....</b>	<b>13</b>
<b>1.5.1. Culture as a Fifth Skill .....</b>	<b>14</b>
<b>1.4.2. Goals of Teaching Culture .....</b>	<b>15</b>

**VIII**

<b>1.6. Cultural Aawareness.....</b>	<b>16</b>
<b>1.6.1. Importance of Cultural Aawareness.....</b>	<b>18</b>
<b>1.6.2. Degrees of Cultural Aawareness.....</b>	<b>19</b>
<b>1.7. Language Pproficiency .....</b>	<b>19</b>
<b>1.7.1. Cultural Awareness and Intercultural Communicative Competence .....</b>	<b>20</b>
<b>1.7.2. Linguistic Competence and Communicative Competence .....</b>	<b>22</b>
<b>1.8. Developing Cultural Awareness.....</b>	<b>23</b>
<b>1.9. Teachers Role in Developing Learners’ Cultural Awareness .....</b>	<b>24</b>

1.10 Conclusion .....	26
<b>CHAPTER TWO : THE TEACHING / LEARNING SITUATION OF CULTURE AT THE DEAPRTMENT OF ENGLISH AT TIARET .....</b>	<b>27</b>
2.1.Introduction .....	29
2.2. English as a Lingua Franca .....	29
2.2.1.Reasons for English Becoming a Lingua –Franca .....	30
2.2.2. The Effect of English as a Lingua-Franca on Culture and Global Identity .....	31
2.3.The Status of English in Algeria.....	32
2.3.1. English in the Algerian Education.....	34
2.3.2. English at the middle \ secondary school \University .....	34
2.3.3. Objectives of EFL in Algeria .....	35
2.3.4. English at the English Section of Tiaret.....	35
2.3.5. The English Teaching Staff at the University of Tiaret.....	36
2.3.5. The First Year Master.....	38
2.3.6. The Subject of Language and Culture .....	40
2.7. Conclusion .....	42

**IX**

<b>CHAPTER THREE : DATA COLLECTION AND ANALYSIS .....</b>	<b>43</b>
3.1. Introduction .....	45
3.2. Research aims .....	45
3.3. Research design.....	46
3.4. Participants .....	46
3.4.1. Teachers' Profile.....	46
3.4.2. Students' Profile .....	47

<b>3.5. Research Instruments</b> .....	47
<b>3.6. Data procedures and Analysis</b> .....	48
<b>3.6.1. Students' Questionnaire</b> .....	48
<b>3.3.1. Data Analysis</b> .....	Erreur ! Signet non défini.
<b>3.3.2 Analysis of Students' Questionnaire</b> .....	49
<b>3- Interpretation of Questionnaire Results</b> .....	70
<b>3.2.3. Analysis of Teachers' Interview</b> .....	72
<b>3.7.2. Interpretation of the Interview findings :</b> .....	78
<b>3.8. Discussion of the Main Results</b> .....	79
<b>3.. Suggestions and Recommendations :</b> .....	80
<b>3.8.1. Guidelines for Teaching Culture</b> .....	81
<b>3.9.3. Recommendations for Students. :</b> .....	82
<b>3.9. 10 .Conclusion</b> .....	82
<b>GENERAL CONCLUSION</b> .....	Erreur ! Signet non défini.
<b>Bibliography</b> .....	86
<b>APPENDICES</b> .....	90



## **GENERAL INTRODUCTION**

## GENERAL INTRODUCTION

It is acknowledged that acquiring the formal aspects of the language such as vocabulary grammar ...etc. is proved to be insufficient to master a language .Phrased differently ,it would be merely reckless to assume that students' linguistic knowledge only is enough for them to become competent in the foreign Language. Despite the fact the educationalists are well aware of the inseparability of language and culture, their major interest is to improve students' linguistic skills with minor consideration of the cultural ones.

Culture is as vital as the other skills ,especially in today's modern world where people from different cultural backgrounds run into each other more than before which ,of course ,requires not only to be linguistically competent ,but culturally as well .This necessitates, in addition to teaching the formal aspects of language , merging language with its culture in order to raise students' awareness of the target culture and their ICC .

Cultural awareness is the new buzzword which gained ground recently in the field of modern education due to its crucial role in promoting learners' intercultural communicative competence and language proficiency achievement .Therefore ,the present research work attempts to investigate EFL learners' cultural awareness and its role in enhancing their language competency. It is worth mentioning that the flexibility and the different aspects this area of study consists of were among the different motives that urged us to investigate this subject and led us to ask the following research questions :

- 1 / Are EFL students aware of the English language cultural dimension?
- 2 / How can EFL learners' cultural awareness be developed?
- 3/ Does a high cultural awareness assist learners in achieving language proficiency?



To answer these questions, the following hypotheses were formulated:

1/ EFL learners 'cultural awareness is insufficient which may affect their learning of the foreign language .

2/ Cultural awareness can be promoted through integrating culture in EFL classrooms.

3/ A high cultural awareness helps students in becoming more competent in the language they are learning and in developing their inter-culturality.

In order to either confirm or inform the above mentioned hypotheses, we base the study on two research tools: a questionnaire for 80 students and a semi structured interview for 06 teachers in order to collect reliable data .This research samples were randomly chosen from the section of English at the university of Tiaret .

The present work is consist of three chapters .The first chapter constitutes the theoretical part .It clarifies the two terms language and culture with some scholars conceptualizations. It also examines the relationship between the two concepts as well as the relation of language, culture and thought and context .Furthermore, it discusses culture teaching and the aims behind it and it portrays cultural awareness along with its degrees and importance .ICC and communicative competence are also pointed out .Finally, it provides some ways of linguists' methods and suggestions to develop cultural awareness and the role of the teacher as the most important element in EFL teaching .

The second chapter deals with the teaching \learning situations of culture, where it provides a general description of English at the international level, the major reasons that have led English to become a lingua franca and its influence on the global identity and its culture. It also tackles the status of English in the Algerian context. Additionally, it discusses the situation of English teaching at the section of English by giving some statistics about teachers ,students and the different modules. This chapter, essentially, casts light upon the teaching of language and culture subject concerning first year master of linguistics ,its majors aims and the obstacles facing the instruction of this subject .

The third chapter is concerned with the practical frame work of the present research .It represents the research methods and data analysis. The first part of it ,is devoted to the description of the research design ,the participants in the research and ,the research tools of the collected data. The second part presents the data analysis and the interpretation of the results taken from both students' questionnaire and teachers interview .In the end ,the results of the investigation are discussed in order to either confirm or reject the research hypotheses.

Finally, some suggestions and recommendations are given for both teachers and learners in order to develop learners' cultural awareness.

**CHAPTER ONE**

**LITERATURE REVIEW**

## **CHAPTER ONE LITERATURE REVIEW**

1.1. Introduction

1.2. Definition of language

1.3. Definition of Culture

1.3.1. Characteristics of culture

1.3.2. Elements of culture

1.4. Language\culture relationship

1.4.1. language ,culture and thought ‘Linguistic relativity ‘

1.4.2. Language ,Culture ,context

1.5. Culture teaching

1.5.1. Culture as a fifth skill

1.5.2. Goals of teaching culture

1.6. Cultural awareness

1.6.1. Importance of cultural awareness

1.6.2. Degrees of cultural awareness

1.7. Language proficiency

1.7.1. Cultural awareness vs intercultural communicative competence

1.7.2. Linguistic competence vs communicative competence

1.8. Developing cultural awareness

1.9. Teachers role in developing learners’ cultural awareness

1.10. Conclusion

## 1.1. Introduction :

The inseparability of language and culture has long been confirmed by different scholars long time ago particularly, in foreign language learning and teaching introducing learners to the cultural aspects of the target language is vital if the goal is reaching a successful communication. Therefore, the present chapter represents the theoretical framework of this research. Initially, it starts with defining the basic concepts of this research work that is, language and culture and their interrelatedness, the characteristics of culture and its key elements .It discusses the importance of culture integration in curriculums and the goals behind teaching culture, then it moves to cultural awareness, its importance, degrees and how to develop it. This chapter also sheds light on intercultural communicative competence, linguistic competence and their contribution to language proficiency. Finally, we go through teachers role in developing learners ‘cultural awareness .

## 1.2. Definition of language:

Human beings are social creatures by nature. They need to communicate and interact with one another in order to exchange thoughts and ideas. To fulfill this, they use language a concept that has puzzled many for a long time .Language is a relative concept that has always been differently defined by different scholars and experts yet, the thing they have never argued about is that language is the primary medium of communication .According to Kramsch,. *‘language is the principal means whereby we conduct our social lives ‘*.she also adds that *‘language is a system of signs that is seen itself a cultural value ‘*. (Kramsch, 1998, p. 6). Language is a system of signs used for human communication through which humans express themselves and their cultural values . Lafayette( 1975,p.29) defined it as *‘language is the chalice in which we carry our identities ‘*.Language is an extraordinary mean used by human beings

.it is not only the vehicle of communication, but also the cup in which human beings identities are carried and where social and cultural orientations are revealed ,ways of thinking ,behaving and so much more .

### **1.3. Definition of culture :**

Culture is a complex term to define. Many definitions were provided by various researchers from different fields .In an anthropological sense, the English anthropologist Burnett presents the most traditional definition for the term culture where he states that

*culture is that complex whole which includes knowledge ,believes ,art, morals ,laws ,custom ,and any other capabilities and habits required by man as a member of a society .* (Taylor, 1871, p. 01)

Along the same line of thought , (Kramsch, 1998, p. 1 0) asserted that *”culture is a membership in a discourse community that shares a common social space and history “*.Another definition was that of Lafayette (1975 ,p.35 ) who defines culture as *”culture is the distinctive life way of people ,either tribes man ,or urbanites who are united by a common language “*.

Based on the above mentioned definitions , culture includes all the life aspects of a certain group .Culture is not only concerned with the artistic side but also with everyday routines of people which includes their customs ,traditions and also behaviors .These aspects indicate to which group people belong and represent their identities .Culture is the unique presentation of both individuals and societies

#### **1.3.1 Characteristics of culture :**

According to Daniels( 2004,p.92as cited in (Khemis, 2015, p. 16) culture has the following features :

- **Culture is learned and taught:** Culture is transmitted from one generation to another .Cultural aspects of a person are not born with him ,but learnt and acquired from his environment .

- **Culture is shared :** Culture is amongst members of a given society, and transmitted from one generation to another.
- **Culture is social in nature:** Culture develops in the society which gives it a social nature .
- **Culture is dynamic and ever changing :** culture is constantly developing and changing .Cultural change occurs in response to the needs of a group .

There are other constructive criteria worth mentioning those explained by (Cushner and Brislin 1996 as cited in , (Merrouche, 2006)

- Culture is a human phenomenon
- Culture has objective and subjective facets
- Culture is socially constructed
- Culture is socially transmitted

### **1.3.2. Elements of Culture :**

Culture is a set of aspects and a shared knowledge that characterize a given group of people .Culture consists of elements which are either objective such as religion ,architecture ,food or subjective like norms ,beliefs and traditions .Shaules (2007 )states that the elements of culture are :

#### **1.3.2.1. Norms :**

Trompenaars and Hanpden ( 1998 )refer to norms as ‘the mutual sense a group has of what is right and wrong .There are norms which are formal like laws and society etiquette and some norms which are informal such as customs, handshaking cited in Shaules (2007,p.57) .

### **1.3.2.2 Values:**

Reflect a cultural group's definition of good and bad and serve as a criteria to choose between alternatives .Norms define how one should behave whereas values define how one wants to behave (SHAULES, 2007, pp. 57-58)

### **1.3.2.3.Assumptions:**

According to Shaules ( 2007,p.58) assumptions are what delineate norms and values . They are related to hierarchy and social independence. These assumptions are abstract in nature and not often questioned .An example that clarifies the concept of assumptions is a Japanese clerk bows to bows to his boss ,this represents the norm of showing respect

### **1.3.2.4. Stereotypes:**

They are usually defined as the negative attitudes that one holds on someone that does resemble him or her in almost every aspect. (Bennet, 1998)claims that there are two types of stereotypes. Positive and negative stereotypes .The former are those features that are shared by members of a society and they are respected .The later are situations in which these characteristics are disrespected or violated.

## **1.4. Language and culture relationship :**

The relationship between language and culture has always been supported by many researchers and scholars from various fields .According to (Wardhaugh & Fuller, 2015, p. 11). There are several possible relationships between the two entities .One is that social structure may either influence or determine linguistic structure or behavior Another possibility is directly opposed to the first ,linguistic structure or behavior which may either influence or social structure or worldwide. This is the view behind the Whorfian hypothesis which will be discussed next .The third possibility is that the influence is bi-directional. Language and society



may influence each other. The fourth possibility is to assume that there is no relationship at all between linguistic structure and social structure and that each is independent of the other. Seen from another perspective, (Jiang, 2000, p. 328-329) claimed that language and culture cannot be separated. His understanding of language and culture was conveyed through the following metaphors:

From a philosophical view, language and culture makes a living organism, language is flesh, and culture is blood. Without culture, language would be deprived of an important element, without language culture would have no shape. Concerning the communicative view, he referred to communication as swimming, language is the swimming skill, and culture is water. Without language, communication would remain to a very limited degree and without culture, there would be no communication at all. As for the pragmatic view, he considers communication as transportation and language is the vehicle and culture as the traffic light. Communication is easier and faster through language and is regulated, promoted through culture.

In brief, one can say that the close relationship between language and culture have been discussed by many scholars from a variety of perspectives in which they have viewed language and culture as two sides of the same coin. The process of teaching and learning a language can be successful only if the cultural dimension of that language is included.

#### **1.4.1. Language, Culture and Thought'' Linguistic Relativity<sup>69</sup>:**

Known as the Sapir-Whorf hypothesis or the Whorfian hypothesis. This theory is originally developed by the American anthropologist Edward Sapir (1884-1939) and his student Benjamin Lee Whorf (1897-1941). This theory basically highlights the relationship between language, culture and thoughts. According to Ward Hough and Fuller 2015, Sapir acknowledged the close relationship between language and culture, stating that they were strongly related to the extent that one could not understand one without the knowledge of the other.

Whorf; however, views the relationship between language and culture as a deterministic one where He claims that the social categories we create and perceive ,are constrained by the language we speak ,thus different language speakers will therefore see the world differently .To put it in a clear way ,language determines the speaker's thinking and the structure of language influences his view of the world .So different language speakers think ,perceive the world differently . The Sapir-Whorf hypothesis, though criticized by many, had some significant contributions to intercultural learners.

#### **1.4.2. Language ,Culture and Context :**

As clarified above ,language and culture cannot be isolated .The loss of one definitely weakens the function of the other .Language, this complicated system of signs is not just combined and used randomly ,but rather controlled through a set of rules and norms so as to appropriately transmit messages ,exchange ideas and self-expressing..etc.All human beings use language, but the way they use it, is not identical. The way language is used and the type of language used depends on the situation .In other words it depends on the context

Context refers to all the factors and elements that are nonlinguistic and non-contextual which affect both spoken and written communicative interaction .It entails the situation within which the communication process take place .Celce-Murcia and Olshtain( 2000)

In this respect ,Duranti-and Goodwain 1992suggest four types of context Cited in (Celce-Murcia & Olshtain, 2000).

- Physical context, setting.
- Behavioral context which includes nonverbal aspects like gestures.
- Language context which refers to the co-text and reflexive use of language.

- Extra- situational context which includes the social, political and cultural aspect of the participants.

Language is not used recklessly, but under the government of certain conditions such as the context .In other terms , the production of language is affected by the socio-cultural background of its speakers and the situation in which they use this language which includes both time and physical setting in which communication occurs .For instance ,the way someone communicates with his boss ,is not the same way when he addresses his colleague or friend .Context therefore also involves the social status and relationships between people. All these aspects combined will guarantee the correct use of language ,thus an effective communication that involves neither misunderstandings ,nor miscomprehensions.

### **1.5.CultureTeaching :**

Incorporating culture in EFL learning and teaching has always been essential, but unfortunately neglected .Learning a language requires learning its culture too .McKay as cited in (Chauhdrey, 2013, p. 22) claims that culture influences language teaching in two ways linguistically and pedagogically .At the linguistic level, culture effects the semantic, pragmatic and discourse level of language .At the pedagogical level ,it influences the choice of language materials .

In the same vein ,Brown( 1941, p.05) added that *‘Language teaching has therefore always and inevitably meant in fact language and culture teaching ‘*.Language without culture is unthinkable ,the two are strongly tied together .Learning a language cannot be only learning the formal aspects, but also the socio-cultural ones so that students are able to use language appropriately in a different range of situations and contexts. Culture is a crucial facets in teaching and learning any language not just English for the reason that foreign language studying does not mean only language learning ,but one should also know the culture of the foreign country in which language is spoken ,conventions ,living style ,habits and cultural backgrounds of its people. .

### **1.5.1. Culture as a fifth skill (Tomalin2008 ):**

Educationalists and researchers have constantly supported the relationship between language and culture. For them, the two concepts are two sides of the same coin. There is no way you include one without losing the significance of the other. As a consequence, they have always advocated the incorporation of culture in curriculums .Students must be familiar with the target language culture in order to better understand when language should be used .In this respect, (Tomalin, 2008, p. 01)claims that the international role of English and globalization are the two reasons why it is needed to teach culture in EFL classrooms. He proposes to teach language as a fifth skill. He suggests that teaching culture requires.

- **Cultural knowledge :** The knowledge of the cultural institutions, which is known as the big C .
- **Cultural values :** The psychology of the country, what people think matters so much .
- **Cultural behavior :** The knowledge of daily routines, known as the little c.
- **Cultural skills :** which means developing cultural sensitivity and awareness.

Teaching culture is not just for helping students use language appropriately, but also to make them acknowledge differences, show them ways of doing things which are different in their culture and also raise their spirit of tolerance towards other cultures. Including cultural elements in classroom courses should be compulsory , because language learning is culture learning too .It is such a difficulty to introduce learners to the linguistic system of language only without familiarizing them with the culture of the language they are learning.

### **1.4.2. Goals of Teaching Culture:**

Culture is an integral part of language instruction in order to achieve development and progress in all areas of language. The main goal of teaching culture is to enable students to communicate efficiently in various situations. Seelye (1947 as cited in (Lafayette, 1975, p. 120), reinterpreted and modified the seven goals which relate to cultural activities

- The sense, or functionality of culturally conditioned behaviour .
- The interaction of language and social activities .
- Conventional behavior in common situations .
- Cultural behavior of words and phrases .
- Evaluating statements about a society .
- Researching another culture.
- Attitudes toward other cultures .

According to (Tomalim & Stempleski, 1993, pp. 7-8) the goals of culture teaching are as follow :

- To help students to develop an understanding of the fact that all people exhibit culturally –conditioned behaviours .
- To help students to develop an understanding that social variables such as age, sex, social class and place of residence influence the ways in which people speak and behave .
- To help students to become more aware of conventional behavior in common situations in the target culture.

- To help students to increase their awareness of the cultural connotations of words and phrases in the target language.
- To help students to develop the ability to evaluate and refine generalizations about the target culture in terms of supporting evidence.
- To help students to develop the necessary skills to locate and organize information about the target culture .
- To stimulate students' intellectual curiosity about the target culture ,and to encourage empathy towards its people .

## **1.6. Cultural awareness :**

Cultural awareness is a term that is thrown around a lot recently, especially in language leaning .Experts have constantly insisted on including the socio-cultural aspect in the field of teaching due to the crucial role culture plays in improving learners' cultural knowledge . (Tomlinson & Musuhara, 2004) argue that

*cultural awareness involves gradually developing inner sense of quality of cultures an increased understanding of your own and other peoples cultures and a positive interest in how cultures connect and differ* Tomalin and Masuhara (2004,p.03).

In other words ,cultural awareness is the ability to know the cultural background of the target language ,acknowledging cultural differences and developing the sense of appreciation and acceptance of other cultures .Another definition is the one provided by Gaston( 1984 as cited in (Shaules, 2019, pp. 2-4)where he defines cultural awareness as :

*The recognition that culture affects perception and that culture influences values ,attitudes and behavior .He also described awareness of as growing consciousness of our own cultural group .leading eventually to a state of transcendence in which we are able to transcend our cultural and see ourselves as a product of culture ,but no longer a prisoner of culture .Suales (2019,24)*

According to (Baker 2011.)cultural awareness is’’ *an understanding of the relative nature of cultural norms which leads ti an ability to evaluate ,critically and on the basis of explicit criteria ,perspectives ,practices and products in one’s own and other cultures and countries ‘*’. Baker( 2011,p.65)

Cultural awareness is the foundation of communication .It does not only assist students in language learning ,but it also helps them in raising their sense of tolerance ,acceptance, empathy and appreciating differences .According to Tomalin and Stempleski (1993,p.05) , cultural awareness encompasses three qualities :

- *Awareness of one’s culturally induced behaviour*
- *Awareness of the culturally induced behaviour of others*
- *Ability to explain one’s cultural stand point*

Cultural knowledge should be considered as significant as the other skills. Both learners and teachers are conscious of the importance of cultural elements in curriculums so as to build the cultural sensitivity and cultural skills two key components for a smooth cross cultural communication.

### **1.6.1. Importance of cultural awareness:**

Cultural awareness is an important dimension that has proved its primary role in learners' language mastery and effective communication. Mastering the formal aspects of language solely is no longer sufficient for students to communicate effectively, it takes the cultural aspects too. Tomalin and Stempleski( 2013,p.132)assert that awareness can improve the ability to appreciate effectively of cultural differences and understand values of other cultures ,cultural awareness is not only important for language learning ,but also for raising tolerance as well as the spirit of acceptance, improving cultural diversity and avoiding bias towards other cultures .

Baker points out that

*Conceptions of cultural awareness also stress the need for learners to become aware of the culturally based norms ,beliefs ,and behaviors of their own culture and other cultures ,furthermore all share a goal of increased understanding of culture and language leading to a successful intercultural communication .Will baker( 2011, p.64)*

To explain this differently, cultural awareness provides the sensitivity that is needed to ensure a good communication and develop positive attitudes towards other cultures .Being conscious of similarities and differences between cultures immensely influences the communicative performance as it makes learners reflect ,react ,and broadens their perspectives.



### 1.6.2. Degrees of cultural awareness:

In their article ‘what is cultural awareness anyway ,and how do I build it ‘ (Quappe & Cantatore, 2005, pp. 2-3) state that cultural awareness is the foundation of communication and it involves the ability of standing back from ourselves ,and become aware of the cultural values. In this respect ,they outline the levels of cultural awareness that reflect how people grow and perceive cultural differences.

- **My way is the only way :** At this level, people are aware of how things should be done ignoring the impact of cultural differences . [ **parochial stage** ]
- **I know their way ,but my way is better :** At this level ,people are aware of other ways ,but also they think their way is the best .Cultural differences are seen as an issue .They are underestimated and their significance is reduced. [**ethnocentric stage**]
- **My way and their way:** At this stage ,cultural differences are seen as a positive thing ;that is to say ,cultural diversity is used to create new solutions .[**synergistic stage**]
- **Our way :** The Finale stage is what brings people together for the purpose of creating a culture of shared meanings and new rules to meet the needs of a particular situation[**participatory third cultures stage** .

### 1.7. Language proficiency:

The reason why people learn a foreign language is to be able to communicate effectively and appropriately in a variety of situations with various social groups from different cultural backgrounds ;however, it is not as easy as it seems especially if the goal is to be competent in the language one is learning . Language proficiency demands the mastery of a set of competencies . (Harsch, 2016, p. 250),states that *“language proficiency encompasses a language learner’s or user’s communicative abilities ,knowledge ,systems and skills’*

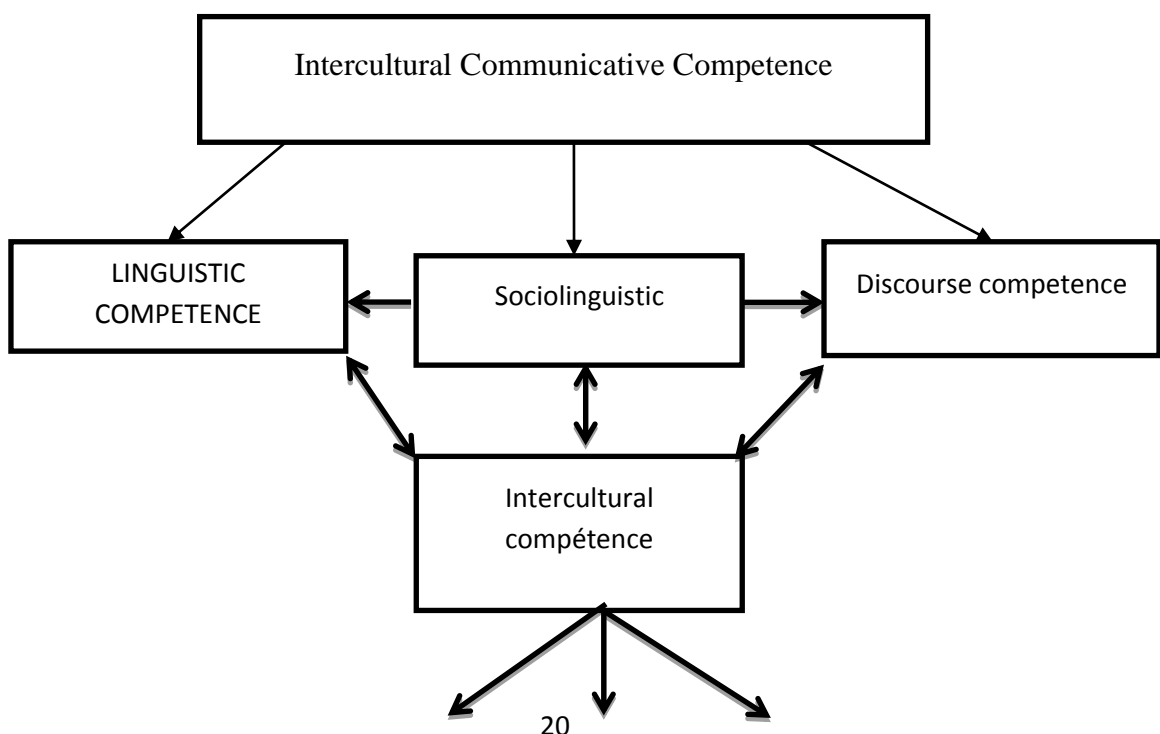
Language proficiency is a term used to refer to the skills that can be realized by a student .It refers to how well a learner masters the four language skills that are writing ,reading ,listening and speaking .

Taylor( 1988 cited in (Redaoui, 2016, p. 32) asserts that proficiency is a dynamic concept, having to do with process and function. It is the ability to make use of competence .Performance is what is done when proficiency is put to use. To put it differently, it is the ability of the learner to use language with a level of accuracy and fluency which allows him to transfer messages in a comprehensive manner Proficiency demands mastering the four basic language skills ,and a good command of a variety of other competencies that should be developed in an equal manner such as linguistic competence and cultural competence ..etc These competencies will be explained in details below .

**1.7.1.Cultural awareness vs. intercultural communicative competence:**

As reported above, language competency involves a set of skills that are developed equally. These competencies and skills will be detailed below

The term ICC was coined by (Byram, 1997), it refers to learners ability to cope and mingle with those who come from different cultural backgrounds. This competence is summarized as follow



savoir s'engager

savoir comprendre

savoir faire

**Figure 1 Adapted from Byram's 1997 model of intercultural communicative competence 1997,p.73**

Byram's Model of ICC has the following features :

- It proposes an attainable, ideal the intellectual speaker and rejects the notion of the native speaker as a model for foreign language learners.
- *It is a model for the acquisition of ICC in an educational context and includes educational objectives.*
- Because it has an educational dimension, it includes specifications of locations of learning and of the roles of the teacher \learner.

In other words , ICC can be defined as the contact and interaction that occurs between people whose cultural backgrounds are distinct and the extent to which the variation of culture effects the flow of communication .ICC demands, as the model shows, the combination of linguistic competence ,sociolinguistic competence and discourse competence It is thus, important to note that cultural awareness is part of ICC

Cultural awareness refers to the changes in attitudes toward the target culture and its people. These attitudes are a key to a successful communication Thus; CA is part of ICC since attitudes are one of its important elements. To express this differently , when people from different cultural settings meet, the potential of miscomprehension and conflict is likely to occur ;unless they have a considerable knowledge of cultural differences .Cultural awareness then is a crucial component of ICC and a key to a successful cross cultural communication The more learners develop their cultural awareness ,the more their intercultural competence increases .This, as a consequence, will free learners from miscomprehensions and misunderstandings during their interactions.

### 1.7.2.Linguistic competence vs Communicative competence:

The major goal of foreign language learning and teaching has always been about developing the basic skills of language that is ,reading ,writing ,listening and speaking in order to use language appropriately and to successfully communicate with different people with different linguistic and cultural backgrounds .A successful communication therefore , demands a set of competencies which are the key to attain mastery in any language .

Linguistic competence is a system of linguistic knowledge which are concerned with grammar and vocabulary. It is distinguished from linguistic performance which is the way language system is used in communication. (Chomsky, 1957, p. 4) introduces these concepts in his elaboration of generative grammar . According to Chomsky, competence refers to speaker-hearer knowledge of his language ,while performance is the actual use of language in concrete situations .This distinction he made was described as inadequate and was criticized by a number of sociolinguists ,anthropologists and psychologists .

In response to Chomsky's distinction between competence and performance ,Dell Hymes (1972) undertook an ethnographic exploration of communicative competence through an approach that is known as the ethnography of communication which is concerned with the description and analysis of culture ,its main focus is the way communication is organized and patterned in communicative events - (Saville & Troike, 2003, pp. 2-3).According to Hymes1972as cited in (Brown, 1987, p. 97), Communicative competence is *‘that aspect of our competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within specific contexts* ‘In other quarters, communicative competence refers to the knowledge and skills that are used to communicate and exchange meanings in a variety of situations.

Canale and swain( 1980) as cited in (AL-Mossawi, 2017, p. 13) understood **‘communicative competence as a system of knowledge and skills needed for communication** ‘in which they defined CC in terms of three components :

:

1. Grammatical Competence words and rules
2. Sociolinguistic Competence appropriateness
3. Strategic Competence appropriate use of communication strategies

As noted in previous sections, the major goal of foreign language learning is to be able to communicate and interact successfully without any obstacles in different contents and contexts. This process is a bit hard since it demands developing a set of competencies namely, the linguistic competence which is concerned with basic the aspects of language such as grammar and vocabulary. Additionally, the sociolinguistic competence which means understanding the contexts where communication occurs .Lastly, discourse competence which refers to the ability to select and form cohesive and coherent sentences that are suitable so as to deliver and interpret messages correctly.

To conclude this part ,language proficiency is a process that demands developing a set of skills .Students think that to master a language ,it is enough for one to have a good command of the linguistic system of language; however, this was proved wrong as scholars and educationalists have insisted on the complex relationship of language and culture which as a result necessitates the of inclusion of culture in ELT in order to enhance students cultural knowledge an element that has gained ground in second language learning and foreign language learning .Students have to know that in addition to developing their linguistic competence ,pragmatic and discourse competence they need to develop their cultural competence too .Proficient language learner then is the one who is able to use these competencies adequately in different situations .

### **1.8. Developing Cultural Awareness:**

Cultural awareness has been used in cognitive psychology for a long time ,but it became a fruitful area of research in the field of language learning and teaching .Educationalists and scholars have realized that for a good command of language and a successful communication cultural consciousness must be developed equally as the other skills of language because communication demands more than just the linguistic knowledge .Cultural awareness plays a vital

role in achieving a successful communication and an effective communicative performance .Therefore , many scholars have proposed different strategies to promote learners CA .

The process of developing cultural awareness according to Jones (1995,p.1 cited in (Baker, 2009, p. 73) should include the following points :

1. Learners have to examine their own lifestyles and language, moving to examining attitudes, values of others .
2. Cultural awareness can be increased by developing an understanding of social conventions, similarities \differences between language communities.
3. Learners' continuous interaction with other cultures, fostered by teaching encourages their challenges and explorations which in return develops their awareness.

It should be kept in mind that developing learners' linguistic knowledge is no longer sufficient .Learners have to develop their socio cultural knowledge too. While teaching linguistic skills, .second and foreign language instructors should take into account that the inclusion of cultural elements should not be neglected .The appropriate language use depends on both linguistic skills and cultural ones.

### **1.9. Teachers role in developing learners' cultural awareness:**

There is no doubt that the teacher plays an important role in the classroom. Language teachers are culture mediators. They play a therapeutic role in developing learners' cultural awareness they should make learners familiar with the cultural background of the target language as (Cakir, 2006, p. 157)elucidated .In teaching a foreign language, teachers have to be careful and sensitive to the frangibility of their students by using techniques that promote their cultural understanding emphasizing similarities between people should begin with a discussion of differences between cultures. In addition, teachers should also use culture based activities to assist students in becoming familiar with the target culture .

These activities should include cultural values of the target language designed for every level. Moreover, the teacher has to break down cultural barriers prior teaching \learning activities ,stated differently , foreign language teachers are aware of the fact that language learning and teaching is no longer about grammar of language it takes more .Teachers realized that the socio - cultural aspects are crucial in the process of teaching because it is not about language anymore .It is about culture too. Teaching culture is the first step through which teachers help in developing learners 'awareness by designing appropriate courses that are suitable to the context in which language is used .

It is important to note that the aim of teaching culture is not to show which culture is better to the contrary, it is to compare both similarities and differences between cultures .It is also to show that what is accepted in one's own culture may not be accepted in the other. This in return will help students in using words and expressions accurately in their right context which consequently, make communication a successful process ,enable students to use language in its appropriate frame and more importantly instead of prejudices and misunderstandings they appreciate differences and tolerate them .( Wang, 2018)suggests that in order to enhance students' cultural awareness ,teachers should seize every opportunity to explain cultural knowledge

He additionally thinks that

teachers should be bicultural that is to say , they should use every available means so as to enrich their knowledge of both cultures. Especially the target culture, they need to familiarize themselves with the customs, beliefs ,history ,social values and habits so as to efficiently deliver courses related to culture. They should also bear in mind that reflecting ,analyzing cross cultural comparison are a feasible ,efficient strategies that can immensely improve students; cultural knowledge.

## **1.10 Conclusion :**

In conclusion ,this chapter sheds light on the subject from a theoretical point of view. It fundamentally, provides some definitions of the basic terms of this research like language ,culture and their interrelatedness furthermore, it highlights the importance of culture incorporation along with its goals .This chapter is also devoted to discuss cultural awareness ,its importance ,degrees and its relation with ICC. It also discusses other key concepts like linguistic competence, communicative competence and their contribution to the mastery of language .Lastly, it concludes with some ways to develop learners' cultural awareness and the role of teachers in the process.



## **CHAPTER TWO**

### **THE TEACHING / LEARNING SITUATION OF CULTURE AT THE DEPARTMENT OF ENGLISH AT TIARET**

## **CHAPTER TWO : The Teaching and Learning Situation of Culture at the Department of English**

### 2.1. Introduction

### 2.2. English as a lingua franca

#### 2.2.1. Reasons for English becoming a lingua franca

#### 2.2.2 The effect of English on culture and global identity

### 2.3. The status of English in Algeria

#### 2.3.1. English at the Algerian education

#### 2.3.2 English at the middle \secondary school\University

#### 2.3.3. Objectives of EFL in Algeria

#### 2.3.4.English at the Department of Tiaret

#### 2.3.5.The first year Master Students

#### 2.3.6. The subject of language and culture At Ibn Khadldoun English department aims and perspectives

### 2.7. Conclusion

## **2.1.Introduction:**

The second chapter is mainly for addressing the teaching and learning situation of culture in Algeria particularly at the department of English at the university of Tiaret .First ,this chapter sheds light on the situation of English globally and the reasons that led to make it as a lingua franca as well as its effect on global identity and culture ,then it discusses the teaching and learning situation of English in Algeria particularly and the objectives behind it. After that, a small part of the chapter is devoted to present a brief review about the department of English concerning its staff, learners And also the teaching syllabus. Finally, it concludes with a description of the subject of language and culture, its aims and the objectives especially with the case of master one linguistics students .

## **2.2 English as a lingua franca :**

No one can argue about how advanced and developed the world is today .Some huge alternations have touched almost every sector \field .All the credit is to be given to globalization which has not only boosted the worlds ‘s economy, but also made the world much more interconnected whereby people from different countries with different cultural backgrounds and ethnicities interact and communicate .Globalization has influenced language evolution too particularly the English language .English has become the world ‘s lingua franca. It is spoken in more than 100 country with more than 300 – 400 million speakers .It imposed itself internationally where it became a must for both nations and their people to master English so as to excel in various life domains .In this respect, (crystal, 1997, p. 20) in his book English as a global language described what is like for a language to be a lingua franca’’*A language achieves a genuinely global status when it develops a special role that is recognized in every country ‘*’. The English language control has a lot to do with the economic power of certain countries like the U.S ,U.K.

In this vein, David Crystal added that

*‘There is the closest of links between language and dominance technological and cultural power too without a strong power base, no language can make progress as an international medium of communication’*. English today is more than just a language, it is the key for success and prosperity for many countries. Algeria is amongst these countries that are aware of the significance of the English language and the positive outcomes both at the national and the international levels. More details about this will be discussed below.

### **2.2.1. Reasons for English becoming a lingua franca :**

From a simple dialect spoken in northern England to the world's most spoken language, English managed to impose its presence almost in every part of the world to an extent that nearly it is the key to excel in all most every life aspect. This dominance is, surely, due to many reasons. With no doubt, why English amongst all the world's language became the most spoken language is the question that has perplexed many. In their article, 'English as a Lingua franca' (Sayeh & Chaudhery, 2012) cited the reasons why English is the lingua franca

- The dominance of English in many countries as well as non-sovereign around the globe.
- English is the primary language internationally, particularly when it comes to communication, scientific research and business.
- Major fields like medicine and education require the knowledge of English, since these two are significant for any country.
- The need for manufacturers to be part of the world market.
- The economic \cultural dominance of the U.S.
- 95 percent of online documents are in English, consequently people have to learn this language.

### **2.2.2. The effect of English as a lingua-franca on culture and global identity :**

English had the supremacy over other languages and established itself as the world's most spoken language. Our modern globalized era made English the umbrella under which people who speak different languages and have different cultural backgrounds are able to get together and easily communicate despite their distinctiveness .In fact the English language non-native speakers are more than the natives. This is another striking evidence that proves once again the English language dominance which will possibly last for generations to come.

The English language hegemony is not just shown in the use of this language for economic ,social and scientific reasons .English had a strong effect on the global culture where it amazingly influenced people's thinking ,their life styles and so much more .In this line of thought ,Alfarhan ( 2016 )holds that

**With the technological advancements ,English still remain the dominant language of communication for many people .Therefore ,attaining proficiency in English gives someone the perfect opportunity to understand the modern society .English is depicted as a form of cultural capital. (Alfarhan, 2016, p. 2)**

English in the last decades became an inevitability for anyone who seeks to succeed and achieve their life goals, but apart from this, it is a tool to understand a very advanced society and actively engage in it . As English became a global language and humans interactions increased ,people were not just interested in learning the language solely ,but also had this inclination towards its culture which ,undoubtedly ,has both a positive and a negative impact .

It is evident that the rise of English as a global language is a double side sword. It may either positively or negatively influence international cultures and human identities. In this vein, Johnson( 2009) as cited in( Alfarhan 2016p.4) claims that English has a positive influence on the development of cultures as it unites people whose cultures are different and creates a brand new community where they get to share their cultures and ideas. Simply, English helped in breaking communication barriers.

As for its negative impact, Kanno and Varghese( 2010 )cited in Alfarhan (2006,p,) assume that English is a threat to the development of other cultures. In other terms, the English language hegemony has contributed to the loss of people's cultural identity, because they are learning this language at the expense of their languages which will consequently, menace the uniqueness of all the cultures involved.

It is needless to mention again the tremendous impact of globalization on our world at every level. Its major influence is that it made this globe a small village where people from different parts of the world meet and communicate with each other with no hindrances what is so ever using English as the common medium of communication. The English language domination in return has both negatively and positively influenced people. On one hand it made people's interactions easier where people leave their cultural differences and meet to create a rich cohesive society, on the other hand it threatened their identities and the growth of their cultures.

### **2.3.The status of English in Algeria:**

The status of English at the global level cannot be denied. Many countries are well aware of the fact that English is an open gate to success and welfare. Algeria is one of the countries that seek to implement English language at all levels because English is seen as "*the magic solution to all possible ills-including economic, technological and educational ones*" (Milliani, 2000, p. 13). Since the

60's and 70's English found its way to the Algerian people mainly in respect to the economic tendency ,especially in the field of petroleum ,gas, iron and steel .Algeria found that it was necessary to improve the English language instruction so as to secure the flow of the international companies into Algeria. Apart from the economical causes, the Algerian people especially the younger generation grew quite an interest in the English language recently (Zughoul, 2003, p. 122) argued that .

*In Arab North Africa ,and despite the fact that French has had a strong foothold in Tunisia ,Algeria and morocco ,it has been retreating and losing a lot of ground to English .In fact the tendency of what can be termed a shift from French to English in these countries cannot be cancelled .*

Despite the long history of Algeria and French due to the colonial past and its status as a second language, English managed to occupy a room in the Algerian society .In this respect ,Abid houciné cited in (Benmihoub, 2017, p. 4).stated that *the spread of English in a competitive linguistic environment ,English enjoys a tremendous favor among Algerians ,while French is still omnipresent.*”

Although the Algerian people greatly appreciate the English language presence, French still by all means dominates the local communication despite the struggle of Algerian decision makers to de –Frenchify Algeria through the policy of arabization which occurred after independence 1962. It is the language of administration, formal speeches and also the everyday language of a vast number of people

### **2.3.1. English in the Algerian Education :**

As stated already, Algerians are in favor the English language implementation in education this is no surprise since that they are just like the rest of the world aware of the benefits and the positive outcomes of the English language learning. The Algerian educational system has undergone 3 stages of reform .The first known as arabization second as the fundamental schooling system ,the third reform was concerned with implementing English in primary schools and the higher education reform (Rezig, 2011, p. 1329)..From this regard, the Algerian government has attempted to improve the English language in the educational system starting from 1993. English has been introduced for the first time in primary schools in the fourth grade .Parents were given the chance to choose between French and English as their second language ,consequently and due to the colonial past ,parents chose French and those who advocated the English language use were only 0.33 to 1, (Benrabah, 2007, p. 194).

### **2.3.2English at the middle \ secondary school \University :**

Both in middle and secondary schools ,English is taught as a second foreign language .In the middle school, English was taught at the age of 13Rezig (2011,p.1333) It is a fundamental subject in foreign languages streams ,and of minor importance in the scientific ones .At the university level ,almost every higher education institution has a department of English ,As a matter of a fact ,English enjoys a commanding position in every curricula in Algeria where it is mandatory or additional in some specialties like mathematics ,medicine .etc. .The Algerian university is eager to provide a set of courses in order to develop student's competencies and skills. In a nut shell, the major goal of English teaching and learning in Algeria is far from being reached .More efforts should be made in order to produce desirable outcomes for both society and individuals.



### **2.3.3. Objectives of EFL in Algeria :**

As already discussed Algerian is just like the other countries around the globe who had to comply with the situation in which English is the dominant language .Teaching English is not optional, but rather mandatory so as to achieve certain objectives and goals . In his article, English in a multilingual Algeria Belmihoub (,2017,p.5) asserted that the goals of EFL learning in Algeria are

- Building a professional network and promote development in Algeria.
- It is important for international and local diplomatic and business communication.
- boosting the economy mainly the oil gas industry since that international companies use English ,Algerian business companies; therefore are required to learn English.

### **2.3.4. English at the English section of tiaret :**

This research has been conducted at the section of English at Ibn khaldoun university .,the section of English came into existence in 2012 with a small staff and a small number of teachers . It had its major supervision from Mostaganem university under an agreement made between IBN KHALDOUN UNIVERSITY and MOSTAGANEM university. Its major goal is enable BAC exam holders who want to study English without moving to other towns which may be far from their residence. Additionally, the section also aimed to improving student's competencies and skills

Therefore in their first and second years the department offers a range of modules in core subjects such as written expression \oral expression, grammar, phonetics and linguistics ,literature ,civilization and research methodology. On their third year ,students are introduced to new subjects that pave the way for them in order to choose their master specialty which is either linguistics or didactics since they are the only specialties offered in the section of English at the

university of tiaret .At the end of their master studies ,students are obliged to conduct a research and submit a dissertation at the end of year .

### **2.3.5. The English teaching staff at the university of Tiaret :**

As this case study involves the teachers of English at the university of Tiaret, providing a brief description about their situation has been found useful .When the department was still in infancy ,the number of teachers was smaller than what it is now ,most of them had a bachelor and were temporary teachers . However , the department of English at Tiaret university has strived to recruit a new staff by giving the opportunity to new assistant teachers . The table below clarifies more about the evolution of teachers at the department .

<b>Academic years</b>	<b>Number of teachers</b>
2012-2013	04
2013-2014	07
2014-2015	12
2015-2016	16
2016-2017	16
2017 -2018	25

2018 -2019	26
2019-2020	26

**Table 2.1 The evolution of the English teachers at Tiaret university( source Department of English 2020)**

In the first years, the number of teachers was small for the reason that the department was still in infancy ,as time progressed the section made sure to increase the number of teachers through giving the chance to new assistant teachers who recently graduated.

These teachers are sacrificing time and effort so as to deliver the best. Students of the department have also increased with time ,compared to the first years were it was still in its early stages their number did not exceed a hundred but it gradually increased as illustrated in the table below.

	<b>First year students</b>	<b>Second year students</b>	<b>Third year students</b>	<b>First year master</b>	<b>Second year master</b>
<b>Total number of students</b>	560	320	280	202	197

**Table 2.2. The total number of students in the department of Tiaret source( department of English 2020)**

As can be noticed in the table ,the three LMD students comprise a huge number of students especially first year students ,concerning master one students of linguistics which the present study revolves around they are estimated

to be 202 .Table 2.3. Gives more details regarding the proportion of both males and females students

<b>Gender</b>	<b>Number</b>
Male	20
Female	182
Total	202

**Table 2.3. Number of First year master students of linguistics (.source Department of English 2020)**

### **2.3.5 The First year Master :**

In its continuous attempt to make English language learning an effective operation. The English department at Tiaret university designed a special program that fits the specialty of linguistics and helps students to better comprehend and sharpen their skills and competencies In this vein , The table below clarifies more about the teaching program with credits and coefficients of each module.

<b>Unites</b>	<b>Studies</b>	<b>Credits</b>	<b>Coefficient</b>
<b><i>Fundamental unit 01</i></b>	<i>1.Linguistics theories and core areas</i>	<i>04</i>	<i>02</i>
	<i>2. Semantics and pragmatics</i>	<i>04</i>	<i>02</i>

<b>Fundamental unit 02</b>	1.Dialectology and sociolinguistic variation	06	03
	2.Language policy and language planning	04	02
<b>Methodological unites</b>	1.Reasearch Methodology	04	02
	2.Data Analysis	04	02
	3.Dissertation writing	01	01
<b>Discovery unites</b>	1. Language and culture	01	01
<b>Transversal unites</b>	1.Oral discourse and globalization issues	02	02

**Table 2.4.. The teaching syllabus with credits and coefficients for first year master of linguistics . (Source the Department of foreign languages –English section , 2020 )**

The above table describes the teaching syllabus for first year master of linguistics , the credit and coefficient of each module .As illustrated in the table ,the fundamental unites are given the highest credits and coefficients for the reason, that they are significant modules of the branch of linguistics .It is also worth to mention that modules like language and culture are not given the same importance as the other modules despite their significance .

### 2.3.6. The subject of language and culture :

The module of language and culture is one of the fundamental modules for linguistics students it aims to raise students' awareness of how important is to teach language along with its culture .Despite the significance of this subject, time is a major constraint. It is estimated to one hour and a half weekly compared with other subjects. This will in return result in lack of students motivation and interest . The content of language and culture is as follows

First Semester	Second Semester
<ol style="list-style-type: none"><li>1. Language and society</li><li>2. Language and context</li><li>3. Language variation</li><li>4. Language \culture relationship</li><li>5. Language and communication</li></ol>	<ol style="list-style-type: none"><li>6. English as a lingua franca</li><li>7. English as a global language</li><li>8. Linguistic imperialism</li></ol>

**Table 2.5. First year Master program of language and culture source( Department of English 2020)**

Language and culture subject is mainly delivered at foreign language department to foster not only Language skills ,but also culture skills .Based on the content of the subject of language and culture and the topics the students are exposed to it can be assumed to have the following objectives /

- ✓ To help students understand the culture of the people whose language is learnt ,and to show them the cultural differences .
- ✓ Raise students' awareness of how important are language and culture together.
- ✓ Improve their cultural knowledge and their spirit of tolerance and acceptance of other cultures.
- ✓ Develop their communicative competence.

From theorists 'perspectives, Babamovaet (2004) cited in (Mahdaoui, 2017, p. 140) views that introducing elements of culture and civilization of the target language helps learners to be

***“Acquainted with characteristics of the countries and people whose language they study so as to understand linguistic and cultural messages ,develop a feeling of tolerance towards cultures, and critically the information gained “.***Introducing students to the target language culture is not only important when speaking about successful communication and promoting cultural diversity ,but also to develop students critical thinking .

Through culture teaching students will be able to know when ,how ,why language should be used additionally ,they will avoid misunderstandings and prejudice which often develop when not familiar with the other culture . Moreover ,they will appreciate differences and tolerate them .Therefore, the department of English has to improve culture teaching materials ,dedicate it more time and give language and culture modules more importance and more importantly, set a supportive environment for students, so that their interest in the learning process increase.

## **2.7.Conclusion :**

This chapter is devoted to describe the status of English in the world along with its effect on the global identity and Algeria in particular and how it gradually develop to gain its present status . It additionally provides a detailed description concerning the department of English in which this study was conducted .In this respect ,some statistics related to both teachers ,learners and modules they are studying were presented .More importantly ,the chapter main focus is on the language and culture module .It provides a full description of the content along with aims and perspectives as well as the main constraints that hinders the process of teaching this significant subject .



## **CHAPTER THREE**

### **DATA COLLECTION AND ANALYSIS**

## **CHAPTER THREE: DATA COLLECTION AND ANALYSIS**

3.1. Introduction

3.2. Research Aims

3.3. Research Design

3.4. The Participants

3.4.1. Students' Profile

3.4.2. Teachers' Profile

3.5. Research Instruments

3.5.1. Students' Questionnaire

3.5.2. Teachers' Interview

3.6. Data Analysis

3.6.1. Description of Students' Questionnaire

3.6.2. Analysis of Students' Questionnaire

3.6.3. Interpretation of Questionnaire Results

3.7. Description of Teachers' Interview

3.7.1. Analysis of Teachers' Interview

3.7.2. Interpretation of Interview Results

3.8. Discussion of the findings

3.9. Suggestions and Recommendations

3.9.1. Guidelines for Teaching Culture

3.9.2. Recommendations for Teachers

3.9.3. Recommendations for Learners

3.10. Conclusion

### **3.1. Introduction:**

Moving beyond the theoretical aspects, This chapter is concerned fundamentally with the analysis and interpretation of the collected data .To reach the research goals, two investigative tools were used a questionnaire and an interview .The former was administered to students namely to 80 first year master of linguistics, the later was a semi structured interview conducted with six experienced teachers at the department of English at Tiaret university. The present chapter gives a full description of the research design, the research tools, participants and the procedures followed to analyze the data collected then, it represents the analysis and the interpretation of the results obtained from both the questionnaire and the interview with a brief discussion of the results .Finally, it concludes with some suggestions and recommendations for both teachers and learners to optimize EFL learners' cultural knowledge.

### **3.2. Research Aims:**

The present study is basically conducted to cast light upon the role of cultural awareness in developing EFL learners' language proficiency. As a matter of a fact, the major goal of this research paper is to assess English language learners' cultural knowledge and how it contributes in making them more competent in language .This research work has also some secondary aims which are as follows

- To identify the interrelatedness of language and culture.
- To highlight the importance of CA as an important dimension of culture in the teaching\learning process.
- To investigate the impact of CA on learners' language proficiency.
- To explore EFL learners' attitudes towards the foreign culture.

### **3.3. Research design :**

Any research work requires a research design .Before starting the research process ,the researcher has to initially prepare a plan that will help in preceding the research procedures and in answering questions accurately .A research design provides a solid base for the whole research. In other terms, a research design is a practical plan that prepares the conditions for data collection and analysis that is to answer questions both logically and objectively.

This research is merely a case study at the department of English at Ibn Khaldoun University it addressed 80 first year master of linguistics who were randomly chosen out of a population of 202 students. This research used a mixed mode design ,that is it sought to collect both qualitative and quantitative data .Joint use of methods is highly praised by the scientific community since it leads to unique insights ..Using mixed methods of research helps in producing valid and reliable results in terms of quality and quantity .

### **3.4. Participants:**

Any research work demands a sample population .In this vein, the target population of this research is 80 first year master from the linguistics major chosen randomly from the department of English who were asked to fill in a questionnaire and 6 experienced teachers who responded to a semi structured interview.

#### **3.4.1. Teachers' profile:**

A semi structured interview was conducted with 6 experienced teachers at the department of English .Five males and one female. 4 teachers hold a doctorate degree whereas, the remaining hold a master one .The informants have a considerable knowledge regarding the research subject

### **3.4.2. Students' profile:**

Concerning students, they were exactly 80 first year master of linguistics. The number of female students is more than males. They were asked to respond to a questionnaire. Their ages range between 19-23 years old. The participants' linguistic knowledge is fair. This sample was chosen for two reasons. First, they have been studying English for 4 years, so they are expected to have enough knowledge about the English language, unlike the undergraduate students. The second reason was that among many fields, linguistics is the field that covers almost all the aspects regarding the study of both language and culture.

### **3.5. Research Instruments:**

As it has already been stated, the use of mixed techniques in research is so effective because it assists in collecting different data which provide the research with great insights. Therefore, this study used various research tools so as to collect both qualitative and quantitative data.

- Teachers' Interview : A semi structured interview was conducted with six teachers with the aim of increasing our understanding of the subject and seeing it from their perspectives which in return helps in capturing meaningful information that may not be clarified from other data .
- Students' Questionnaire : the questionnaire was delivered to 80 master one students of linguistics in order to collect both qualitative and quantitative data concerning the subject investigated. Students' responses will definitely help us in discovering new insights we may not obtain in other tools .

### **3.6. Data procedures and analysis:**

The following part of this chapter presents the data procedures, analysis of the findings and their interpretations with a discussion in depth.

#### **3.6.1. Students' Questionnaire :**

Questionnaires are one of the important research tools that the research relies on in order to gather both quantitative and qualitative data .In other words, a questionnaire is a set of questions with a structured format used to collect data from a large number of participants. In this vein, a questionnaire was administered to 80 first year master of linguistics during the second semester of the 2019-2020academic year.

As stated previously, the objective of the questionnaire is to assess EFL students' cultural awareness and determine their attitudes towards culture teaching .As for the frame of the questionnaire, it was made up of 14 closed and open ended questions that were grouped in four sections.

#### **Section One: General Information**

In This section, the aim was to collect information regarding the respondents personal data .It consists of two questions that were mainly about age and gender.

#### **Section Two :Respondents' Reflection on English language learning 5,6,7,8**

In this section, the attempt was to explore the reasons behind choosing English as their specialty and determine their self –evaluation of their level in English.

#### **Section Three: Students' Reflection on the cultural dimension 9,10,11**

Through this section, we intended to find out whether students find it necessary to include culture in classrooms, their definition of the concept culture , the influence of culture on language use and the techniques applied by their teachers in teaching culture

## **Section Four: Cultural awareness and language competency**

The final section is devoted to the questions related to cultural awareness .It seeks to figure out students' feedback, their definition of the term ,how culture integration helps in enhancing their awareness and the role it plays in making them more competent in the English language. The last question of this section is basically for their suggestions and recommendations to develop cultural awareness.

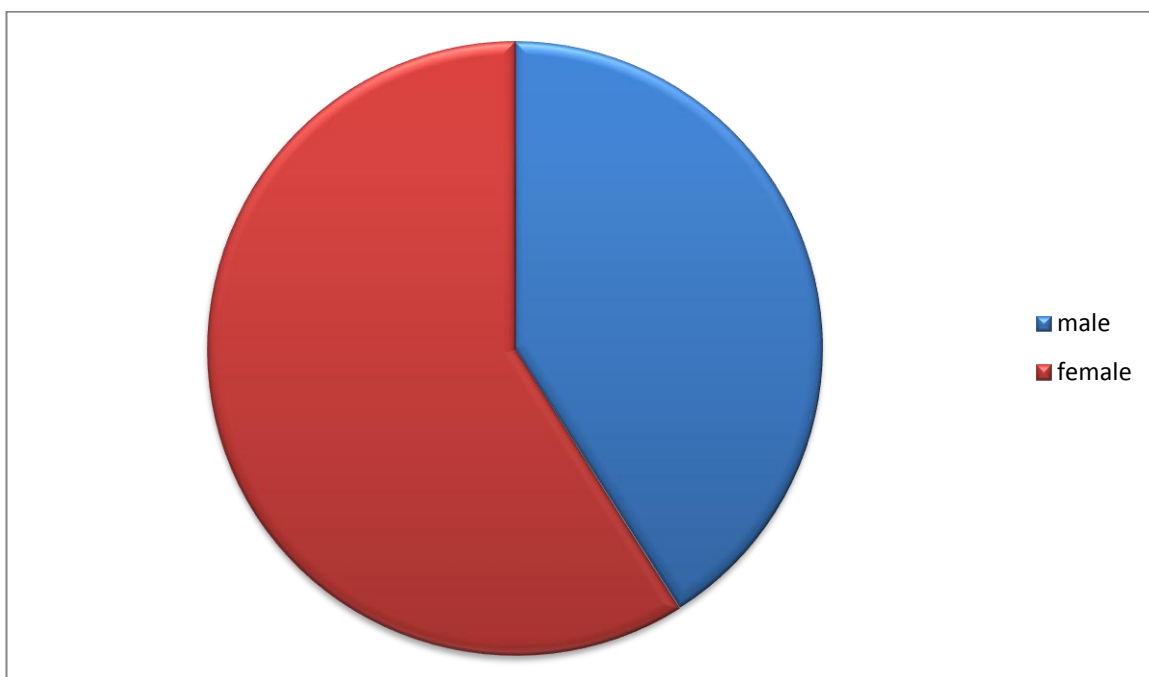
### **3.3. Data analysis:**

#### **3.3.2 Analysis of Students' Questionnaire:**

##### **Section one: Students' Personal Data**

##### **Question 01: Gender**

<b>Options</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
<b>Number</b>	33	47	80 %
<b>Percentage</b>	41	59	100%



**Graph3.1. Gender Distribution**

As showed in the figure above, most of the students are females .we have recorded 47 females from a total number of 80 students .Female students make up 59 % of the whole sample whereas, male students are estimated to be 33 students and they make up 41% of our sample .This gender distribution will help us in gathering different ideas and perspectives regarding the problem investigated.

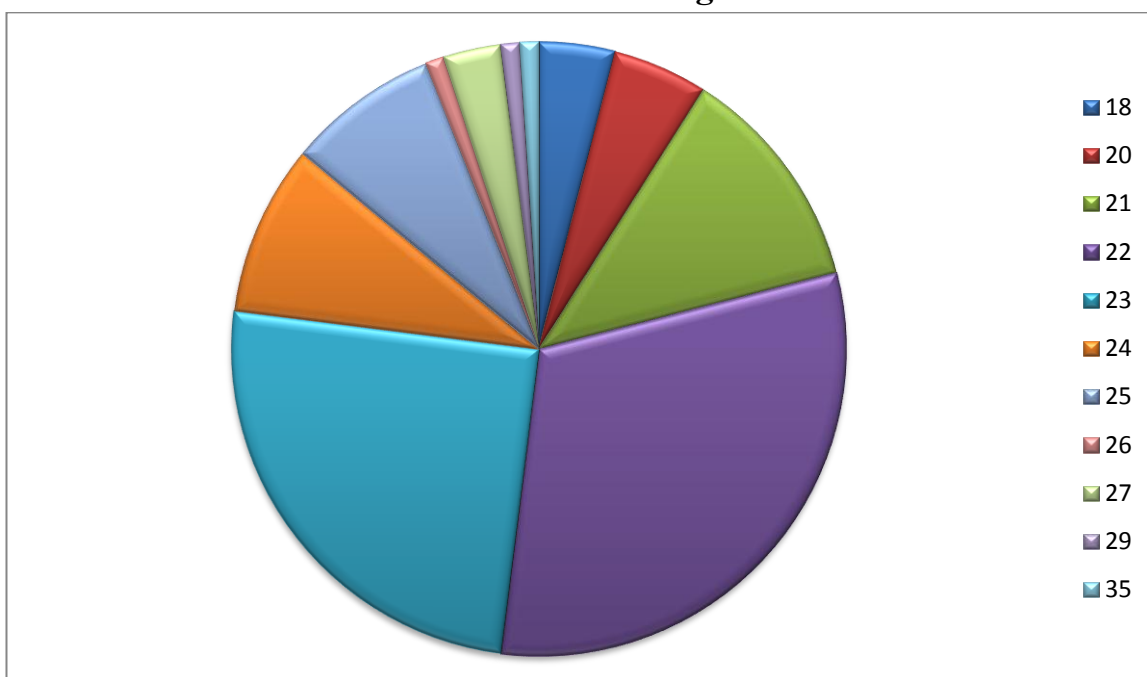
**Question 02 Students' Age**

Age	Number	percentage
18	03	04 %
20	04	05 %
21	10	12 %
22	25	31%
23	20	25 %
24	07	07 %



25	06	09 %
26	01	01 %
27	02	03 %
29	01	01%
35	01	01 %
Total	80	100%

**Table3. 2. Students' Age**



**Graph 2.3. Students' Age**

As showed in the figure, students' age of the chosen sample vary between 18-35years old . The majority of students are 22 years old representing 31 percent .Students who are aged 18 represent only 4 % followed by those aged 20-21-23years old who represent a numerical minority .Those who are 24-25-26-27-29-35 are also few .As illustrated, all the students are young with great potentials.

This variation in age will help us in gathering different views and perceptions regarding the issue.

## **Section Two :Students' Reflection of English Learning**

### **Question 03 :Was English your first choice ?**

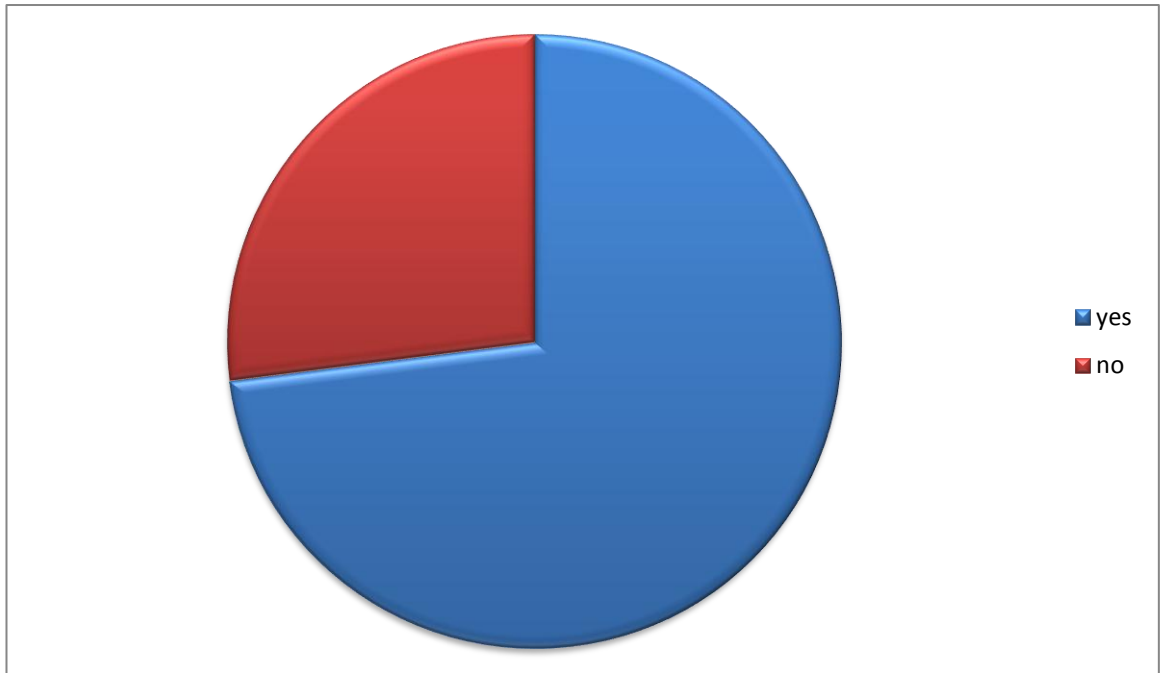
**A .Yes**

**b. No**

This question is designed to determine whether students chose English out of their own will, or if it was just a random choice.

<b>Appreciation</b>	<b>Number</b>	<b>percentage</b>
Yes	58	73 %
No	21	27 %
Total	79	100 %

**Table 3.3. Students 'Reasons behind learning English**



### **Graph 3.3. Students' Reflection on Language learning**

The results revealed that the majority of students chose English willingly .73 % of students had the desire to study English .The remaining number which make only 27 % of the sample claimed that they were interested in other areas of study and English was not really one of them.

### **Question 04 : Language Learning**

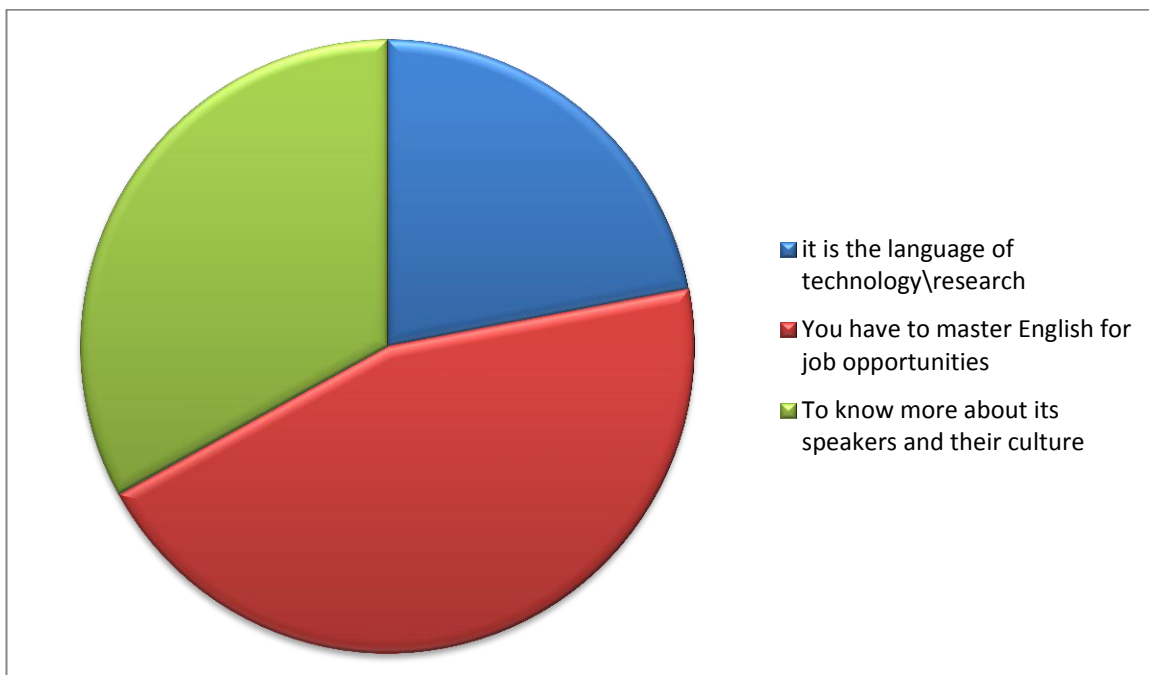
**Are you learning English because:**

- a. It is the language of technology and research**
- b. You have to master English for good job opportunities**
- c. . To know more about the culture of its speakers**

The aim of this question is to explore the reasons behind students' learning of the English language. The findings are illustrated in the following table.

<b>Reasons</b>	<b>Number</b>	<b>Percentage</b>
It is the language of technology \Research	17	22%
You have to master English job opportunities	35	45%
to know more about the culture of its speakers	25	33 %
Total	77	100 %

**Table 3.4. Students' Reasons behind learning English**



**Graph 3.4. Students' Reasons behind Learning English**

According to the findings, most students learn English in order to have good job opportunities in the future and they make up 46 % of the sample. Those who are studying English for the sake of knowing more about its speakers' culture represent 33% of the sample. The rest 22 % are those who learn English due to its significance in technology and research.

**Question 05 : How do you see your level in English ?**

**A .High**

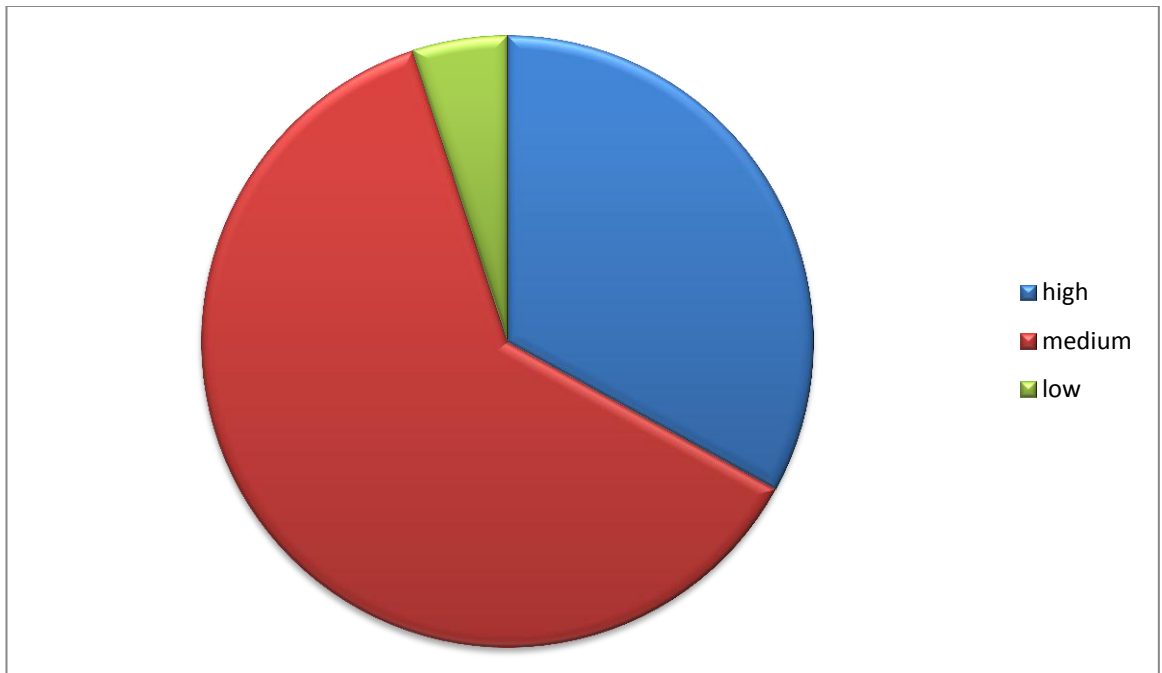
**b. Medium**

**c. low**

The purpose behind this question is to diagnose students' self-evaluation of their level in English .The results we managed to obtain are as follow

Degree	Number	Percentage
High	25	33 %
Medium	48	62 %
Low	04	05 %
Total	77	100%

**Table 3.5 .Students’ Self –Evaluation of their level in English**



**Graph 3.5. Students’ self-evaluation of their level in English**

As showed above ,students' evaluate their level in English as medium 62%.Those who consider themselves with a high level in English represent only 33%.A small number of students 05% admitted that their level in English is not that well .

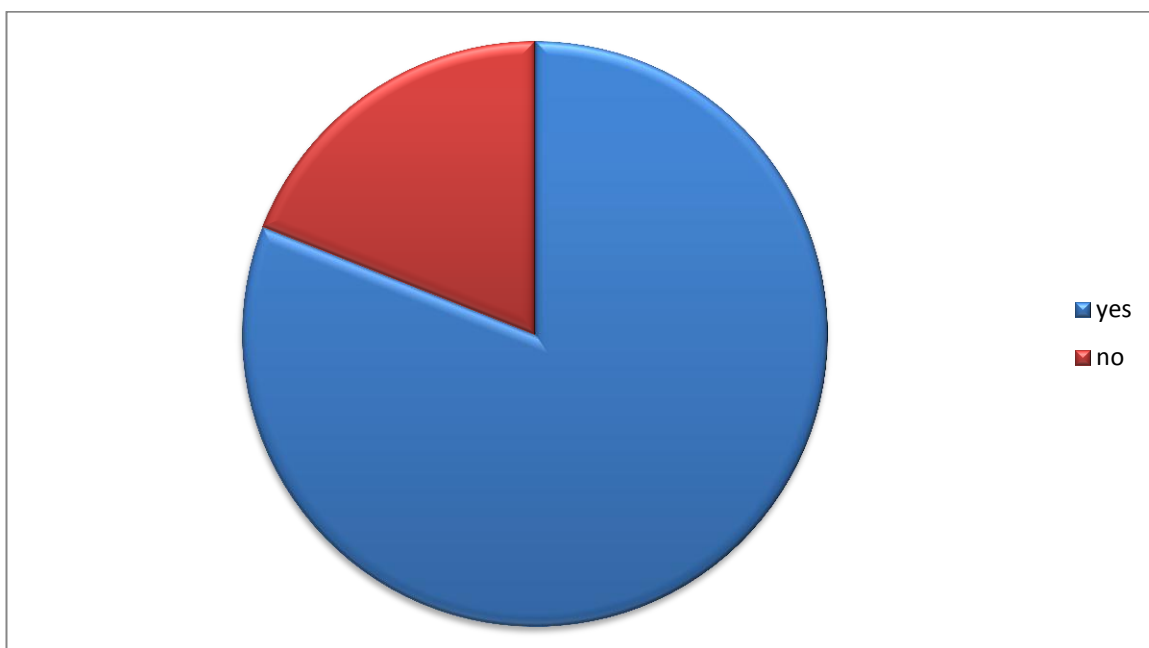
**Question 06: Are you able to speak \ write the English language correctly ?**

**a. Yes**

**b. No**

<b>Appreciation</b>	<b>Number</b>	<b>percentage</b>
Yes	63	81 %
No	15	19 %
Total	78	100 %

**Table3.6.Students' Ability to speak \write in English**



**Graph 3. 6. Students' Ability to Speak \Write English**

As demonstrated in the table above, a large number of students asserted that they were able to write and speak English with a percentage of 81 %.The remaining 19% admitted that their ability to write and speak English was not that good and that they needed more practice.

### **Section 03: Students 'Reflection of The Cultural Dimension**

**Question 07: in your opinion the term culture refers to ?**

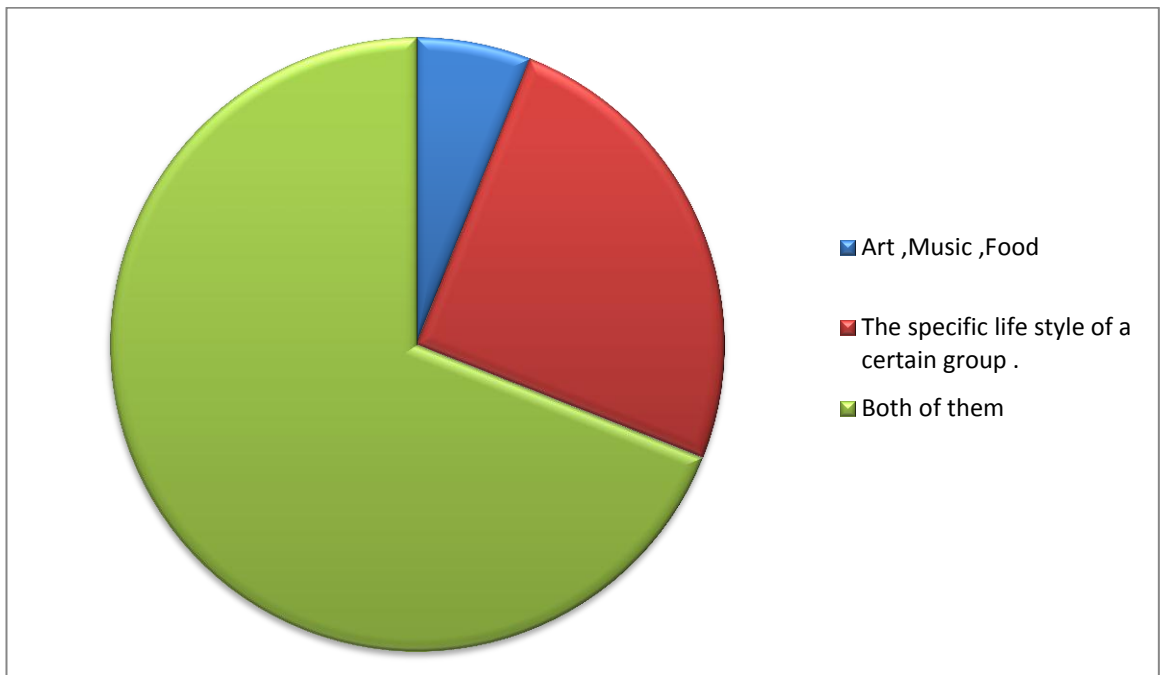
- a. Art ,Music , Food**
- b. The specific life style of certain group including customs and traditions**
- c. Both of them**



This question was mainly concerned with identifying students 'definition of the term culture.

<b>OPtions</b>	<b>Number</b>	<b>Percentage</b>
The specific life way of a certain group	20	25 %
Music ,Art ,Food	05	06 %
Both of them	55	69 %
Total	80	100 %

**Table 3.6. Students' definition of Culture**



**Graph 3.7. Students' Definition of Culture**

The results revealed that the majority of students 69 % opted for option c which entails that culture refers to the specific lifestyle of a certain group which includes traditions, customs, habits and also the artistic features like art, music, food...etc. However, 25% of students' think that culture is merely the life style of a particular group , whereas a minority 06 % said that culture is purely concerned with the artistic side.

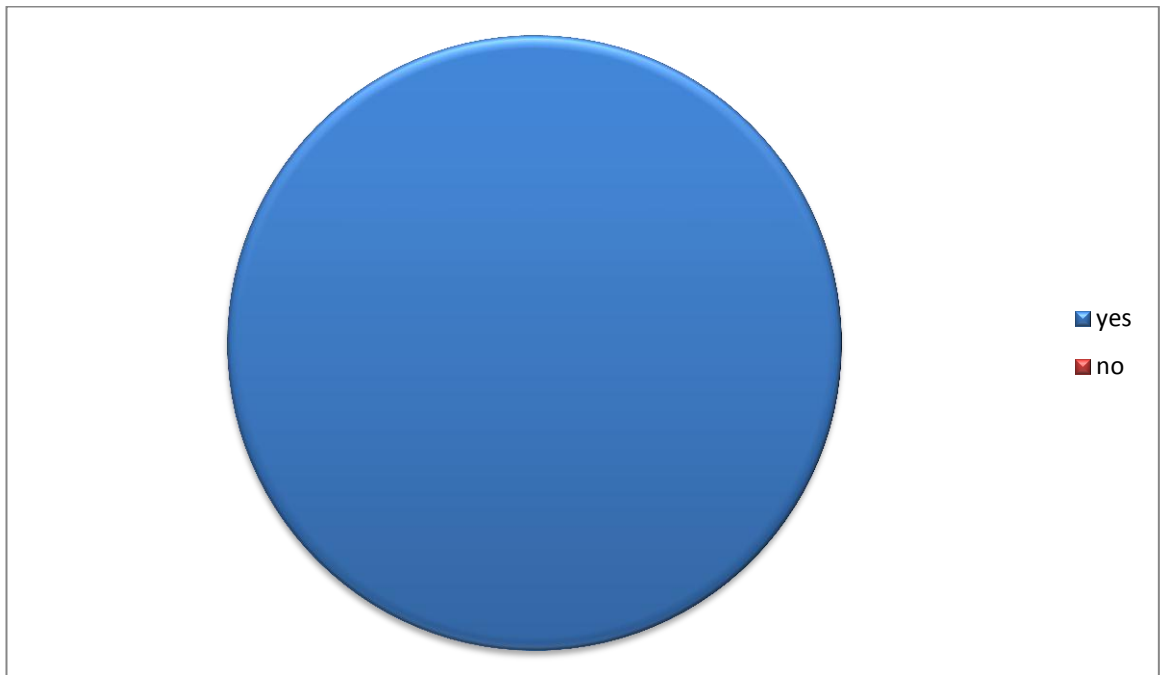
**Question 08: According to you does culture influence the use of Language ?**

- a. Yes**                                      **b. No**

What this question seeks to find is to discover if students think that the foreign culture has an impact on the way language is used.

Appreciation	Number	Percentage
Yes	79	100 %
No	0	00%
Total	79	100%

**Table 3.8. Culture influence on language use**



**Graph 3.8. Influence of Culture on Language Use**

According to the findings .The whole sample 100% consented that culture indeed influences the use of language .This confirms that students are aware of the fact that language and culture are interconnected. Thus, cannot learn one without the presence of the other.

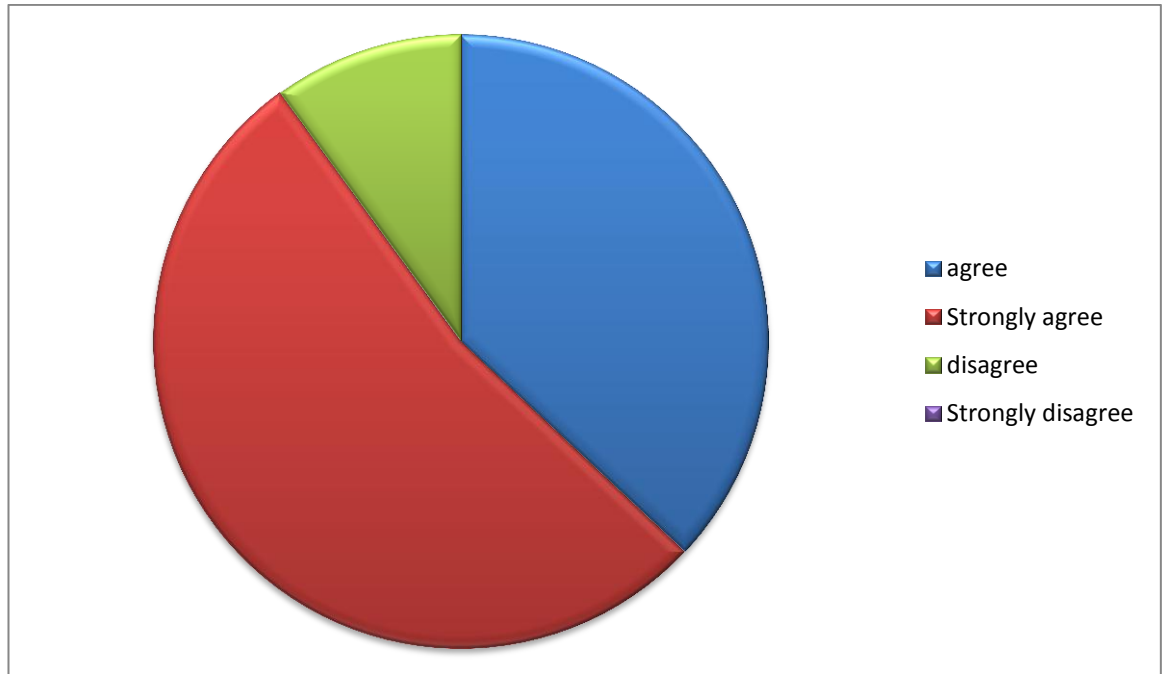
**Question 09 : Integrating culture in EFL is of huge importance !**

- a. Agree**
- b. Strongly agree**
- c. Disagree**
- d. Strongly disagree**

This question major goal is to examine whether students find it necessary to include culture in EFL teaching and if they think culture is important.

<b>Appreciation</b>	<b>Number</b>	<b>Percentage</b>
agree	30	37%
Strongly agree	42	53 %
disagree	08	10%
Strongly disagree	00	00%
Total	80	100%

**Table3. 9.The importance of Culture Teaching**



**Graph 3.9. The importance of integrating culture**

From the table 3.9, we observe that 53% of students see culture as a fundamental element in TEFL. They strongly agreed that the inclusion of culture in EFL is significant due to the impossibility of separating language from its cultural context .While, those who disagreed represented only 10 % of the entire sample.

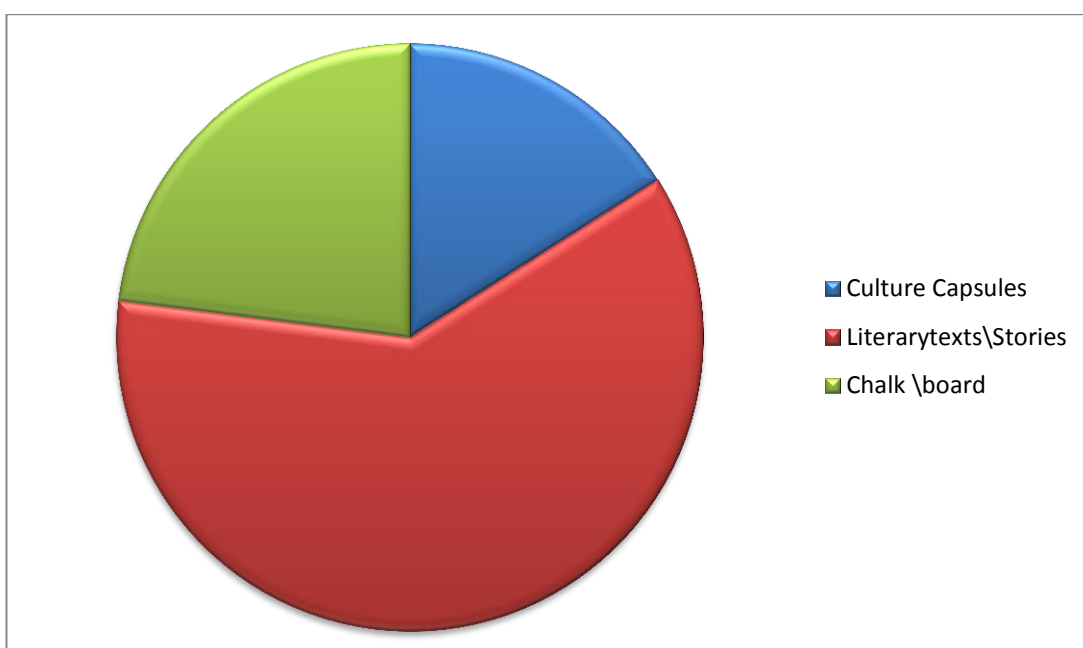
**Question 10: what are the techniques that are used by your teacher when delivering courses related to culture ?**

- a. Culture Capsules
- b. Literary texts \Stories
- c. Chalk \Board

This question was designed to determine the sort of techniques used by teachers when teaching cultural aspects.

<b>Designed materials</b>	<b>Number</b>	<b>Percentage</b>
Culture capsules	12	16%
Stories\ Literary texts	47	61%
Chalk and board	18	23 %

**Table3.10. Culture Teaching Techniques**



### Graph 3.10. Culture Teaching Materials

The findings of this question showed that teachers basically rely on literary texts and stories 61% as the primary means when teaching culture courses. The old traditional way of teaching that is chalk and board 23% was the second widely used technique by teachers. Whereas, culture capsules 16 % are not really that prevalent .

#### Section 04 : Cultural Awareness

##### Question 11 : How do you define cultural awareness ?

This question seeks to find out students' definition of the term cultural awareness .The results obtained revealed that students share similar assumptions .First ,some students see cultural awareness as the understanding of one's own culture and the culture of the language s\he is learning .While, others claim that cultural awareness refers to one's knowledge of cultural differences and similarities of certain peoples' lifestyle, their traditions and habits .These differences have to be accepted, respected, and tolerated by both counterparts .

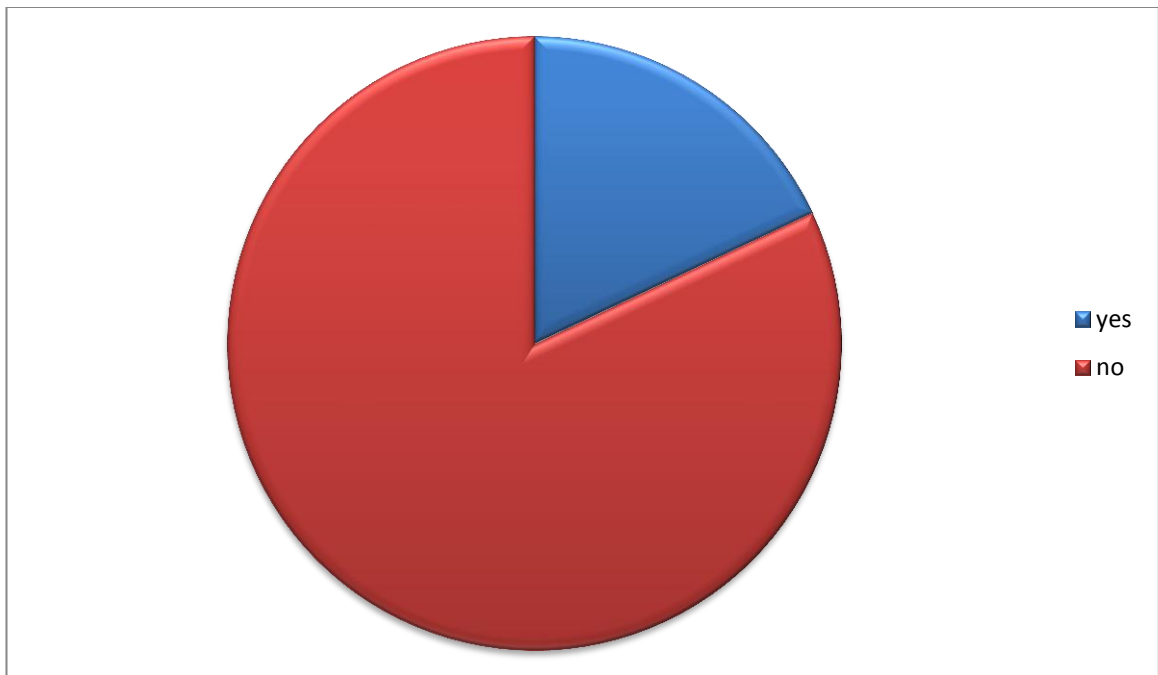
##### Question 12 : Are you aware of cultural differences between your mother culture, and the target language culture ?

The major goal of this question is to find out whether students think they are acquainted with the foreign culture or not .The results are summarized as follows

Appreciation	Number	Percentage
Yes	63	18 %
No	14	82%

Total	77	100%
-------	----	------

**Table3.12. Students ‘cultural awareness**



**Graph 3. 12 Students’ Cultural Awareness**

As indicated in the above table ,82 % of students admitted that they are not aware of the target culture . They stated that they were not acquainted with all the cultural aspects of the target community .while, those who did have cultural awareness represent only 18% of the sample which was definitely acquired outside the classroom .This is a striking evidence of the negligence of the cultural dimension during lectures .

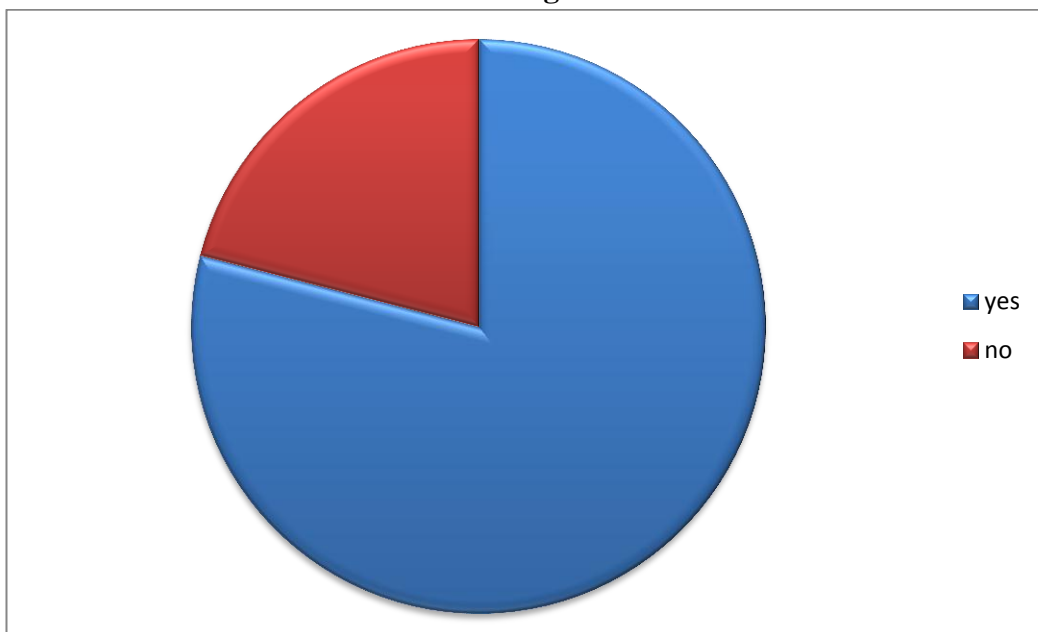


**Question 13 : Do you think culture teaching enhance your cultural awareness ?**

In this question, students were asked to determine if culture teaching assist them in raising their cultural consciousness.

Appreciation	Number	Percentage
Yes	55	79%
No	15	21%
total	73	100%

**Table3.13. Culture teaching and Cultural awareness**



### **Graph 3. 13 Cultural Teaching and Cultural Awareness**

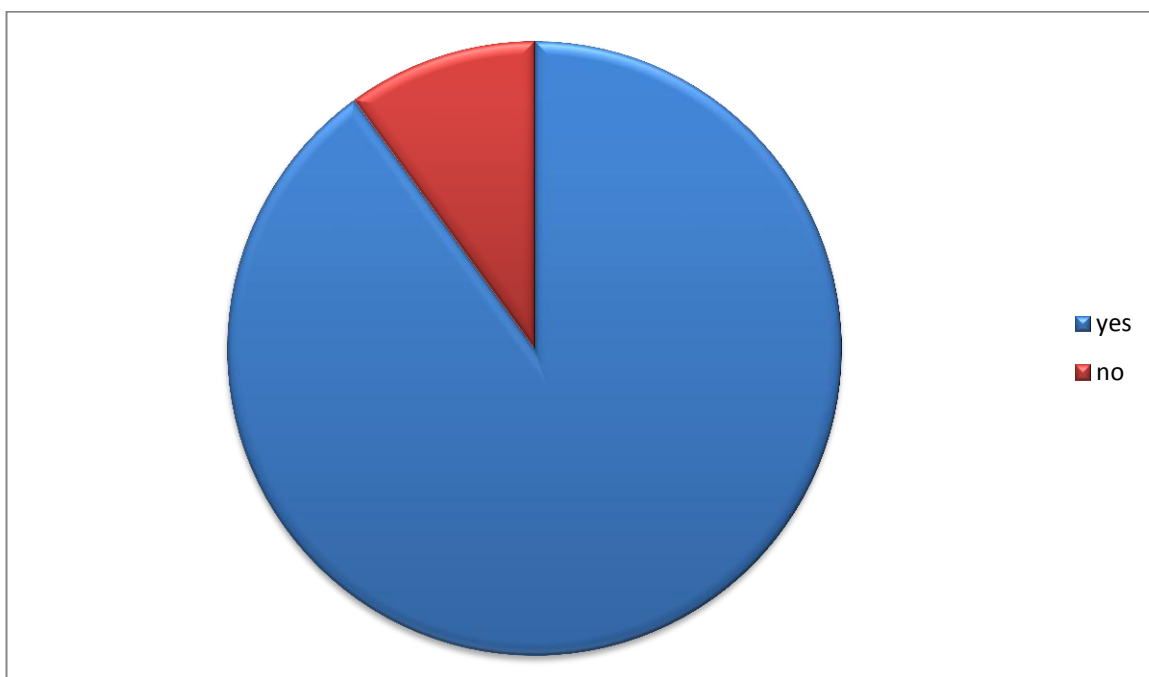
According to students' responses, teaching culture is the key tool to increase their cultural awareness and open their minds towards what is different from their mother culture. Students who approved were 79 % of the sample while, those who disagreed represent a numerical minority with 21%.

#### **Question 14 : Is it necessary to know about the foreign culture so as to master the English Language?**

This question intends to discover students 'perspectives concerning the role cultural awareness plays when it comes to attaining proficiency of language.

<b>Appreciation</b>	<b>Number</b>	<b>Percentage</b>
Yes	70	90%
No	08	10%
Total	78	100%

**Table3.14. Cultural awareness and language competency**



**Graph 3. 14 Cultural Awareness and language mastery**

The results of this question are like anticipated the majority of students . 90 % said that cultural awareness is indeed a vital element in order to master the English language. whereas ,those who claimed that CA is not important to attain mastery in language represent a numerical minority 10 % .

**Question15 : Any further recommendations to your teachers in order to help learners in developing their socio-cultural knowledge ?**

The last question was designed for students' suggestions and recommendations for their teachers for the purpose of optimizing their cultural knowledge. Some of their suggestions are summarized below.

- Including culture in curriculums and provide efficient materials
- Create an environment which is close to a native- like context to enable students to engage actively during courses.

- Suggest a module which is mainly concerned with culture and not restricting it to master degrees but to all the levels of study.
- Teachers should work on raising their awareness too, so as to effectively deliver courses and help students in developing their awareness in return.
- Engage students in activities that concentrate on both their own culture and the foreign culture .This direct comparison will raise their spirit of respect and tolerance,.
- Make a clear distinction between the two cultures with no bias and insisting on accepting and respecting what is different from them .

### **3 6.3 Interpretation of Questionnaire Results :**

As was stated formerly, this research project is based upon a sample of 80 master 01 students from the specialty of linguistics .The female gender dominated the sample with 59 percent . Students' ages varied between 18-35 years old it is worth to note that this gender, age variation assisted us in collecting different perceptions and views regarding the issue treated. At the beginning, students were asked some questions about the process of learning the English language. The results revealed that a large number of them had a prior interest in studying English and only a minority claimed that English was merely a random choice .As for their aim behind learning English, the majority stated that English is the gateway to get a good job in the future .Regarding their level in the English language, the findings showed that most of them are medium and their ability to write and speak English is fair .

The second section of the questionnaire contained questions that are concerned with the cultural dimension .The first question of this section was students ' definition of the term culture. According to their responses ,students defined culture as the specific lifestyle of a certain group that includes customs, traditions and also the artistic aspects like art, music heritage ,...etc. Students also affirmed that culture influences the use of language. This was discovered when they greatly emphasized the inclusion of culture in EFL teaching .In teaching the cultural aspects of language , students stated that literary texts and stories are the main techniques used by their teachers.

The final section of the questionnaire included questions about cultural awareness. Students' definitions of cultural awareness were almost identical. They asserted that CA is the ability to understand both similarities and differences of both cultures, accepting and respecting them. In this respect ,students affirmed that they are not entirely familiar with the target culture because they were not really introduced enough to the target culture . Additionally, students have, therefore, mentioned that culture teaching is the primary tool that will help them in raising their awareness since culture is one of the important aspects that contribute greatly in the process of achieving language proficiency. For this reason, they suggested to include culture as another skill in the teaching process and design modules that are culture based ,so as to help them promote their cultural awareness .Students' responses consequently validate our research hypotheses.

### 3.2.3 Analysis of Teachers' Interview :

A semi structured interview was conducted with six teachers from the department of English at IBN KHALDOUN university .This interview included 10 questions that addressed the integration of culture in EFL classrooms ,its significance in language teaching and learning and the techniques used by teachers in the process .Moreover, interview questions were also about cultural awareness ,its contribution in language learning with some recommendations concerning the development of cultural awareness .Teachers answers were recorded and will be analyzed one by one in this part of the chapter.

#### **Question 01: what is your educational degree ?**

This question was designed to know about teachers 'educational level and credentials

Teahcer01	Teacher02	Teacher03	Teacher04	Teacher05	Teacher06
PHD	PHD	PHD	PHD	MA	MA

**Table 03.01 Teachers' Educational Degree**

All the respondents have higher educational degrees, four teachers hold a doctorate whereas the remaining two teachers are doctoral students .

#### **Question 02 : How long have you been teaching English ?**

The aim behind this question was to find out the teaching experience of each teacher.

<b>Teacher01</b>	<b>Teacher02</b>	<b>Teacher03</b>	<b>Teacher04</b>	<b>Teacher05</b>	<b>Teacher06</b>
10 years	9 years	7 years	10 years	4 years	4 years

**Table3.02. Teachers' Teaching Experience**

As for teachers' work experience, the data obtained show that all the teachers taught English for a considerable period of time between 4years and 10 years .These answers revealed that all the informants are experienced teachers ., This will lead to obtain different opinions and views that can surely assist us in achieving these research major goals.

**Question 03: Do you think it is necessary to integrate culture in EFL teaching, to what extent ?**

The aim of this question was to find out whether teachers find it crucial to include culture in classrooms. The results showed that all the six teachers were in favor of incorporating culture. They claimed that it is not possible to teach and learn a language without its cultural frame Since that the two go hand in hand .For them, learning a language is not possible if it is not accompanied with the cultural dimensions of that language otherwise the major aim of language learning which is to be able to communicate successfully will not be reached .

**Question 04 : In your opinion, do you think that the English culture influences language use ?.**

In this question ,the objective was to figure out if teachers think that the English culture has an effect on the way the English language is used .Their answers are presented in the below table.

Teacher 01	Teacher 02	Teacher 03	Teacher 04	Teacher05	Teacher06
Yes	Yes ,it does	Yes	No	Yes	Yes ,but differently

**Table 1.4 The Impact of English culture on English use**

As shown in the table 3.4, nearly all the teachers responded positively to this question. According to them ,culture influences the way the English language is used in the sense that the production of language depends on its cultural setting .When students are introduced to the cultural aspect they will avoid cultural barriers hence, influencing language use which cannot be correct only if the target culture is known enough .

**Question 05 : Do you think that culture teaching helps in raising students' awareness of their own culture and the target language culture ?.**

Concerning this question, the core objective is to explore the informants viewpoints regarding culture teaching and its role in raising their students' awareness..

Teacher01	Teacher02	Teacher03	Teacher04	Teacher05	Teacher06
Yes	Yes ,but it depends	It depends on the module	Yes	Yes	Yes

**Table 1.5.Culture teaching and raising awareness**



Informants responses were just like we predicted .They enthusiastically appreciated the role of culture in enhancing students’ cultural knowledge. As stated by them, when culture is taught, students will immerse more in learning which as a result, shapes their awareness. Moreover, introducing students to the target language culture will make students reflect and react efficiently which is a key to run a successful intercultural communication

**Question 06 :Do you think that students’ are aware of the differences between their own culture and the target language culture ?**

The aim behind this question is to find out whether teachers look to their students as being culturally aware or not.

Teacher01	Teacher02	Teacher03	Teacher04	Teacher05	Teacher06
Not all of them	No ,they are not	It depends	Yes ,they are	No, they are not	They are not

**TABLE 3.6. Students’ Cultural Awareness**

As reported in the table above, the results show that teachers think students do not really have enough cultural knowledge because they are not acquainted with the cultural aspects of the target language .One of the informants who happen to be a language and culture teacher stated that students are culturally aware theoretically only, but when in the real context they face cultural barriers and a lot of difficulties in unveiling certain codes ,especially those related to culture even if they are linguistically well equipped .

**Question 07 : It has been proved that cultural awareness plays a vital role in enhancing students’ language proficiency, what do you think ?**

The aim behind this question is to explore teachers’ perspectives concerning the role cultural awareness plays in making learners more competent in language.

Teacher01	Teacher02	Teacher03	Teacher04	Teacher05	Teacher 06
Yes	Yes	Yes	Yes	Yes	Yes

**Table 3.7.Cultural awareness role in enhancing language proficiency**

As presented in the table, all the informants support the idea that cultural awareness does assist in improving students mastery of language .They support their allegations with the following arguments :

- Understanding the cultural context of the language will make learners gain a certain competency that is to say; knowing the culture of the target community will make language learning less difficult as it enables students to understand certain connotations and thus use language appropriately .
- Cultural awareness is a crucial element in language learning in the sense that it helps in avoiding communication failure, misunderstandings and culture chock.
- The more students are culturally aware, the more their cultural competence will improve. CC is one of the important components in learning any foreign language

**Question08 : what are the techniques used to develop learners' cultural awareness.?**

Regarding this question, it can be noticed that all the informants' use approximately the same techniques in the process of teaching culture .Their answers reveal that they use the following techniques :

- Literary Texts
- Shot Stories
- Readings
- Culture capsules

**Question 0 9 : Do you think that these techniques are satisfactory ?**

This questions seeks to find out if teachers think that the techniques they use are sufficient Teachers' responses revealed that these techniques are far from being sufficient .The informants' state that these techniques do not provide students' with all the cultural aspects they need to know .They also argue that the efficiency of these techniques depends on the way teachers use them.

**Question 10 : Any further recommendations concerning the development of learners ' cultural awareness**

The final question of the interview was for teachers suggestions and recommendations regarding the development of learners' cultural knowledge .Teachers mostly insisted on improving the learning conditions starting from class size and improving the teaching materials .They also add that they are culture mediators before jumping to learners they should develop their own awareness at the first place .Furthermore ,they insist on including modules that focus on showing the similarities and differences of both cultures without the bias towards any of the two .

### **3.7.2. Interpretation of the interview findings :**

The interview is the second investigative tool used in this research work in order to gather the needed data from six experienced teachers at the university of Tiaret .The core objective of this interview is to explore teachers' standpoints and views concerning EFL students' cultural awareness and the role the later plays in improving their mastery of the English language.

The data obtained are of great importance since they provided us with some valuable aspects that are valuable to reach the goals of this study .As presented above ,all the teachers received higher education. Four of them hold a doctorate ,the remaining hold a master degree and are doctoral students. Their teaching experience ; however, varied starting from 4 years to 10 years .The informants' familiarity with the subject was enough for them to answer the questions asked .What could be derived from the analysis of the interview is that teachers think that language and culture are inseparable. To learn a language we must also learn its culture .

As for the fourth question, teachers think that language is influenced by culture, according to their responses, the relationship between language and culture is a complex one which means that culture affects the production of language .In this respect, the informants' strongly advocated culture teaching due to its role in developing learners' cultural awareness. For them, the more learners are introduced to the target culture, the more they deepen their cultural knowledge .However, one of the teachers claim that culture teaching raises awareness if the module taught focuses on cultural similarities and differences.

In the same line of thought, teachers think students' socio cultural-consciousness is not that good due to the marginalization of culture in curricula . Regarding the impact of cultural awareness on learners language competency, the informants confirmed that cultural awareness definitely helps in improving learners' mastery of the English language, to support their allegations they state that understanding the context and being familiar with cultural differences and

similarities make learners acquire a certain competency and facilitate their intercultural communication .

As for culture teaching materials ,Teachers use a variety of techniques as means to develop students 'CA; nevertheless, these techniques are claimed to be insufficient and need to be improved, so as to deliver courses rightly. Additionally, they requested that not only students 'should expand their knowledge of the target culture ,but also teachers, as they are culture mediators, they also recommend that modules concerned with cultural should not be belittled .More importantly , the learning conditions should be a place of comfort; so that it does not impair teachers ability to do their jobs ,nor learners' thirst for knowledge.

### **3.8. Discussion of the main results :**

The current research aims at investigating EFL learners' CA and its impact on their proficiency of language achievement. To fulfill this, the researcher applied both qualitative and quantitative approaches using two research tools including questionnaire for students and an interview for teachers in order to collect valid data.

Based on the data collected, the investigator managed to draw many conclusions .Among which the point that culture is marginalized despite being aware of its significance .Algerian learners' cultural awareness is not fully acquired .Students do show a lack of CA of the target language culture due to the negligence of the cultural dimension in TEFL and the constant care about improving students' linguistic knowledge only .As a result, the first hypothesis that states that EFL students' are not culturally aware was confirmed.

Additionally, the results of both the questionnaire and the interview confirm the raised assumption that learners' cultural knowledge can be promoted through the integration of culture as an ideal tool. This is what teachers claimed in their answers where they assert that TEFL is pointless if language learning and teaching relies on improving students' linguistic knowledge solely without familiarizing them with the cultural aspects of the language.

Moreover, students state that culture teaching is as significant as the other aspects of language. This confirms that students are aware of the strong relationship between the two entities and the role culture plays in making the learning process more interesting and optimizes cultural awareness which in return increases their chances of running a successful communication with those from distinct cultural backgrounds and attaining language proficiency as it is the major goal of learning the foreign language. Consequently, the second and third hypotheses were also confirmed

### **3.9. Suggestions and recommendations :**

The results of this research proved that EFL teaching and learning lacks so many insights that can possibly make foreign language learning a lot easier .Our findings proved that culture is one of the vital elements in ELT .However, it is marginalized and not given much consideration as the other aspects of language .Therefore, we have set some recommendations for both students and teachers in the process of teaching culture and in order to foster students' CA.

### **3.8.1. Guidelines for Teaching Culture :**

The data obtained from both the interview and the questionnaire revealed that culture is marginalized and not given that much of consideration as the other aspects, even though educators are well aware of the significance of incorporating culture in FLT. However, it is high time culture was taken into account .ESL\EFL teachers should bear in mind that merging language with its culture is one of the essential tasks in TEFL. Phrased differently, teachers should also focus on the cultural elements as much as they focus on the linguistic ones because in

nowadays' modern globalized world the interconnection of people is more than ever this requires more than just a good linguistic competence Hence ,both teachers and students should abandon the common convention of concentrating only on the formal structures of language and starting to consider culture .Of course ,without forgetting the role of the authorities in enriching the programs ,creating a suitable environment for both parts and providing modern teaching materials .All this should make the learning \teaching process interesting which as reported earlier helps in achieving EFL teaching major goal that is ,running a successful intercultural communication

#### **3.8.1 Recommendations for Teachers:**

##### **Ways to foster CA In Classrooms :**

**Express Interest In The Ethnic Background of Students :** Encourage students to research and share information about their ethnic backgrounds.

- **Be a Facilitator Instead of an Instructor :**Students in an authoritative classroom may display a negative behaviour as a result of a perceived sense of injustice, therefore teachers should make sure to provide a suitable environment that helps students stay comfortable.
- **Integrate the Target Culture :** Introduce students to rich cultural information through including cultural content elements in courses so as to deepen their CA.

and developing language proficiency.

- **Improving The Teaching Materials :** Teachers should abandon traditional teaching techniques and replace them with modern ones like videos, visual aids, computers etc...

### **3.9.3. Recommendations for Students :**

- Involvement in Culture-Based activities and join clubs that focus on the foreign culture.
- Read about the target culture , watch shows and programs that display cultural elements ...etc
- Accept the foreign culture, and Take the positive sides neglecting the negative ones .
- run conversations and debates with classmates and colleagues.

### **3.10. Conclusion :**

The final chapter of this research paper is devoted to the fieldwork .It introduces the data collected from both students' questionnaire and teachers' interview, where it highlighted the aim of this research, the methodology applied and the research tools .The second part of the chapter was mainly concerned with data analysis, their interpretations and a detailed discussion ending with some suggestions and recommendations for both teachers and learners



## **GENERAL CONCLUSION**

## GENERAL CONCLUSION

The current research entitled 'EFL learners' cultural awareness and its role in enhancing their language competency sheds light on EFL learners' cultural knowledge, a new concept which has become integral in foreign language teaching recently .

It is known that Educators are interested in shaping students' linguistic skills rather than the cultural ones and the world has become a global village and people's interconnectivity has increased greatly despite their variations; thus, .it is necessary in addition to the linguistic knowledge to have the cultural one.

Due to all these factors, recent teaching methods shifted from the linguistic aspects to the cultural aspects which have been neglected for quite a long time .It was finally acknowledged that language cannot be taught without its culture and students can never use language appropriately and communicate successfully if they are not aware enough of the cultural dimension of the language they are learning.

The aim of this research is to examine learners' cultural awareness and its role in improving their language mastery .In other terms, it is to explore whether EFL learners', particularly master one students of linguistics at the university of Tiaret in the section of English are aware enough of the target culture and the role their CA plays in helping them to become competent in the foreign language acquisition.

This research work includes three chapters, the first one is the theoretical part of the work .It starts with definitions of the research basic terms such as language and culture ,cultural awareness ,ICC,CC .These concepts were defined and explained by a number of different scholars from different fields .This chapter main conclusion is the strong relationship of language and culture and the inevitability of incorporating culture in ELT as it is as important as the other skills of language .

The second chapter, is basically concerned with the context of the study .It tackles the situation of the English language globally and in Algeria in particular with its objectives and the effect it had on the global identity .It provides a comprehensive overview regarding a the EFL context at IBN KHALDOUN university and the subject of culture .This chapter has concluded that language and culture subject should be a fundamental subject not just in linguistics major but also in the other levels or majors .

The third chapter represents the practical part of this project it starts with a detailed description of the research aims, research design, participants and research tools .The second part of the chapter is concerned with the analysis of the obtained data with graphs and tables, their interpretations as well as a discussion of the main results ending with some recommendations for both teachers and students to develop their CA .

The results obtained have certainly confirmed our hypotheses that students' cultural awareness is under the required level due to the minor consideration of the cultural aspects in classrooms .This proved that integrating culture in classrooms courses is the primary tool to promote it. The more students are introduced to the foreign culture ,the easier it will be for them to achieve language proficiency and communicate successfully. Students cultural competence is as important as the other competencies that will contribute to make learners more competent in the English language .

Even though the present study achieved its major goals, it is worth mentioning the limitations encountered .First ,the results cannot be generalized due to the limited sample which means that other studies should be carried out at a larger scale .Second ,this research data could have been more accurate if a cultural knowledge test was used in combination with the other tools for more validity.

All in all ,we are aware that this is a small project ,but hopefully it makes a contribution to this area of study .This research results do not claim to be conclusive thus ,further research should be conducted .

## **Bibliography**

## **Bibliography :**

- ❖ Alfarhan, I. (2016). English as a global language and the effects on culture and identity. *American Research Journal of English and Literature* , 1-6.
- ❖ AL-Mossawi,O. (2017).*Communicative Competence* .University of Al Qadissiya
- ❖ Baker, w. (2009)*Intercultural awareness and intercultural communication through English:an investigation of Thai English language users in higher education,Unpublished doctorate,University of Southampton* .
- ❖ Baker, W. (2011). From cultural awareness to intercultural awareness ,culture in ELT. *ELT Journal* 66.1 , 62-70.
- ❖ Benmihoub, K. (2017). English in Multilingual Algeria . *world Englishes* , 1-22.
- ❖ Bennet ,M. (1998). *Intercultural Communication: Acurrent perspective yarmouth ME ; Intercultural press., VOL.1.*
- ❖ Benrabah, M . (2007). Language Maintennance and Spread . *International Journal of Francpohone Studies* , 193-215.
- ❖ Brown, H . D. (1987). *Principles of Language Learning and Teaching*. Englrwood cliffs: N.J prentice Hal agents.
- ❖ Byram, M. (1997). *Teaching and Assesing Intercultural Communicative Competence* . Clevedon: Multilingual matters Ltd.
- ❖ Cakir, I. (2006). Developing Cultural Awareness in Foreign Language Teaching . *TOJDE* , 154-161.
- ❖ Celce-Murcia ,M & Olshtain E. (2000). *Teaching English as a Second or Foerign Language*. Boston: MA,Heinle 1and heinle.
- ❖ Chauhdrey ,M (2013). Teaching Culture in EFL implications ,challenges and strategies . *Journal of Humanities and Scoial siences* , 20-24.
- ❖ Chomsky, N. (1957). *Syntactic Structures*. Monton: The hague.

- ❖ Crystal, D. (1997). *English as a Global Language*. Cambridge: Cambridge University Press.
- ❖ Harsch, C. (2016). Key concepts in ELT. *ELT Journal*, 250-253.
- ❖ Jiang, W. (2000). The Relationship between Language and Culture. *ELT Journal*, 328-334, Vol. 14.
- ❖ Khemis, I. (2015). The Inevitability of Incorporating Culture into an EFL Classroom: Case of First Year Master Students, Master Dissertation, University of Tlemcen.
- ❖ Krash, S. (1982). *Language and Culture*. Oxford: Oxford University Press.
- ❖ Lafayette, R. (1975). *The Cultural Revolution in Foreign Language Teaching, A Guide for Building the Modern Curriculum*. National Textbook Company.
- ❖ Mahdaoui, A. (2017). 'Towards an Intercultural Approach to the Teaching of Civilization in the Foreign Language Classroom'. Doctorate thesis, University of Aboubakr Belkaid, Tlemcen.
- ❖ Merrouche, S. (2006). The Place of Culture in the Teaching of English in the Algerian Middle and Secondary School. Doctoral thesis, Mentouri University, Constantine.
- ❖ Milliani, M. (2000). Teaching English in a Multilingual Context, The Algerian Case. In *Mediterranean Journal of Educational Studies*, 13-29.
- ❖ Quappe, & Cantatore. (2005). What is Cultural Awareness, Anyway. How do I Build It?. Récupéré sur [culturiosity.com](http://culturiosity.com).
- ❖ Redaoui, K. (2016). The Influence of Cultural Awareness on EFL Learners' Oral Performance. The case of second year LMD students of English at University of Mohammed Khider, Biskra.
- ❖ Rezig, N. (2011). Teaching English in Algeria and Educational Reforms, An Overview on the Factors Entailing Students' Failure in Learning Foreign Languages at University. *Social and Behavioural Sciences* 1328-1333.

- ❖ Saville, & Troike, M. (2003). *Ethnography of communication: An introduction* . blackwell publishing LTD.
- ❖ Sayeh, A & Chaudhery, M. (2012) English as a Global Lingua Franca International Conference on Education , Applied linguistics and Management UAE .
- ❖ Shaules, J. (2019). Deep culture , Intercultural Understanding and Embodied Cognition . *Intercultural Communication Education 2.1* , 1-19.
- ❖ Shaules, J. (2007). *Deep culture the Hidden Challenges of Global Living Multilingual Matters LTD.*
- ❖ Taylor, E. B. (1871). *Primitive Culture* vol 01 London John Murray , Albermale street.
- ❖ Tomalin, B & Stempleski, S. (1993). *Cultural Awareness*. oxford: OUP.
- ❖ Tomalin, B. (2008, December 11). *Culture the Fifth Skill* .British Council. Récupéré sur [https://www.teachingenglish.org.uk/article/culture-fifth language-skill](https://www.teachingenglish.org.uk/article/culture-fifth-language-skill)
- ❖ Tomlinson, B., & Musuhara, H. (2004). *Developing Cultural Awareness*. *MET* , 1-7.
- ❖ Wang, W. (2018). *On the Strategies of Enhancing Students Cultural Awareness in College English Teaching* . *English language teaching* , 116-120.
- ❖ Wardhaugh, R & J, Fuller. (2015). *An introduction to Sociolinguistics*. Oxford: Blackwell.
- ❖ Zughoul, M, R. (2003). *Globalization and EFL\ESL pedagogy in the arab world* . *Journal of Language and Learning* , 106-138.

## **APPENDICES**



## Appendix "A"

### Students' Questionnaire :

Dear students,

We would like you to be a part of our research which concerned with learner's cultural awareness and its role in language proficiency .We would like you to provide us with truthful and honest answers regarding the following questions .

**Instructions :** please, tick the appropriate box and make full statements where necessary.

#### Section One : Students' Personal Data

1.Gender

a.Male

b,Female

2.Age .....

#### Section Two : Respondents' Reflection on English Language Learning

3/ 1.Was English your first choice ? a.Yes  b.No

If yes ,is it because :

1.It is the language of technology and research

2. You have to master it for god job opportunities

3. To know more about its speakers and their culture

4/How do you assess your level in the English language ?

a.High

b.Average

c. Low

5/In your opinion ,are you able to speak\write the English language correctly ?

a. Yes

b.No

### Section Three : Students' Reflection on The Cultural Dimension

6/ In your opinion ,the term culture refers to

a. Art ,Music, Food..etc

b. The specific life style of a certain group including traditions ,customs

c. Both of them

7/ According to you ,does culture influence the use of language ?

a.Yes.

b.No

8/ Integrating Culture in EFL \ teaching and learning is significant ?

a.Strongly agree

b. Agree

c. Disagree

d. Strongly disagree

9/ What are the techniques that are used by your teacher in teaching culture ?

a.Culture Capsules

b.LiteraryTexts,Stories

.c.Board and chalk

### Section Four :Cultural Awareness and language Mastery

10.How do you define cultural awareness ?

.....  
.....

.....  
.....

11/ Are you aware of cultural differences between your mother culture and the target language culture ?

a. Yes

b.No

12 /Do you think culture teaching enhances your cultural awareness ?

a. Yes

b.No

13 /Is it necessary to know about the target language culture so as to master the English language ?

a. Yes

b.No

14 /Any further suggestions to your teachers in order to help learners in developing their socio-cultural knowledge ?

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

## **APPENDIX ‘B’**

### **Teachers’ Interview :**

**Dear Teachers’ ,**

We are currently conducting a research regarding EFL learners’ cultural awareness and its role in enhancing their language proficiency. We would be more than grateful if you could be part of this research by answering the following questions :

- 1.What is your educational degree ?
2. How long have you been teaching English ?
- 3.Do you think it is necessary to integrate culture in EFL teaching? ,to what extent ?
4. In your opinion, do you think that the English culture influences language use ?
5. Cultural awareness is an important dimension of culture ,do you think that culture teaching helps in raising students awareness of their own culture and the target language culture ?
6. Are students aware of differences between their own culture ,and the target culture ?
- 7.It has been proved that cultural awareness effects learners mastery of language .would you like to comment ?
8. What are the techniques that can be used to help students develop their cultural knowledge
9. Do you think that these techniques and materials are culture bound ?
- 10.Any further recommendations concerning the development of learners cultural awareness ?

**Thank you for your collaboration !**

## ملخص

تتناول هذه الدراسة تقييم الوعي الثقافي لمتعلمي اللغة الانجليزية ودوره في تحقيق الكفاءة اللغوية يؤكد البحث أن تعلم اللغة الأجنبية عموما بالتركيز على العوامل اللغوية فقط غير كافي بل يجب على الطلبة تطوير كفاءتهم ووعيهم الثقافي بالتساوي مع الكفاءات الأخرى لهذا ولتحقيق أهداف هذه الدراسة قام الباحث باختيار طلاب السنة الأولى ماستر تخصص لسانيات بجامعة ابن خلدون كعينة لدراسته حيث تم استخدام نوعين من وسائل البحث والتي تمثلت في استبيان إلكتروني للطلبة و مقابلات شفوية للأساتذة أظهرت نتائج البحث أن متعلمي اللغة الإنجليزية لا يملكون وعي ثقافي كاف و هذا راجع إلى إهمال العامل الثقافي و التركيز على تطوير المهارات اللغوية فقط لذلك وبناءا على النتائج نقترح دمج الثقافة الأجنبية في برامج اللغة الانجليزية و اعتبارها من العوامل الرئيسية في الفصل الدراسي كل من الطلبة و الأساتذة يجب أن يدركوا أن تدريس و تعلم اللغة الانجليزية من دون سياقها الثقافي و التعرف على ثقافة شعوبها لا يجدي نفعاً للمتحدث المحترف يجب أن يكون منوطا بكل جوانب وزوايا اللغة بما في ذلك الثقافة

الكلمات المفتاحية: الكفاءة اللغوية، الوعي الثقافي ، المهارة اللغوية

Cette étude traite de l'évaluation de la conscience culturelle chez les apprenants de langue anglaise et son rôle dans acquérir la compétence linguistique .La recherche constate que la centralisation de l'apprentissage des langues étrangers en général uniquement sur les facteurs linguistiques est insuffisante. Les étudiants doivent développer leurs compétences culturelle en parallèle avec les autres compétences .Pour cela et pour atteindre les objectifs de cette recherche ,le chercheur a s'sélectionné des étudiants de master première année comme échantillon pour ses études en utilisant deux types de recherche .A savoir un questionnaire électroniques pour les étudiants et des entretiens orales pour les enseignants .Les résultats ont montre que les apprenants de la langue anglaise n'ont pas asses de conscience culturelle par suite de négliger le facteur culturelle et centraliser l'apprentissage sur le développement des capacités linguistiques .Par conséquent ,sur la base des résultats nous suggérons l'inclusion de la culture étrangers dans les programmes de l' enseignement de la langue anglaise

Et la considérer comme élément essentiel dans le corpus. Les étudiants et les professeurs doivent saisir que l'enseignement de L'anglais sans sa contexte culturel et son découvrir la culture de ses peuple est inutile car ; le locteur professionnel doit connaitre tous les cotes de la langue, y compris la culture.

**Mots clés :** culture ,compétences linguistiques, conscience culturelle