

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Ibn-Khaldun-TIARET
Faculty of Letters and Languages
Department of Letters and Foreign Languages
Section of English



**The adaptation of Foreign language culture with reference
to English at the Algerian University level: Case study of
Master one student of the English section of Ibn Khaldoun
University of Tiaret**

A Dissertation Submitted in Partial Fulfillment of the Requirements for
the Master Degree in Linguistics.

Submitted by:

Miss BOUROUINA HOUNAIDA.

Mr. BOUMENDIL SAHRAOUI ADEL.

Supervised by:

Dr. AAYADA

Board of Examiners:

Dr. HEMAIDIA Mohamed	Chairman	University of Ibn Khaldoun, Tiaret
Dr. AAYADA Mohamed Amine	Supervisor	University of Ibn Khaldoun, Tiaret
Mr. TOUBIDA Mustapha	Examiner	University of Ibn Khaldoun, Tiaret

2022

Dedications 1

to my parents.

to all of my teachers especially Mr. KHAROUBI YOUNES.

to mentor Dr. HEMAIDIA Mohamed.

Dedications2

My dedication goes to my family and friends. to my parents and to my siblings for their help and support

Acknowledgement

We like to express profoundly our sincere gratitude to our eminent supervisor DR. AAYADA Mohamed Amine.

our thanks goes' to DR. HEMAIDIA, and Mr. TOUBIDA for having read our work, examined it and accepted to be members of the jury.

we want to thank all of our colleges that helped us during this research and its data collection mainly, Mr., BOUMENDIL ADDA, Mr. LABBAR SOUFIAN MADJID and Miss CHRAIAT SABRIN

Abstract

Mastering a language doesn't include only its linguistic aspects, but it also consists of its cultural ones. English as a foreign language has increased globally through teaching and learning processes. However, its culture has had serious impacts on students' attitudes, emotions, and values. To confirm this, a mixed method is adopted, including a questionnaire administered to 60 Master one students from the English section at Ibn-Khaldoun University, and a checklist directed to other students from the same level. It is a sort of corpus analysis implemented via providing them with English idioms and expecting their mutual understanding of the English culture. The findings reveal that the majority of students have learned the English culture only through recent tools, such as social media, media, novels, movies and songs. Subsequently, the aforementioned samples become aware of the significance of the target language and its culture, which should be implemented in the Algerian teaching English curriculum.

Key words and expressions:

Foreign language, Foreign culture, Culture integration, students' attitudes, Algerian curriculum.

List of figures:

Figure 1: evaluation of the language level37

Figure 2: language learning issues.....38

Figure 3: the language cultural integration within the curriculum39

Figure 4: students English cultural background.....40

Figure 5: students’ tools of cultural learning and acquisition.....41

Figure 6: sources of cultural information used by students.....42

Figure 7: intercultural communicative skills enhancement44

Figure 8: cultural gravity in studying a language.....45

List of abbreviations and Acronyms:

MSA: Modern standard Arabic

AA: Algerian Arabic

EFL: English Foreign Language

List of content:

Dedications 1 II

Dedications2 III

Abstract V

Key words and expressions:..... V

List of figures:..... VI

List of abbreviations and Acronyms: VI

List of content: VI

General introduction 10

Introduction..... 11

2. Aims of the study	11
Motivation:.....	11
3. Research questions	12
4. Research hypothesis	12
Method of investigation:	12
Process:	13
General introduction:	13
Chapter one:	13
Chapter two:.....	13
Chapter three:.....	13
General conclusion:	13
Chapter one	14
introduction	15
1. What is language?	15
2. Branches of linguistics:.....	18
2.1 Psycholinguistics:	18
2.2 Semantics:	18
a. Paronym:	18
b. Antonyms:.....	18
c. Homonyms:.....	18
d. Homophones:	18
e. Homographs:.....	18
2.3. Pragmatic:	19
2.4. Semiotics.....	19
2.5. Grammar:	19
2.6. Morphology.....	19
2.7. Syntax:	19
2.8. Sociolinguistics:.....	19
2.9. Discourse Analysis:	19
3. What is culture?	20
4. Types of culture:	21
4.1. The big "C" culture:	21

4.2. Small "c" culture:	22
5. Characteristics of culture:	22
5.1. Culture is learnable:	22
5.2. Culture is social:	22
5.3. Culture is transmissive:	23
5.4. Culture is different from one society to another:	23
5.5. Culture constantly changes:	23
a. Values:	23
b. Norms:.....	24
c. Prospective:.....	24
d. Prescriptive:	24
e. Folkways:.....	24
f. Mores:	24
g. Taboos:.....	25
6. Conclusion:	25
Chapter two.....	26
1. The relationship between culture and language:	27
2. social values vs British social values:	28
2.1 Social values:	28
2.1.1 Algerian social values:.....	29
2.2.1 Linguistic variety in Algeria:	29
2.2.1 Arabic language in Algeria:	29
2.2.3 French language in Algeria:.....	30
2.2.4 The Tamazight (Berber) language:	31
2.2.1.1 Diaglossia in Algeria:.....	31
2.2.1.2 Bilingualism in Algeria:.....	32
HELEN CLAPIN METZ (1993) described the language as follow:	32
2.1.2 British social values:	32
3. Cultural effects on Second\Foreign language acquisition:.....	34
3.1 Acculturation:	34
3.2 Intercultural:.....	35
Conclusion:	35

Chapter three.....	37
1. Introduction:.....	38
2. Research design:	38
3. Samples:.....	38
4. Limitations	38
5. Questionnaire design:.....	38
5. Data analysis of the questioner:	39
Conclusion:	51
General conclusion.....	52
Implications and recommendations	54
Resume.....	64
الملخص	64
Résume.....	64

General introduction

General introduction

Introduction

The understanding of one's language and its mastery often comes from living it through its culture, for they are two sides of the same coin. or carry each other in terms of usage and meaning, and by living the language through its culture we mean the use of that language in a daily basis and the integration of the language's culture in the situation one might find himself/herself in, and since we live in the society associated with the targeted language and culture we find it easy to understand them both and adjust according to them, however when acquiring or learning a new language we must understand the culture of the targeted language rather it is a second language or a foreign language to master it and understand the pragmatic or syntagmatic aspects of the language To have better control of the language in hand

students or learners of foreign languages often commit errors in terms of communicating orally or in a written form in case of expression or transcription due to their focus on the linguistic context when learning or studying a language in short; it is due to their grammar-based acquisition and the lack of awareness of some social conventions, therefore, students may not be able to reach a certain level of language mastery.

Aims of the study

This research aims to investigate the level of cultural understanding of the English foreign language learners of the department of Ibn-Khaldun and focuses on master one students to arrive at the amount of exposure the student has gone through during the past 4 years and the ways and methods they followed to adapt to that culture

Motivation:

The incentive behind this research work derives from our desire and curiosity to explore the importance of foreign culture in the teaching of foreign language, and the possibility of the implementation of culture-bound materials in the English teaching curriculum.

Research questions

To go deeply through the subject the following main question is asked:

Did the students learn about the culture during class or outside of the classroom? And What are the ways or technics followed by the students to adapt to the culture of the studied language?

This question implies the following sub question:

Did their own culture intertwine with the process of learning about the targeted culture and How can we involve the student in the second or foreign language culture?

These questions are asked in order to get a deeper understanding of the amount of exposure to cultural aspects that the students go through, and to have more information about the ways and the tools that students use for them to obtain more cultural knowledge. In addition, we want to understand the effect of having such knowledge on the inter-cultural communicative skills of the students

Research hypothesis

The following hypotheses are tentative answers to the research questions:

4.1. Students learn about culture outside of the classroom due to the daily use of social media and other types of media more than they do inside the classroom.

4.2. Due to the exposure to both the foreign language culture and their own culture, students enhance their intercultural communicative skills.

Method of investigation:

To investigate the foreign cultural back ground of the students at the English section of ibn-khaldoun university and verify the hypotheses students have been chosen as samples to realize:

- A questionnaire administrated to 60 master one students that asks and examines them about the cultural issues of the cultural learning with in a linguistic context inside and outside the classroom

Process:

This research work includes a general introduction, three chapters, and a general conclusion:

General introduction:

To introduce and explain the field of study and elaborate the motives and goals behind the research

Chapter one:

This chapter contains literature review and definitions of language, linguistics as a science and its sub branches as it also highlights literature review about culture and all that is related to culture such as its types and concepts

Chapter two:

This chapter will focus on the relationship between language and culture as it highlights the differences between the social values of foreign cultures and the Algerian ones as it explains the cultural effect of the foreign language within the Algerian linguistic context

Chapter three:

This chapter accommodates the practical experimental investigation, and the tools used to collect data and its analysis which appear in a form of charts and graphs, the aim behind it is to provide solid proof to either confirm or reject the given hypotheses this chapter can answer the first research question and support the second research question

General conclusion:

It contains a recapitulation of the work and a simpler elaboration of it to sum-up what has been mentioned in the previous three chapters.

Some recommendations are stated at the end of this dissertation

Chapter one

introduction

The issue of understanding the function of culture within the classroom is made more acute when the culture itself is the studied subject, before discussing cultural-specific or cultural-determinative aspects in Second Language Acquisition/Foreign Language Acquisition, it is a prerequisite for us to know what culture is. Some scholars believe it has a relation with the anthropological aspects of society such as the customs. Others believe it is relevant to the intellectual side such as art and literature according to Scollon and Scollon's definition.

As learners of languages, we are eager to find out all the possible methods to better our communication skills regarding a targeted language and to have a better understanding of that language and all that is related to it for use to ease the use of that language and ease the process of teaching that language to other individuals, and even so, some learners seem to miss that language carries culture along the way culture completes language, and for us to master a language we need to understand the culture related to it, and as it is noticed in the educational system of Algeria, language is looked at from a linguistic perspective and the situational context, as well as the cultural context, suffers a lack of attention, and students are not adequately exposed to culture for them to fully put the language they learn into use. So in this context, what is language? And what is culture? And what is the relation between the two? What is the effect of knowing more about culture on the use of the language related to it?

1. What is language?

A basic form of explanation language is a group of written symbols and utterances and vocal sounds that humans produce assembled to create and transmit/transfer meaning; these sounds and symbols are meant to be either expressive or informative. Thus language is divided into four elements and each element is studied in its linguistic academic disciplines:

0. Sound: a subject of study in the fields of phonetics and phonology
1. Words: a subject of study in morphology
2. Sentences: a subject of study in syntax
3. Meaning: a subject of study in semantics and pragmatics

According to HENRY SWEET Language is defined as a group of vocal symbols of individuals to speak and express their thoughts and concepts, It is likewise the speech sounds produced which are combined into words; words are joined into forming sentences

In society, people acquire a system of communication in their childhood including a gaggle of symbols including noises, to express their feelings, primarily they impart with non-linguistic means using different devices like gestures, sounds, and symbols

People acquire one single language as their natural language which is employed by their environment then they learned their second language under different conditions

Other creatures like animals are ready to communicate through vocal noises

The definition of language is consistent with different linguists:

According to NOAM CHOMSKY in 1984 Language is a natural capacity that native speakers have to know and form grammatical sentences, a language may be a set of finite or infinite sentences, each finite length constructed out of a limited set of elements, and according to WARDHAUGH, A language is a set of vocal sounds that are used to communicate amongst humans as it could be a human expression produced by different speech organs of personalities. also, language can be produced "Through speech organs, humans produce several expressions converted to language" PAT ANJALI.

Language is a system of oral or written symbols that humans use to communicate as members of social groups and participants in their culture. In other words, it says language could be a communication system through which people at large express themselves, Thus we can say that language could be a set of communicational rules or arbitrary vocal sounds through which masses communicate and interact with one another in their everyday lives according to Encyclopedia Britannica

Language is also defined as "a group of vocal symbols of individuals to speak and express their thoughts and concepts, It is also the speech sounds produced which are combined into words; words are assembled into sentences HENRY SWEET

In society, people acquire a system of communication in their childhood including a gaggle of symbols including noises, to express their feelings, primarily they impart with non-linguistic means using different devices like gestures, sounds, and symbols

People acquire one single language as their natural language which is employed by their environment then they learned their second language under different conditions

Other creatures like animals are ready to communicate through vocal noises

The definition of language consistent is with different linguists:

Another definition by NOAM CHOMSKY in 1957 says that language is the inherent capability of native speakers to know and form grammatical sentences, a language may be a set of finite or infinite sentences, each finite length constructed out of a limited set of elements

A language may be a system of arbitrary vocal sounds used for human communication and that is according to WARDHAUGH

"Language could be a human expression produced by different speech organs of personalities through speech organs, humans produce several expressions converted to language" PAT ANJALI

Language could be a system of conventional or written symbols through which mortals as members of social groups and participants in their culture communicate, In other words, language can be a system of communication through which people at large express themselves thus we can say that language could be a system of communication or arbitrary vocal sounds through which masses communicate and interact with one another in their everyday lives mentioned in ENCYCLOPEDIA BRITANNICA

Linguistics is the scientific study of the structure and development of the human language. it investigates how people acquire their knowledge about language, how this data interacts with other cognitive processes, they study the way to represent the structure of the varied aspects of language (such as sounds and meanings)

Department of linguistics 469 Kerr Hall University of California

2. Branches of linguistics:

2.1 Psycholinguistics:

Psycholinguistics, one of all the branches of linguistics; as a subset of science investigates how people acquire language and how we produce it, In other words, it's the study of language's mental aspects and speech, it took critically into how we represent and process language within the brain

2.2 Semantics:

One of the most important subdivision of Linguistics, is the study of meaning; it's to try to with the role of signs in a language. One of the interests of Semantics is the cogitation of meaning in terms of words and sentence relationships.

Some semantic associations between words include the following:

a. Paronym:

This type of synonym, it's to try and do with words related to meanings that even have great similarities in form.

b. Antonyms:

they are words that have the other meaning; they're words that mean the other of another word.

c. Homonyms:

A homonym could be identical in spelling and therefore the same pronunciation as another word but which has a meaning different from it.

d. Homophones:

A homophone may be a word that is identical in pronunciation to another word but which incorporates a different spelling and meaning.

e. Homographs:

A homograph could be a word that possesses identical spelling like another word but which features a different meaning and different pronunciation.

2.3. Pragmatic:

It is the investigation of the aspects of meaning and language use that are addicted to the speaker, the addressee et al. features of the context of utterances. It highlights the study of meaning within the interactional setting. It focuses on what implied meanings.

2.4. Semiotics

This branch of linguistics needs to do with the study of signs and sign-using behavior.

2.5. Grammar:

It is the body of prescribed rules which is geared toward guiding the utilization of a language; a faculty later came up, with the empiricist movement, which gave birth to the structural grammar-based their argument on what's observed and not what's defined.

2.6. Morphology

Morphology precisely studies the interior structure of words.

2.7. Syntax:

According to Edward j Vajda 'Syntax' could be derived from the Greek word syntaxis, which implies an arrangement, Syntax is concerned with the creation of phrases and sentences from words.

A major concern of syntax is the order of words which may be the main device for showing the link among words

2.8. Sociolinguistics:

Sociolinguistics is an interface between sociology and linguistics or language and society

It studies the patterns and variation in language within society or community it focuses on the way individuals use language Pacific socio-economic class, group, status, gender, or ethnicity and it's on how they create choices about the shape of the language they use

2.9. Discourse Analysis:

It is the investigation of the language of sentences; the analysis of features of language that stretch beyond the boundaries of sentence

Deborah Tannin is explaining Discourse analysis defined as “the analysis of language’ beyond the sentence’

So language deals with sounds as a subject of study that targets the diversity of sounds and their use in the process of their production under the field of phonology and phonetics, this study contributes to the acquisition of one of the four skills of learning a language which is speaking, these sounds are the vocal representation of meaningless written symbols (the alphabet) that are assembled to create a meaningful unit (a word), which is studied through morphology, these meaningful units or words are joined to create a functioning sentence studied under the field of syntax when the previous two fields join, they create what we call morphosyntax or commonly known as grammar.

When the morphosyntax is functioning perfectly the speaker or writer can transmit, express, inform, speak, write, and communicate a meaning which itself is studied as a subject in the fields of semantics and pragmatics? However, not all meaning can be communicated correctly regardless of the form of the sentence or the way of expressing that idea or meaning, because some words require a piece of certain previous knowledge or experience that makes us understand the word or the attended meaning

But what kind of knowledge are we talking about in this case? For our mental capacity to translate the sounds and the ensemble of symbols into the right meaning. It generally means that we need to have a certain amount of understanding of the background of that language such as the birthplace of the language and its vocabulary, the changes and history of that language, and the costumes of its birthplace and native speakers. All that is reduced into one word: Culture

3. What is culture?

Culture can be represented in so many forms and can represent so many things, concepts, ideas, beliefs, artifacts, and so on..., however, it is possible to say that culture is one of society’s identities and heritage of the previous generations.

the term Culture comes from the Latin word “*culture*”, and according to TUCKER (1931) the Latin word culture is derivative from the word *colo* (in infinitive colored) meaning to cultivate. Another possible object of the verb *colo* is *animus* (“character”). The expression would be referring to the cultivation of the individual’s character or the human character. Consequently, the Latin noun *culture* can be related to education and refinement. In an addition to that. And according to anthropological explanations, culture can be represented in objects created by individuals and can be conceptualized inside art objects, buildings, and some other visible cultural artifacts that have a purpose in their existence

But culture goes beyond artifacts alone, it can also be identified as a set of behaviors that a group of individuals follows or obey, thus societies have shown recognizable patterns of activities however it is not necessarily a law that actions or behaviors are followed by the followers of the formers. In another perspective, culture can be regarded as a set of meanings for it is defined as “*shared meanings that are encoded into the norms that constitute it*” by PEPITONE and TRIANDIS (p. 485). These previous explanations are all under the umbrella of subjective culture, when viewing culture as none touchable or non-visible ideas or thoughts or principles that reside inside peoples’ minds as it is introduced in Hofstede’s metaphor of *culture is mental programming or software of the mind*” in his book 1980. “Culture ... is that complex whole that includes knowledge, belief, arts, morals, laws, customs, and any other capabilities and habits acquired by man as a member of society”. (EDWARD B. TAYLOR, 1871:1) • “Culture is the ways of thinking, the ways of acting, and the material objects that together form a people’s way of life” (MACIONIS, 2012: 54).

4. Types of culture:

So culture as a concept is broad and can have many definitions depending on the context and in this case culture can be classified or divided into four types:

4.1. The big "C" culture:

Known as the objective culture of visible culture, culture has visible and unrevealed elements, the visible elements are represented in artifacts symbols practices, art, architecture,

language, color, design, traditions, and customs, and as previously mentioned it is the objects created by individuals and inherited and passed on through generations of the same group, as an example, learning of a group's history is learning of the group's big C culture, so any tangible object inherited or related to a collection of individuals is part of its objective culture

4.2. Small "c" culture:

Or the subjective culture is also known as invisible culture and it is the intangible part of the culture, which could include ideas, attitudes, assumptions, and beliefs., it is also all that is socially generated thoughts that are inherited from the norm and according to Management of Intercultural Relations in an Intercultural Organization by JOSE G. G. VARGAZ-HERNANDEZ (University of Guadalajara, Mexico) and JEANNE PAULUS (Christ Institute of Management, India). Small "c" culture is "a pattern of beliefs, behaviors, and values that are maintained by groups of people interacting". If given any examples of the small "c" culture politeness, body language, social status, daily routines, and expectations of how a conversation can function within the studied language can be the perfect examples

5. Characteristics of culture:

5.1. Culture is learnable:

Culture is socially transmitted from a group of individuals to an individual, so it is proper to say that Culture is a collection of learned behaviors that society teaches to its newest members for them to fit in and socialize, and it is done through parents, schools, and other means of socialization.

5.2. Culture is social:

Culture cannot exist outside of a group of individuals or a society, culture cannot be individual, it is only manifested or created in a process of social interaction and can only be developed in social interactions and shared among members of the same society, in simpler words, culture cannot exist in isolation, and from a sociological point of view, culture is shared and cannot be possessed by one individual for example beliefs and values or traditions are shared among a group of people that takes part of the same society

5.3. Culture is transmissive:

Culture is passed down from generation to generation. not through genes, through language, and it is one of the main characteristics of culture to ensure its survival and continuity.

5.4. Culture is different from one society to another:

Every society has its own unique culture, and every culture varies from one society to another

5.5. Culture constantly changes:

Culture may seem stable, but in fact, it is dynamic and subjected to slow however constant change as a response to the changes in the physical world as an assisting mechanism to help us adapt to those changes

Culture as an identity is formed of four vast components which are:

4. Values
5. Norms
6. Symbols
7. Language

a. Values:

Values are social guidelines that sum up the collective understanding of what is morally right and wrong, appropriate and inappropriate behaviors that supports our beliefs (**beliefs** are the thoughts and ideas that we e strongly hold to be true)

As an example, ROBIN M, WILLIAMS identified ten core values in the 1970' and they are:

8. Individualism (ability, work ethic, responsibility)
9. Achievement and Success (do better in life)
10. Activity and Work (“work in play,” active lifestyle)
11. Technology and Science (expectations from...)
12. Progress and Comfort (goods, services, and necessities)

13. Practicality and Efficiency (bigger, better, faster things)

14. Equality (class equality and opportunity)

15. Morality and Humanitarianism (aiding others in need)

16. Freedom and Liberty (self-explanatory)

17. Racism and superiority (value group above others)

b. Norms:

And we mean by it the set of rules that society developed for its individuals to follow and to show us precisely how and what to do in certain situations, what is permitted and what is forbidden, as an example our behaviors with our friends differs from our behaviors with our parents as it differs from our behavior in our workplace, Norms are divided into two components

c. Prospective:

Which is all that is prohibited or not allowed, the things that we shouldn't do or have, must not do or have, like smoking in a none smokers zone.

d. Prescriptive:

What is prescribed for us to do or what we were told to do or our duties that we were supposed to do such as paying back the taxes we owe.

And these Norms diverge into 3 types: folkways, Mores, and taboos

e. Folkways:

Refers to the daily customs, routine, normal interaction that can be broken without answering to consequences as an example not saying excuse me, or not shaking hands with someone in a situation that requires so

f. Mores:

And they are the norms that have a great significance and are subjected to a wide observation, violating these norms usually leads to imprisonment or out casting, in most cases referred to as crimes (murder, theft, rape)

Laws are considered part of mores, they are the formal standardized norms written in codes, forced by legislatures, enforced by a formal sanction made in orders to control individual behaviors, and if violated, the violator will be subjected to severe punishment

g. Taboos:

Taboos are stronger Mores that their violation is deemed exceedingly offensive and cannot be tolerated, and they are forbidden for any individual or group of people to commit such as incest or cannibalism however taboos differ from one culture to another other so what is prohibited in one culture may be allowed in the other culture, for example, the pork consumption or alcohol in foreign cultures is considered okay, but not in a Muslim community, it is considered a taboo in a Muslim community.

6. Conclusion:

We understand of what was previously mentioned that language and culture are deeply interrelated, and one cannot be learned without the other, especially from a semantic and a pragmatic point of view, for one to understand the language and unmistakably communicate with it, one must learn about its culture.

Chapter two

It has been argued that the problems that users of a foreign language experience are caused just as much by their lack of knowledge about social values, norms of behavior and cultural frames of reference as by their limited linguistic repertoire (THOMPSON 1993). Further more in this chapter is devoted mainly to explore the relationship between culture and language it also deals with a comparison study between the British social values and the Algerian social values which are extremely different one from the other including the linguistic diversity in the Algeria and more importantly the third section which contain the study of cultural effect on the second\foreign language acquisition.

1. The relationship between culture and language:

A big number of language researchers, have reorganized or years that language and culture are inextricably linked and impact each other in a variety of ways, they help each other in a variety of difficult situations and defend each other throughout battles, above importantly, they survived for generations by being intertwined. That mean a given language indicate the culture of a specific number of society's people everywhere in the globe .As a result without approach to a language it is hard to grasp that social group's culture, this is due to their deep link, both individually and collectively.

Learning a language entails not only understanding the grammatical rules word construction or order but also learning its society culture .As a result, cultural references should constantly be included in language instruction, however cultural identity could be marked such as house organization, dress or social institution through language despite the fact that the warp of language maybe extracted from the warp of culture, but the learners must grasp the whole picture.

According to (EYRAN, BOLULEVA Hi and WOGUE 2017, LIDDICOOD and SCARINI 2013) there is a general agreement on making culture as an inseparable element in foreign language pedagogy.

The absence of one element from the other one makes a huge gap in the learning system. However, it is rather difficult to integrate culture and language related practice in non-English speaking countries since communicative norm to tech is not similar to that of English as a second

language. (World English and culture in English as a foreign language EFL Education) p92 Furthermore, the observation of native speaker's behavior by language's learners (English foreign students) may help them to develop their cultural understanding the relationship between culture and language and its implication for EFL teaching) .

There is no doubt that is culture is integrated in foreign language learning directly or indirectly but the traditional educational way effect on how learners adapt the culture .For instance in civilization module using media in classroom to convey the religion ,clothes, architecture , gastronomy , the art of old Americans is more effective than teaching it with handouts. As a result language learners experience language culture as a consolidate element with a better understanding.

GRAEM.T 2003 explained in his book British Cultural Studies that different cultures may not only use different languages system but they may also, in a definitive sense, inhabit different worlds. Culture, as the site where meaning is generated and experienced, becomes a determining, productive field through which social realities are constructed, experienced and interpreted. (GRAEM.T.2003.British Cultural Studies.p12).

2. social values vs British social values:

2.1 Social values:

Social values are a social behavior which is decreased depending on social interaction. Rokeach has specified that the social values are supposed to be "relevant to all of the behavioral sciences and philosophy.

Furthermore, social values such as freedom social equality democracy success, national security, religiosity and helpfulness serve as rationalization functions in this regard. (EISER 1987 , SCHWARTZ, 1999) . However, EISER has reported that the social values are important aspects that help in apprehension of the deportment and the way of thinking and acting of the individuals. With the aim of this study it is extremely important to shed the light on the Algerian and the British social value.

2.1.1 Algerian social values:

According to DJERBAL , that the Algerian society is a mixture of cultures with different origins ,however Algeria possess common point of different civilizations; such as Middle-Eastern, European .(Djeral 2004)However one of the main important element in the Algerian social values is religion which is “Islam”.

Yesseldyk, Matheson and Amisman (2010), are on the point that the religious value is everlasting and distinctive .As a matter of fact most of the Algerian values male mention of rudimentary sources of Islam that incorporate of holy Koran and Suna (Djeral 2004).

Indeed, according to Commiscoglobal Consulting, the family is another social value that distinguish the British society from the Algerian one thus it is noticed in the Algerian society that the individuals are always surrounded by their family or group

Algerian society is known for its magnanimity and generosity. offering assistance to one another as well as strangers that distinguish Algerian society from other societies (BOURDIEU 1958).

As claimed by Oakes “Algerians are proud by being Muslims and do not hesitate to talk about their religion” (Zitouni.k.2019)

2.2.1 Linguistic variety in Algeria:

A great number of linguists have rated Algeria as a multilingual country where different languages and varieties are used in one society, moreover Algerian people speak different languages or different linguistic varieties (Arabic, Berber or French) which can be used together or separated (Aitsislemi2006).

2.2.1 Arabic language in Algeria:

Language is one of the main important elements that constitutes society, after the independence of Algeria, Arabic become its official language which gained important place as a first language. As MOKHTAR reported (2018) ,the language used in Algeria, namely Classical Modern Standard Arabic, Algerian Arabic, Berber and French.

M.S.A is introduced in administrations and educational system but it is never used outside the schools, however most of the Algerians speak the AA which is comely known as “DERDJA” (Kerna, 2018).

According to Mazouni (1969), “Algerian dialectal Arabic is a distinguishing feature of the Algerian people and the native language of the majority of the population”, he also suggested instead of dismissing dialectal Arabic, he thought it should be studied and used to help develop Modern Standard Arabic despite being the actual communication pillar, my respondents regard AA as a distorted dialect of MSA, linguistically, Algerian Arabic has undergone natural linguistic evolution process that has resulted in it being as distinct from MSD as modern French ,Spanish or Italian are from Latin.

2.2.3 French language in Algeria:

In compliance with BELARBI French colonial rule over Algeria spanned 132 years moreover the French language has a big impact on the Algerian people. In the mean while the French language become the official language of the Algerian and making the Arabic as a foreign language. Many poets talked about the impact of French language in the Algerian society, and how the Algerians understand French and use it in specific situations known as situational shifting (BLOOM and GUMPERZ).

After the independence of the country the Arabic become its official language but the French is still until now present as a second language in Algeria (BELARBI.K).

ABOU DJARRA SULTANI mentioned in the conference of the Francophone in 2002:

“... We are a Francophone country, even if the constitution

Says the Arabic is the official language, that does not prevent

70% of the Algerian from knowing French ... Algeria is the second

Francophone country after France itself! (DJOUDI2017).

As a concluding remark, Algerian and others countries still using the colonial language as first or official language, many countries across the globe, particularly in Africa and South

America continue to use the colonial language as an official or second language. Brazilians speak Portuguese as their official language because their country was a Portuguese colony for over 400 years, Argentines speak Spanish, and many Africans countries communicate in English or French as an official or second language (BORMI.IMAD.2016.P34).

In this context, Heggoy (1973) said:

“The attempt by France to control Algerians through the assimilation of Algerians into French culture was no more clearly demonstrated than in the field of education .The imposition of French educational norms and the denial to the Algerian of this legitimate cultural identity through the controls of language curriculum , and methods of instruction reveal the colonist policy in its most distinctive .The French supplanted Arab educational values and moved to affect and maintains Algerian subordination through structural changes or pre-colonial education and implicit challenges to the spirit and direction of this education”.(Bacher,2013,p21 cited in Heggoy,1973).

2.2.4 The Tamazight (Berber) language:

According to the sociolinguistic ALI CHAOUACHE, Berber is the second language spoken by the majority of Algerians, however the term of Berber used to refer the earliest inhabitants of North Africa before the arrival of Arabic speaker’s invaders. , moreover Berber dialect is divided into many different groups in different areas of the country but the main groups are the Kabyles who are living in mountains of the Algerian east in Tizi Ouzou and Bejaia (ALI CHAOUACHE 2006).

It is also worth noting that the new Algerian constitution marks a historical turning point in that recognizes Berber as a national language and an integral part of Algerian linguistic and cultural identity .Article 3 a (adopted April10, 2002).

2.2.1.1 Diaglossia in Algeria:

In linguistic diaglossia is defined as a dispensation of two or more language varieties .One forms contemplate as high and another as low (SEYALIC2019).

CHAOUACHE defined diaglossia as a linguistic situation where two varieties of the same language exist to fulfill different social functions (CHAOUACHE2006.p6-7).

Moreover on the report of GUMPERZ we may be members, we may be members of the same community and understand each other, but we may have different ways of speaking.

2.2.1.2 Bilingualism in Algeria:

According to RAMPTON, bilingualism is defined as the ability to use two different languages fluently however the speaker master the two languages which he appear as a native speaker. From above we could understand that being bilinguals' means using two languages simultaneously. Furthermore the Person could be bilingual either by growing up using the language or learning another language after their first language (RAMPTON 1990).

Before the French colonialism, in Algeria Berber and Arabic were the only languages used in the Algerian society, until the colonialism imposed the French as a first language in Algeria (BELARBI.K). Moreover nowadays the Algerian Bilingualism can take different forms.

Bilingualism started when the Algerian acquired French people who were divided into two groups, either by the educated people who master both languages or by the illiterate people who can understand both languages but cannot read and write them correctly.

HELEN CLAPIN METZ (1993) described the language as follow:

“Arabic official language and spoken by vast majority; French widely spoken; Bilingualism common. Berber-spoken in a few isolated Saharan communities and in tell hill villages”.

2.1.2 British social values:

Identified particularly with the European Social Fund British values reflect life is modern Britain, however the social values of the Britain society are divided into four main elements.

Respect and tolerance are of the supreme in the English culture and everyday life.

Unlike the Algerians the British people are not sociable. Indeed many research reported that the English people have negative attitude toward the non-English populations

GRAEM had devalued the idea of RAYMOND WILLIAMS and E.P THOMPSON who thought that determining forces could be defied and history could be influenced by radical individual effort .Their study was firmly focused on the English oddities .Culturalism seemed to be the home-grown, British alternative to structuralism, which had taken on a distinctly European, even foreign appearance (Graem.t 2003).

Beside ,ALISON PARK.2013, explained in his book(British social values) that Christianity is not the only religion in UK furthermore the proportion of people who say they follow a religion other than Christianity tripled, from 2% to 6%.Britain's religious landscape has shrunk while becoming more diverse (ALISON.P,CAROLINE.B,ELIZABETH.C,JOHN.C and MIRANDA.P).

Last but not least it is obvious that the Algerian and the British society do not share any common social values such as the religious one (ZITOUNI.K2019).

It is absolutely necessary to provide a glance at the idea of ALISON PARK, CAROLYN BRYSON, ELIZABETH CLERY, JOHN CURTICE and MIRANDA PHILLIPS (2013) who claimed that most people readily identified with a religion and a political party in the early 1980s.Only half (52%) of people today identify as religious (the change most entirely accounted for by a decline in identification with the Church of England).

3. Cultural effects on Second\Foreign language acquisition:

A research of Lahore University in Pakistan reported that the second language acquisition is more difficult than first language for many reasons one of the main factors is “Culture”. Moreover the cultural impact makes a serious problem in understanding a new language (AMILA MUBARAK, ABDUL BARI KHAN, MUHAMMED AFZAL, HAFIZA SANA MANSOOR and RAMA BATOOL, 24 NOVEMBER 2015).

According to ALISON and VINING 1999, language effect culture, language is the way how we present our ideas and thoughts, and these could change depending on which cultural stands are dominant at any moment. When a language expands, so does its culture. A clear advantage of human language as a learned symbolic communication system is its unbounded flexibility however; the word meaning could be altered, resulting on the creation of new symbolism, as it is, for instance, the United States culture is comprise of numerous different cultures and languages .Each of these distinct cultures is influencing American culture. A countless new words are being introduced into everyday American speech furthermore; people comprehend them because they have already a part of “local culture”(ALISON and VINING 1999).

In other hand numerous studies reported that culture is one of the main factors that could effect on language learning (FREIRE and SANZ, 2013).

As it was mentioned in the beginning of this chapter the culture and language are extremely interrelated .MEAD (1974), had evaluated the importance of the idea of culture. However language, beliefs values, norms, customs, dress, roles, knowledge, and skills, and all that other things that people learn in any given society are all covered by the concept culture.

Indeed culture is passed down from one generation to the next through the socialization process, which is known as social inheritance. Beside TRIANDIS (1974), shed the light on the position of culture by claiming “Culture is to society what memory is to individuals” P.1.

3.1 Acculturation:

SALKIND, 2008 defined acculturation as a complex process that includes the phenomena that occur when groups of people from different cultures come into constant firsthand contact, resulting in changes .In either or both group’s original cultural patters(P.8). In particular term in

foreign language learning acculturation appears in the context of F.L student when they are affected by the second language culture.

According to DAVID's research (1986) "Students learning English in the United States must speak English at all times and should not utilize their native language whatsoever, even at home".

As LADO (1957) explains in his book linguistic across cultures, foreign learner's has numerous struggles. Even though languages differ is syntax, pronunciation, and structure, it can be assumed that learning a second language is aided whenever there are similarities between that language and the learner's mother tongue. Perhaps cultural support and understanding can help to resolve languages differences and reduce learner's stress.

PAUL.N 2003, states the literature related to the cultural adaptation of strangers to a new culture is examined. Definitions, models and cultural studies are discussed. Communication is viewed as the major underlying process as well as an outcome of the acculturation process.

3.2 Intercultural:

It is important for English Foreign Learners not only to master both their first and second language but to perform in more one cultural setting (first language culture and second language culture) in different explanation this phenomena is defined in one term "intercultural" which refers to the meeting of two cultures or two languages within the same country. "They are based on the equivalence of one nation-culture-language" (KRAMSCH 1998.P 81).In a simple definition it is the meeting of two different cultures or two different languages. Therefore the intercultural speaker is a person who can perform in more than one cultural setting without causing or becoming embroiled in situations of misunderstanding and conflict; thus someone who can "mediate" between cultures. (BYRAM, 2002;2003;2008;CORBETT,GOHARD6RADENKOVIC et al.,2004; SPTIZBERG and CHAGNON,2009).

Conclusion:

Without any doubt, social values differ from one country to another. Each one hold specific and unique features that characteristic it from others. On the top of that, language culture considered

among that factors which impact on individuals, this mean that the second\foreign language learners are influenced by its culture (SALKIND.N2008).

Chapter three

1. Introduction:

The purpose of this chapter is to investigate the cultural adaptation of EFL among the Algerian students sounding to put our hypothesis to the test and come up with an answer to our research questions, in this chapter we will go through the process of collecting the data and data interpretation, in addition, it will also describe the tools used in collecting the needed information.

2. Research design:

the goal of this research is to highlight the amount of cultural exposure the students get through inside and outside the classrooms, for us to understand how and why some students adapted to the EFL culture better than others despite the cultural interference of the Algerian culture and even though all students went through approximately the same academic journey.

3. Samples:

This study targets first-year master's degree students considering the amount of exposure they went through in their four years of study of EFL, these students are required to answer the question depending on what they went through in terms of cultural and linguistic studies.

4. Limitations

In terms of data collection, we have faced some obstacles such as time limitation for we couldn't work without the pressure of the lack of time, and other limitations made the process become slow passed and one of them is the samples taking a tremendous amount of time for them to answer and in most cases not answering at all

5. Questionnaire design:

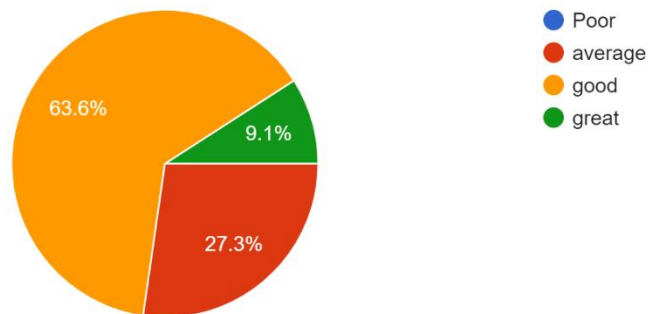
Students of master one were asked to answer an online questionnaire that contains eleven questions, the questionnaire contains multiple types of questions and each type helps to clarify the results' analysis such as "yes, no" questions, multiple choices questions, checkboxes questions, and open answer questions, we chose to put the questioner online to ease up answering it on students in case they lived too far or had any sort of other difficulties and for us to give more access to students and giant more accurate readings in terms of data analysis, students were asked to contact us in case of any ambiguity.

5. Data analysis of the questioner:

5.1. Question one: how do you evaluate your English level?

All students who participated in this questionnaire were asked to evaluate their level in speaking the language (EFL) according to their opinion and were given four choices (poor, average, good, and great). According to the collected data 63.6% of the students answered with “good” and only 9.1% chose to answer with “great”, the other 27.3% chose to answer with “average” but none answered with poor as is shown in the chart below.

How do you evaluate your English level?
22 responses



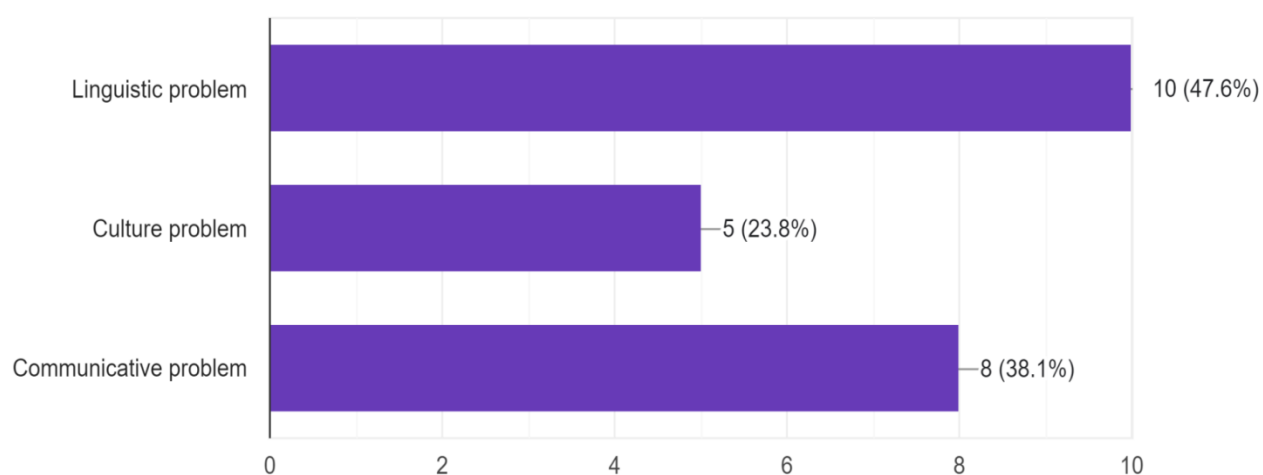
5.2. Question two: what kind of problem have you faced while learning the language?

In this question, the respondents were asked to choose one of the three proposed answers and in some cases, the respondents were allowed to choose two, “linguistic problem” which refers to a misunderstanding in some of the linguistic concepts, and “cultural problem” which is the issue that we target in this research, and it refers to a misunderstanding of a language culture-related concepts such as misunderstanding a situation all because it is related to culture, and “communicative problem” this one refers to maybe one of both previously proposed answers or else which leads us to the idea that the respondent doesn’t understand why he cannot communicate with the targeted language, he/ she only understands that there is a problem preventing him/her from communicating with the language

And according to the data in hand, we found that 47.6% still face linguistic problems, and 23.8% face cultural problems, and when comes to the third choice had a percentage of 38.1% which means that some of the students chose both answers and after a lookup, we found that the students that chose both answers are two that chose cultural problems which can be a support to the validation of our hypothesis and all is shown in the chart below.

What kind of problem have you faced in learning EFL (english foreign language)?

21 responses



5.3. Question three:

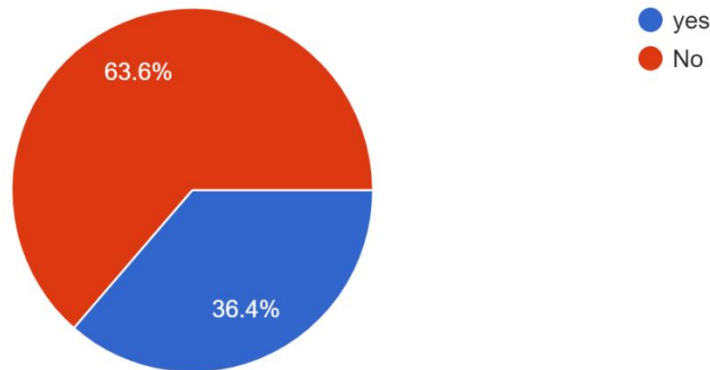
Do you think English culture is well integrated into your studies? Why?

This “yes, no” question was integrated into the questionnaire to see if the samples are aware of the amount of cultural exposure that they go through during class, and the way of

justifying the answer is meant to elaborate if the samples are aware of their knowledge

Do you think English culture is well integrated in your studies?

22 responses



As is shown in the chart above, 63.6% of students think that culture isn't integrated into their studies as much as it should be despite the fact that most of those who answered the previous questing with problems other than cultural problems take a huge part of this group

And the rest of the 36.4% agree, and when taking their explanation or the why they used as an through ways and tools outside of school or the university, for example and we quote one of the elaborations: ***“We don't know so much about their culture, we concentrate mostly on the language itself, grammar and so on”***, another explanation why they disagree is that one of the samples personal experience with learning culture related to EFL in this case, ***“I didn't learn english from school to be honest , it was more from social medias , mangas..etc , English in school won't help me for anything except for conjugation maybe”***, and for the rest of the 36.4% that agreed have given reasonable explanations, however, one of those explanations was paradoxical for it supported the fact that this person has learned more about culture through tools outside classroom then inside as it is quoted: ***“I believe the usage of expressions, memes, jokes, and quotes is a sign of relatively good understanding the foreign language.”***, and that could also mean that some students aren't aware of the way they learned about culture and how they adapted to it.

5.4. Question four:

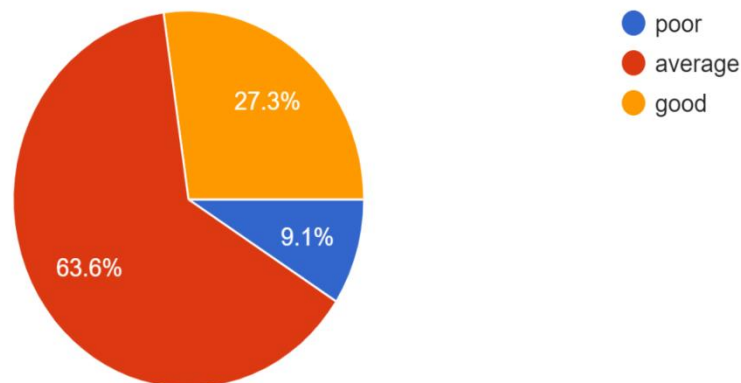
What is your cultural level of knowledge?

This question aims on clarifying the samples' awareness of their knowledge in terms of cultural aspects related to language to see if students are in knowledge of how much they know about EFL culture, and as it is shown in the chart below, 63.6% classified their knowledge as average, 27.3% classified it in good, and the lowest percentage was classified in the poor category and it took 9.1% of the chart.

According to the answers, the students who classified their knowledge as poor are the ones who answered the second question as to the ones who suffer from cultural problems

How is your cultural level of knowledge?

22 responses



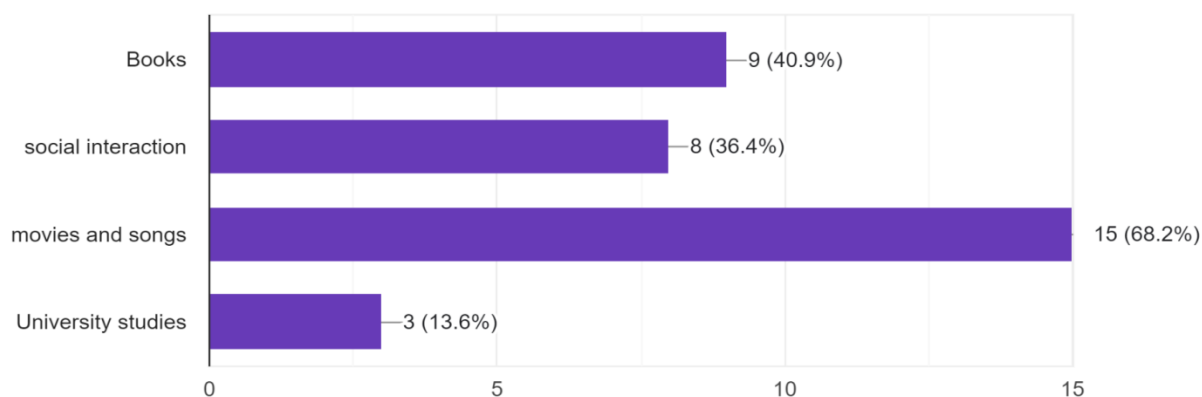
5.5. Question five:

How do you get involved with or learn about culture?

This question was asked for us to understand the tools and ways EFL learners acquire knowledge about culture, in this questions multiple choices have been given such as books, social interaction, movies and songs, and university studies and these choices are some of the probable resources that the samples have learned about culture from.

How do you convey English culture?

22 responses



As it is shown in the previous chart 68.2% of the samples learned about culture from movies and songs and most of these samples also chose “books” as a source of learning with a rate of 40.9% as well as social interaction with a percentage of 36.4% as it is shown in the previous chart, “University studies” took the lowest rating of 13.6% out of all which can only mean that most of the samples learn about the cultural context outside of the university more than the inside.

5.6. Question six

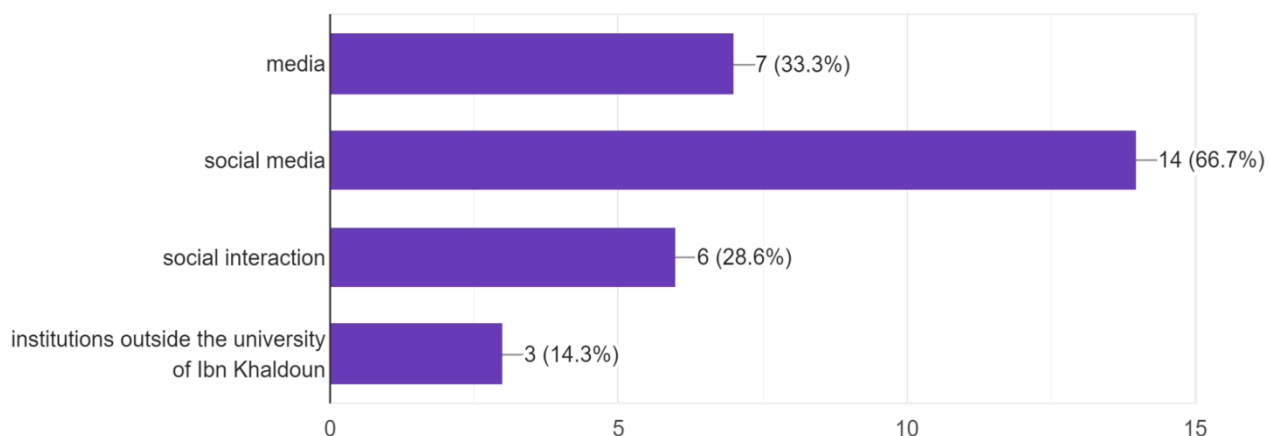
Have you learned about EFL culture through the next tools?

This question was made to acquire more detailed data about the sources of cultural acquisition and also had multiple choices that a sample can choose from, all samples were allowed to choose more than one choice in case of using more than one source, and these choices are:

- “media” with the percentage of 33.3%
- “social media” with a percentage of 66.7%
- “Social interaction” with the rate of 28.6%
- “institutions outside the university of Ibn Khaldoun” with the rate of 14.3%

have you learned about EFL culture through the next tools?

21 responses



This confirms that learners are exposed to culture through media and social media or anything related to the internet since it became the first place to go when curious about something.

5.7. Question seven

What are the ways you learned about EFL culture outside the classroom?

This question has been added to the questionnaire to gain more information in case students or samples had other resources that we haven't mentioned and this question was left as a WH question with an open answer to let students explain freely and express them selfs about their sources and the answers were:

- Movies
- YouTube
- Movie//books//traveling
- Specifically, cultural aspects of the language being learned must be taught concurrently with the linguistic aspects
- Films and music
- Films, books, magazines, newspapers, the internet, social media...etc.
- Movies and music

- Videos of people using the language talking about different topics.
- music, different accents and some of the history, how they socially interact in different situations
- Movies, documentaries, vlogs, songs, books.
- Movies, songs, social interaction, books, university studies, work
- Watching videos and reading books or articles
- Movies, social media, times books
- Songs, movies, documentaries, speaking to natives
- social media
- YouTube
- Social media /books/channels
- YouTube and books
- Reading books, articles
- Social media and online books

In all of the past few examples studies that involved the university was mentioned only once as is obvious.

5.8. Question eight:

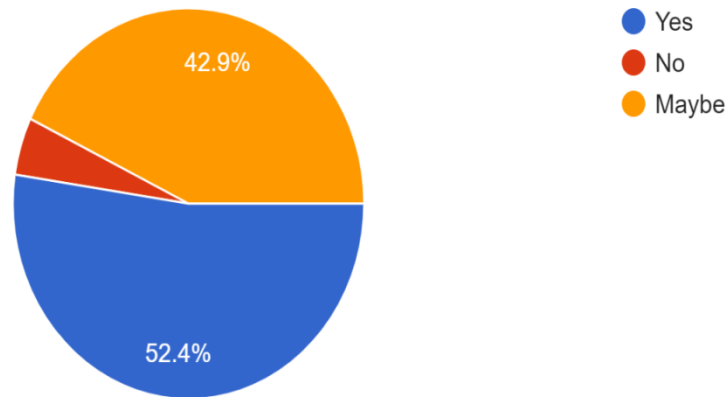
According to you, do learners with different cultural backgrounds possess a better communication level?

This question is a “yes/no” question that clarifies if rather the samples understand the way culture and language affect one another and as it appears in the chart below 52.4% of the samples agreed that obtaining a cultural background of the language to add makes one a better communicator, however, only 04.8% disagreed and the rest of the samples (42.9%) chose to

answer with maybe as it is shown

According to you, do learners with different cultural background posses a better communication level?

21 responses



5.9. Question nine:

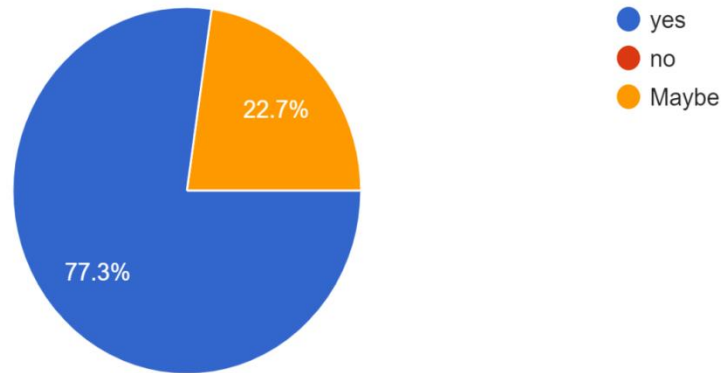
In your opinion, is it important to study culture to increase your language level?

This is another "yes/no" question, however, this one requires elaboration asked from the samples to give to support their opinions and as it is clear on the chart below 77.3% agreed and answered with yes, and the rest of the 22.7% of the samples answered with "maybe" and

there was no rejection nor disagreement.

In your opinion, is it important to study culture to increase your language level?

22 responses



5.10. Question ten:

As an EFL learner, what are the aspects that you are interested in when it comes to the culture of the native English speakers?

This is an open question that has been included within the questionnaire to understand the interest of the sample in learning the EFL related culture and we chose to make it an open question to have the precise aspect of culture that the samples are generally interested in learning about , as it is showing in the answers below. Most of the answers are related to objective culture

- Food, clothes, knowing the norms in general
- Speaking skills communication history,
- Teaching Culture in the EFL/ESL Classroom
- Music and fantasy
- Society and people
- Cinema maybe
- I think the origin is the origin and the meaning of the words or the expressions especially the tones classical or idioms

- Podcasts, videos, books
- the daily life routines and how they see according to their culture
- I am interested in are laws and beliefs since they represent the overall Expressions
- Expressions are an aspect that practice History interests me
- History, tradition
- I'm not interested in a specific aspect of the Culture, I just like to learn in a global way
- IDK, maybe idioms, slang, or tone...
- I don't know if to be England
- History skills/communication
- Speaking skills/communication
- History of the kingdom
- Everything I guess
- Customs and art

5.11. Question eleven:

What do you understand of the idiom below?

In this exercise, the samples were required to explain what they understood out of five idioms related to EFL culture that without any cultural background it is impossible to understand, the expressions are:

1. a storm in a teacup: and it refers to a certain exaggeration of a small matter
2. Do something at the drop of a hat: it refers to a quick response to a certain event
3. Don't cry over spilled milk: refers to the regret of an uncorrectable mistake
4. He has bigger fish to fry: refers to the bigger problem or issue that one has to the point where he/she cannot deal with something else
5. Kill two birds with one stone: this expression exists in both Algerian and foreign cultures and it is to achieve two things with the effort of one

Even though the expressions are clear to some extent most of the samples faced difficulties answering them and some of the samples even chose not to answer as they left it blank: the answers to each expression or idiom will be shown below:

❖ **A storm in a teacup**

- ❖ No idea
- ❖ Amplifying small and unimportant things
- ❖ I understand nothing
- ❖ I think it's about feeling angry maybe
- ❖ situation in which people are very angry or upset about something that is not important
- ❖ Being angry about a silly thing
- ❖ When someone's upset about something not important
- ❖ IDK
- ❖ I don't understand anything

❖ **Do something at the drop of a hat**

- ❖ Immediately
- ❖ I don't know the meaning
- ❖ I understand nothing
- ❖ Don't waste the chance... benefit from it
- ❖ We use it when we are willing to do something
- ❖ Do something at the last minute
- ❖ Doing something without hesitating
- ❖ IDK
- ❖ Immediately?

❖ **Don't cry over spilled milk**

- ❖ Don't be sad about simple matters
- ❖ there's no point in being upset over something that has already happened and cannot be changed
- ❖ Don't cry for something useless
- ❖ Don't be sorry for the past and move on
- ❖ I understand nothing

- ❖ It's okay... Don't blame yourself for something that already happened
- ❖ being upset over something that has already happened and cannot be changed
- ❖ Don't be upset about something that has already happened
- ❖ Don't cry over something that's not important at all
- ❖ To stop complaining about something that happened in the past
- ❖ don't cry for nothing

❖ He has bigger fish to fry

- ❖ He is a layer
- ❖ I have something more important to do. Being important and having importance
- ❖ He got more than what he needs
- ❖ He has an important thing to do or an opportunity to take
- ❖ I understand nothing
- ❖ He has a better work to do
- ❖ He's not available, he's busy doing important things
- ❖ To have an important thing to wait for
- ❖ when someone has more important things to do or a bigger problem to solve
- ❖ Has a good opportunity
- ❖ he has better things to do (I understand it the same way as « j'ai d'autres chats à fouetter » in French)

❖ Kill two birds with one stone

- ❖ Don't waste time
- ❖ to achieve two things by doing a single action
- ❖ Achieve two things with less effort
- ❖ Do 2 things with the efforts of one, realize things with fewer efforts
- ❖ Neither this one
- ❖ Be smart and take the opportunity for something
- ❖ Doing important duties simultaneously without dealing with everyone individually.
- ❖ Achieve two aims at once
- ❖ Doing two things at the same time
- ❖ To achieve two things at the same time. As it is in the Arabic language

❖ I don't know.

As it is shown in the previous answers, most samples couldn't understand the given idioms and that is due to the lack of exposure to the cultural background of the studied language, there for it is hard for them to adapt to any expression that has a relationship with their culture, not to mention those who left a blank answer or chose to write “ IDK” which means “I don't know”, “I don't understand” or “it's unclear”, however, there are some answers that are close enough to the attended meaning to understand that they possess enough knowledge about culture for them to understand the given expressions,

Conclusion:

this chapter confirms that first-year master student's cultural awareness is affected by external factors such as social media and other types of media and isn't implicated enough in their university studies which explains the difference in the cultural comprehension, and is affected by the Algerian culture which makes it difficult for students to understand English expressions for the reason that they try to understand it from an Algerian perspective and according to the answers of the questioner, some of the students that has a certain amount of knowledge about EFL cultures showed that due to the exposure to both the foreign language culture and their own culture, they have enhanced their intercultural communicative skills which made it easier for them to explain the given idioms at the end of the questionnaire.

General conclusion

The aim of this research is to investigate the ways or technics followed by the students to adapt to the culture of the studied language rather in classroom or outside the classroom and the amount of knowledge they have acquired through it, this work is divided to three chapters the first and second chapters consists of literature review and the third chapter focuses on the practical side of the research including the method, and the tools of the research as well a the data collection and the data analysis and the samples that this work was based on.

It has been confirmed that students tend to learn more about the culture related to language through social media and other types of media more than any other tools used to understand and adapt to that culture despite the interference of their own culture which affect their intercultural communicative skills, this can only mean that the way students learn about culture is incomplete, thus they learn more about the objective culture of the language such as literature or history (the module of literature, the module of civilization), but they don't get to know enough about the subjective culture such as the values and the way native speakers normally behave in certain situations depending on their culture and its relation to the use of language, in that case students turned to social media and other modern medias for them to get a closer look on the culture which answers the first three questions and confirms the first hypothesis which are: What are the ways or technics followed by the students to adapt to the culture of the studied language?, Did the students learn about the culture during class or outside of the classroom? And how? Did their own culture intertwine with the process of learning about the targeted culture?

The hypothesis is: Students learn about culture outside of the classroom due to the daily use of social media and other types of media more than they do inside the classroom

And as it is shown in the third part students that know more about both of their cultures have better capability of understanding terms that are related to language which causes some sort of ambiguity to other students and that confirms the second hypothesis that says that Due to the exposure to both the foreign language culture and their own culture, students enhance their intercultural communicative skills and that means that students that are more aware of both the culture they study and the their own and in case they know more, their intercultural communicative skills will be more advanced or enhanced then the other students but the question is, how?.

Implications and recommendations

This study is intended to focus on the cultural adaptation of EFL learners despite the existence of their original culture which interferes with learning the targeted culture, the findings of this research show that most of the students that participated in the questionnaire have learned about culture through social media and other ways outside the university which supports our hypothesis, and this study has recommendations that could enhance the cultural adaptation within the students the university and their intercultural communicative skills. First, lessons culture can be implemented in the curriculum of the L1, L2, L3, and M1 students that involves lessons about both objective culture, and subjective culture in a relation to language which can help students understand the values and the daily life use of language within a cultural context. Second, since the majority of the student that learned about culture shared the same source which is social media and all other types of media, online teaching can take part in social media as a supporting program student can take part of for them to enhance their intercultural communicative skills, and possible platforms that are adequate for such thing are, discord, zoom, messenger...and other popular social media

As for the students, they need to try to understand the culture of the language learned for them to understand how and why some expressions and idioms are written in such a manner, and reading books on anthropology and researching this science may be of great help.

References page

Alison Parle, Carolyn Bruyson, Elizabeth Clery, Jol en Curtice and Viranda Philips (2013) British Social

Ali Chaouch I 2006 a Sociolinguistic study of French magister dissertation in Sociolinguistic University of Oran P05

Alison and Vining 1999

Aitsiselmi 2006

Bloomfield Leonard (1914): An introduction to the study of language by Henry Holt and company

Bloom and Gunpers (Algerian understand French....)

Bloom IP Gunpers IJ. Social meaning in linguistics, hymes D editions New York

British cultural studies page 23(GREAM TURME R)

Bourdein 1958

Belarbi K plurilingualism and the status of French in the Algerian profile Ibn Khaldoun UNIVERSITY

Chomsky, Noam (2000): The Architecture of Language, Oxford: University Press

Culture and society 1958

Commiseco Global conultin LTD 2020 Afghanistan language, culture, costumes and Etiquette

Djoudi 2017

Encyclopedia Britannic a: language \Definition, Characteristics and alter

What is linguistics

Eiser 1987, Jerbal 2004

European Union (European social fund funded by G.M.C.A

Frier 2003 and Sang 2013

Greem. T 2003 book British Culure, cultural studies third edition page 10

Greem. T. 2003. British cultural studies. 12

Hocket C f (1960) Logical consideration within the study of signal, In Animal sounds and communication (eds, Lanyon, W, E, Tavalga W, N, editors), pp,392-Washinton, DC; American Institute of Biological Sciences

Helen Clapin Metz 1993

Intercultural communication studies 2003 lackey acculturation (Christian university)

Kerna.M 2018 Department of Sociology University of Oran Algeria

Lyon John (1981; a language and Linguistics: Cambridge press

Lado 1957

Mokhtar Vierma Universite d'oran2 Mouhamed ben Ahmad 2018 (the linguist friction in Algeria)

Mead 1974

Paul Willis pp185_6

Rinelan and Wrinston 1972, 184 page

Rokeach 1973, p326

**Rampton B 1990 displacing the native speakers Expertise affiliation and inheritance
ELT journal 44.97_101**

**Salkind, N, J 2008 encyclopedia of educational psychology; vol 1, 2 Los Angeles, Calif
(U.A.S.A.G.E)**

SEBAA, R(2002) L'Algerie et le language Francais

SPOLSUV,B(1998)

Sociolinguistics. Oxford University press. Siclard and Raymond

Salkind 2008

Salkin 2008 page 405

Tayga 1999

Zitouni. K 2019 Thesis for the degree of LMD doctorate in applied linguistics (the impact of English language and its culture on learner's personality and social values)

ONLINE References:

- <https://eric.ed.gov/?id=ED415565>
- <https://www.facinghistory.org/resource-library/identity-and-individuality-exploring-art-literature>
- <https://eric.ed.gov/?q=elt&pg=57&id=EJ1312523>
- <https://sites.google.com/site/kadpolyenglish/home/language>
- <https://englishfinders.com/definition-of-language-by-scholars/>
- <https://www.ukessays.com/essays/english-language/language-a-system-of-communication-english-language-essay.php>
- <https://quizlet.com/77023324/chp-12-language-flash-cards/>
- <https://www.coursehero.com/file/108694232/2docx/>
- https://slidetodoc.com/branches-of-linguistics-psycholinguistics-psycholinguistics-is-a-branch/https://www.academia.edu/44455485/SIKOLINGGWISTIKA_O_PSYCHOLINGUISTICS_Ano_ang_Sikolohihaya
- <https://www.uoanbar.edu.iq/eStoreImages/Bank/436.pdf>
- <https://trello.com/c/KzFknbzz/49-semantic-relationships-between-words>

- <https://vdocuments.net/what-is-a-homonym-a-homonym-is-a-word-that-has-the-same-pronunciation-andor.html>

- <https://pediaa.com/difference-between-homographs-and-homophones/>

- <https://plato.stanford.edu/entries/pragmatics/>

- <https://www.uoanbar.edu.iq/eStoreImages/Bank/444.pdf>

<https://eng.ichacha.net/zaoju/major%20concern.html>

- <https://www.thoughtco.com/sociolinguistics-3026278>

- <https://www.coursehero.com/file/131187683/DISCOURSE-ANALYSISdocx/>

- <https://www.readingrockets.org/article/building-background-knowledge>

- <https://www.coursehero.com/file/93685469/POP-CULTURE-sociologydocx/>

- <https://brainly.ph/question/1995001>

- <http://www.scielo.org.za/pdf/phronimon/v16n2/06.pdf>

- https://www2.palomar.edu/anthro/culture/culture_1.htm

- <https://usnursingschool.com/culture-is-the-ways-of-thinking-the-ways-of-acting-and-the-material-objects-that-together-form-a-peoples-way-of-life/>

- <https://courses.lumenlearning.com/culturalanthropology/chapter/what-is-culture/>

- <https://www.coursehero.com/file/76571604/DISCUSSION-5211-UNIT-5-3docx/>

- <https://open.lib.umn.edu/sociology/chapter/3-1-culture-and-the-sociological-perspective/>

- <https://www.weegy.com/Home.aspx?ConversationId=8576B116>

- <https://courses.lumenlearning.com/wm-introductiontosociology/chapter/values-and-beliefs/>
https://www.answers.com/Q/Informal_norms_or_everyday_customs_that_may_be_violated_without_serious_consequences

- <https://www.coursehero.com/file/p2tua6t/Mores-so-strong-that-their-violation-is-considered-to-be-extremely-offensive/>https://en.wikipedia.org/wiki/Religious_restrictions_on_the_consumption_of_pork
- <https://www.freyfinebooks.com/pages/books/26572/leonard-bloomfield/an-introduction-to-the-study-of-language>
- <https://www.abebbooks.fr/rechercher-livre/auteur/lanyon-w-e-and-tavolga-w-n-eds/>

The Questionnaire

1. How do you evaluate your English level?

Poor average good great

2. What kind of problem have you faced while learning the language? You may choose more than one answer

Linguistic problems cultural problems communicative problems

3. Do you think English culture is well integrated into your studies? Why?

Yes no maybe

Why?

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

.....
...

4. How is your cultural level of knowledge?

Poor average good great

5. How do you convey EFL culture? You may choose more than one answer

books movies and songs social interaction university studies

6. Have you learned about EFL culture through the next tools?

social media media social interaction
institutes outside of the univercity of ibnkhaldoun

7. What are the ways you learned about EFL culture outside the classroom?

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

8. According to you, do learners with different cultural backgrounds possess a better communication level?

Yes no maybe

9. In your opinion, is it important to study culture to increase your language level?

Yes

no

maybe

10. As an EFL learner, what are the aspects that you are interested in when it comes to the culture of the native English speakers?

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

11. What do you understand of the idiom below?

a. a storm in a teacup

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

b. Do something at the drop of a hat

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

c. Don't cry over spilled milk

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

d. He has bigger fish to fry

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

e. Kill two birds with one stone

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

Resume

Learning a foreign language, particularly English covers many aspects, and it is not limited only to the linguistic aspects, and that is why culture plays an efficient role in terms of acquisition of a foreign language. Consequently, mastering a language requires understanding its culture, English Foreign language in this case, the Master one students of the department of English of the University of Ibn-Khaldun Tiaret possess reasons for their lack of knowledge of the cultural aspects, and the lack of awareness for their studies that focuses on the linguistic aspects, and the neglect of the cultural aspects in their curriculum. A social point of view of the cultural acquisition of English Foreign Language will be regarded into for us to confirm our hypothesis, the adopted tools of study are document analysis and questionnaire, the analysis of the collected data and results have lead us to a reasonable conclusion which leads to the students lack of control over the studied language, and in this case some of the students turn to modern resources that helps them adapt to the targeted culture, to resume the content of this study and the founding of it, it is necessary to organise with in the curriculum lessons and tools of which the students can familiarise themselves with the studied culture

المخلص

ان جانب اللغة يشمل عدة جوانب و لا يقتصر على الجانب اللغوي فقط و لهذا ان الجانب الثقافي له دور فعال في اكتساب اللغة الاجنبية و لذلك لكي نتقن اللغة نحتاج الى فهم ثقافتها خاصة اللغة الإنجليزية في هذا السياق تم اقتراض طلبة قسم الانجليزية ماستر I لجامعة ابن خلدون تيارت نظرا لنقص معرفتهم للجانب الثقافي و تركيز برنامجهم الدراسي علي الجانب اللغوي و تهميش الجانب الثقافي كما ان اكتسابهم لثقافة اللغة الإنجليزية يتم من الجانب الاجتماعي و من اجل تأكيد الاطروحة تم الاعتماد على دراسة معمقة دامت لفترة طويلة و تبنت منهج التحليل و الاستبيان و توصلت دراسة هذا البحث بناء على تحليل النتائج فيما يخص طلبة قسم الإنجليزية الى صحة فرضية غياب الكفاءة الثقافية للطلبة او بالأحرى يكتسبونها خارج المجال الدراسي مما يؤدي الى عدم اتقانهم اللغة بشكل جيد خلاصة ما ورد في هذه الدراسة من خلال ما توصلت اليه هو انه لا بد من تنظيم برنامج دراسي يتم فيه تطلع الطلبة على ثقافة اللغة التي يدرسونها

Résumé

L'apprentissage des langues étrangères, en particulier l'anglais comprend plusieurs aspects et ne se limite pas uniquement à l'aspect linguistique. C'est pour cela l'aspect culturel à un rôle efficace dans l'acquisition d'une langue étrangère. Par conséquent, pour maîtriser la langue, nous devons comprendre sa culture, en particulier la Langue anglaise Dans ce cadre, les étudiants du Département d'anglais Master one ont été empruntés à l'Université Ibn-Khaldun Tiaret en raison de leur méconnaissance de l'aspect culturel et de l'orientation de leur programme d'études sur l'aspect linguistique et la marginalisation de l'aspect culturel. Leur acquisition de la culture de la langue anglaise se fait du point de vue social Afin de confirmer l'hypothèse, il s'est appuyé sur une étude approfondie qui a adopté la méthode d'analyse et de questionnaire. L'étude de cette recherche, basée sur l'analyse des résultats en ce qui concerne les étudiants de département d'Anglais, a atteint une hypothèse saine du manque de compétence culturelle pour les étudiants, ou plutôt ils l'acquièrent en dehors du domaine académique, ce qui conduit à leur manque de maîtrise de la langue bien. Le résumé de ce qui a été dit dans cette étude à travers ce qu'il est trouvé est qu'il est nécessaire d'organiser un programme d'études dans lequel les étudiants se familiarisent avec la culture de la langue qu'ils étudient