

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Mohammed Seddik Ben Yahia University-Jijel



Faculty of Letters and Languages
Department of English

**The Impact of Integrating the Algerian Native Culture in EFL Classes on
Students' Motivation**

Case Study: Third Year Students at Mohammed Seddik Ben Yahia University, Jijel

**A Dissertation Submitted in Partial Fulfilment of the Requirements of a Master
Degree in Didactics**

Submitted by:

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Supervisor: Dr. Meriem BOUSBA

University of Mohammed Seddik Ben Yahia -Jijel.

Academic Year 2017-2018

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DEDICATION

This work is dedicated:

To my family;

To all my friends;

To all my classmates;

To my teachers, particularly Dr. Bousba Meriem;

and to whom my appreciation and respect could never be described in simple words.

Acknowledgments

I would like to express my sincere thanks to my supervisor Dr. BOUSBA Meriem for her help, guidance, and valuable advice throughout my work on this dissertation. This work would have never been completed without your support and encouragement.

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I owe a lot of thanks and gratitude to all the teachers and the students who participated in this work for their help and patience.

Abstract

This dissertation aims at investigating learners' and teachers attitudes towards the incorporation of the Algerian 'native' culture in foreign language classes. This study, also, aims at examining the relationship between the incorporation of Algerian 'native' culture in language classes and students motivation, manifested as participation. Moreover, this study attempts to investigate teachers' practices for teaching culture in English classes, particularly, how teachers deal with teaching Algerian culture and how they perceive their students' reactions toward its integration. The present research work is built upon the following hypothesis: incorporating the Algerian 'native' culture can be a motivational factor for students to participate in the classroom. Based on this hypothesis, data is collected by means of two questionnaires, designed to both teachers and learners. The teachers' questionnaire aims at revealing their perceptions towards culture and culture teaching as well as the different techniques used in dealing with cultural issues in language classes. The second questionnaire which is administered to 121 third year LMD students among 270 students in order to diagnose students' understanding of the term culture besides their awareness of the importance of its incorporation in language classroom. In addition to this, this questionnaire aimed to investigate the students' attitudes and reactions towards the Algerian 'native' culture integration in foreign language classes. The results obtained revealed that culture is seen as an important element in foreign language classes on the basis that it is considered as an essential variable for learning a language. Moreover, the results revealed that there is an awareness and appreciation of the native culture in English classes. Teachers and students perceive that the integration of native culture should be put on equal footing with that foreign culture teaching due to its potential role in motivating learners.

List of Abbreviations

EFL: English as a Foreign Language

FL: Foreign Language

FLT: Foreign Language Teaching

ICC: Intercultural Communicative Competence

IM: Intrinsic Motivation

L1: First Language

L2: Second Language

NC: Native Culture

TC: Target Culture

TL: Target Language

N: Number

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1. Background of the Study

In foreign language classes, language and culture are interrelated to each other. This is mainly because the process of learning a foreign language is not solely a matter of learning the language lexis, grammar, and phonology. In fact, it is a process through which learners get exposed to a new world which is different from the native one. Researchers such as (Allwood, 1990; Kramsh, 2000) focus on the role of culture as a factor that leads to facilitate the process of learning a foreign language. According to them, learners cannot learn the foreign language or be competent in it if they are ignorant about its culture. Culture, then, plays an essential role in real mastery of a foreign language. Generally, foreign language syllabuses do incorporate the target culture in language classes with the aim of facilitating the process of foreign language acquisition. That is to say, teaching the target language in an isolation of its culture would be a useless process. An important question arises here, is it necessary to learn about only the target culture in language classes in order to master the foreign language and develop one's competence to communicate cross-culturally? What about the native culture? Does the native culture teaching take place in foreign language classes?

Literature about the teaching of foreign languages reveals that some researchers in the field emphasized the importance of teaching the native (local) culture inside an EFL classroom along with the target one. Byram and Feng (2005) criticized the traditional method of teaching culture in language curriculum saying that culture is "a social construct, a product of self and other perceptions" (as cited in Rezig, 2015 p. 69). Moreover, Byram (1991) suggested a new way for teaching culture. This new method for culture teaching aims to combine between both « target » and « native » culture in foreign language classes. In addition to this, Kramsch (1996) stressed the importance of context for teaching culture in language curriculum. She indicated that "understanding a foreign culture requires putting that culture in relation with one's own" (cited in Atamna, 2008 p. 44). In order to learn a foreign

culture, learners should first understand their own culture and the relationship between language and culture and how to compare between cultures. One of the researches that tries to deal with the incorporation of the native culture in EFL classes is an exploratory study entitled “Local Culture in the Foreign Language Classes” by Dr, Khan (2016), an expert in contrastive linguistics. In his study, Khan tried to investigate the scope and benefits of integrating the Arabic culture (Saudi) in English classes. Khan concluded that it is a good strategy to integrate the local language and culture for teaching foreign language and culture if impossible. Teaching the foreign language can be done by making healthy comparisons between the target culture and the local culture besides a contrastive analysis between the first L1 and the second L2 language.

The second investigation is entitled "Factors Affecting Integration of Local Culture in Saudi English language classes" by Khan, Asif, Hashmi, & Azeddou (2017). In this study, they indicated that teaching the target language through the target culture may 'over burdens' the target learners because they are not aware of the target culture and language. They believe that the local culture can be well integrated in EFL classes if the curriculum designers select appropriate learning materials i.e. those learning materials or features that do not contradict with the local culture values and beliefs. The results of this study revealed that teachers have more positive attitudes towards local culture integration in EFL classes. In addition to this, the results again show that local culture motivates the target learners in EFL classes. The researchers stated that the teachers themselves realized the importance of local culture in EFL classes and developed some teaching techniques with the help of administrators and policy makers and included it in Saudi Arabian school curriculum.

Local culture as it was mentioned in the previous research do motivates the target learners in EFL classes. One of the sings of students' motivation in EFL classrooms, is their active participation in the class. Participation in the process of learning in general, and the process of foreign language learning in particular is proved to be an important sign of the well-going and effectiveness of the subject being taught. Tatar (2005) confessed that

classroom participation essentially refers to “behaviours, such as the number of times a student initiates an interaction or asks a question” (p.338, as cited in Xiang, 2017). There are many studies about students’ engagement and participation inside the classroom (e.g., Newmann, 1992). Most of these studies attempt to investigate the factors behind students’ participation in the classroom like Newmann (1992). Some of these studies emphasized the role of motivation as one of the most important factor behind students’ participation. Xiang (2017) indicates that the participants of his study classify motivation as one of the most important factors behind their classroom engagement and participation. Motivation and participation are thoroughly interconnected. The more learners are motivated, the more they are likely to participate. The less they are motivated, the more reticent they will be.

2. Statement of the Problem

On the basis of previous research mentioned above on motivation and participation, and our experience as students it can be proved that one of the major problems that face third year LMD learners at the department of English in the University of Mohammed Seddik Ben Yahia Jijel is the lack of motivation and thus, lack of learning. In addition to this, it was noticed during the five years of experience as a student in the department of English that whenever teachers talk or refer to the native (Algerian) culture inside the classes, silence and confusion of students totally disappear. The majority of the students here participate especially when discussing cultural differences between the Algerian society and other societies in addition to daily life issues and social problems that are facing the Algerian society. Students seem to be excited and willing to express their opinions in such sessions or situations. This active participation on the part of students leads us to question if it is related to the incorporation of their native (Algerian) culture, which itself can be considered as a motivational factor, or not.

3. Aims of the Study

The current study aims are two-fold: an examination of culture teaching in English classes at the University of Mohammed Seddik Benyahia, in general, and the native culture in particular. This study, then, seeks to diagnose the situation of teaching the target culture and give emphasis to its importance in language learning. It also attempts to examine the role of native culture and to investigate the relationship between its integration, native culture, and students' motivation.

4. Research Questions and Hypothesis

In order to achieve the above mentioned aims, this study seeks to answer the following questions:

- Is culture teaching given its due share in English classes?
- What is the attitude of teachers/ learners towards teaching the target culture?
- How do teachers and learners think of the integration of native (Algerian) culture in English classes?
- Does incorporating the Algerian culture in English classes result in motivating students to learn the target language?

It is, then, hypothesized that incorporating the Algerian culture in foreign language classes alongside with the target one can be a motivating factor for students to participate in English language classroom.

5. Means of the Research

For the sake of testing the hypothesis of this study, two questionnaires are used as means of research. These questionnaires are given to both teachers and students at the University of Mohammed Seddik Benyahia, Jijel. Teachers' questionnaire, on the one hand, is administered to 18 teachers at the department of English in order to investigate teachers' views and

practices of teaching the target culture. It also tries to investigate the teachers' perception about the relationship between integrating the native culture and learners' motivation. Students' questionnaire, on the other hand, is distributed to 121 participants out of 270 students to examine their attitudes towards the incorporation of their mother culture during the process of learning English.

6. Structure of the Study

The present study is composed of three chapters arranged in two theoretical chapters and one practical chapter.

The first chapter is entitled "Culture Integration in Foreign Language Classes". It aims to cover some of the most important issues about culture in EFL classes.

The second chapter, "Motivation and Language Learning", it aims to tackle some of the most important points about motivation in relation to language learning.

The third chapter is entitled "Field Work" or "The relationship between Integrating the Native Culture and Learners' Motivation". It is devoted for the practical part. It deals with the administration and the description of the questionnaires, in addition to the analysis and interpretation of the results obtained.

Chapter One: Culture Integration in EFL Classes

Introduction

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Conclusion

Chapter One: Culture Integration in EFL Classes

Introduction

Language and culture are two interrelated concepts. Byram & Morgan (1994) emphasized the inseparable relationship between language and culture. On the one hand, language is considered as part of any society's culture and a means through which it is transmitted. On the other hand, culture shapes language and determines its appropriate use in different contexts. This entails that language teaching requires the integration of its culture teaching. The present chapter, hence, aims to shed light on some of the most important issues related to culture teaching in foreign language classes. It starts by providing a comprehensive view of the term culture through presenting some of the definitions of the term culture from different scholars' viewpoints besides presenting some of the cultural elements that constitutes the term culture in its broadest meaning. In addition to this, this chapter tries to shed light on the nature of the relationship between language and culture and relationship between culture and personality by focusing on some related points such as culture and identity, culture chock and cultural awareness. This chapter also aims to uncover the nature of culture teaching in foreign language courses. This chapter ends by providing the reader with a comprehensive look at the concept of intercultural communicative competence.

1.1. The Synergy of Language and Culture

1.1.1. Definition of Culture

The term culture is a very broad term which can be defined in many ways and from different perspectives. It implies different conceptions and ideologies that differ from one nation to another. According to some researchers "Culture is an active process of meaning making and contest over definition, including its own definition". (Graddol et al., 1993, p.25).

Nostrand, for instance, considered culture as the “ground of meaning” (1989 p. 51, as cited in Deneme, Ada, & Uzun, 2011, p.152). Brooks (1964 p. 83) defines the term culture as “the sum up of all the learned and shared elements that characterize a societal group” (as cited in Deneme, Ada, & Uzun, 2011, p.152). This definition means that culture constitutes of: beliefs, behaviors, norms, stereotypes and even superstitions and the myths shared by or belong to a particular society.

Peck (1998) has defined culture as, “the accepted and patterned ways of behavior of a given people” (p.1) and as “the membership in a discourse community that shares a common social space and history, and common imaginings” (p.10, as cited in Fleet, 2006, p.6). Peck's definitions reveals the idea that belonging to a specific culture entails being a member of a social group in which people have shared language, common views, geography and history.

To Sysoyev, culture is “a system of symbols , meanings and norms passed from one generation to the next, which differentiates groups of people united by certain characteristics such as origin , race, ethnicity, gender, religion , socioeconomic class, or political views” (as cited in Fleet,2006,p.6).

In the view of the American anthropologists Kroeber and Kluckhohn (1952), culture refers to “patterns of behaviour acquired and transmitted by symbols, constituting the distinct achievements of human groups, including their embodiments and artifact” (as cited in Belkhir-Benmostefa, 2017, p. 18). Another anthropologist, Edward Tylor (1871) defined culture as "...that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society" (p. 01, as cited in Talbi, 2011: Para.3).

In addition to this, culture is "a dynamic system of rules, explicit and implicit, established by groups in order to ensure their survival, involving attitudes, values, beliefs, norms, and behaviors, shared by a group but harbored differently by each specific unit within

the group, communicated across generations, relatively stable but with the potential to change across time". (Matsumoto & Juang, n.d, p.10).

To conclude, the above definitions show that culture comprises of different variables that are manifested in its society. These variables are the constituent of the word 'culture'. For a deeper comprehension of the term culture, the next section will deal with these elements and variables such as: artifacts, beliefs, behaviours, norms, rituals and so on.

1.1.2. Elements of Culture

Culture as has been mentioned in the previous section, consist of a range of variables and elements that are deeply rooted in it. This section is going to deal with these variables by giving some brief and clear images about each one. These variables have been divided into groups in terms of their kinds i.e. the observable elements such as behaviours, rituals, norms and so on and the unobservable elements such as beliefs, values, assumptions and stereotypes.

1.1.2.1. Artifacts

One of the prominent features or aspects comprising any society's culture relate to its artifacts. Artifacts consist of the physical products of a social group. Artifacts are the visible reflection of a given culture. They are represented in the form of language, monuments, jewelry, clothing, art...etc. These artifacts provide people from other cultures with a lot of information about the culture and people's way of thinking. This is due to the fact that artifacts are considered as reflections of a given culture. The type of food that people eat in some societies, for instance, reflects their religious beliefs like Hindus who do not eat meat (beef). Another example is the monument of 'Makam Ashahid' in the Algerian society which symbolizes a specific era in the Algerian history.

1.1.2.2. Beliefs, Values, Assumptions, and Stereotypes

Like artifacts, beliefs also are among the most important aspects of any societal group. a belief is the people's adaptation of something within their culture as a persuasive truth. Beliefs, on the one hand, are related to all "the tenets or convictions that people hold to be true" (Little et al., 2014, as cited in Belkhir-Benmostefa, 2017, p.22). Samovar, Porter and Jain (1981) distinguished three kinds of beliefs: experiential, informational and inferential. The experiential belief depends on people's experiences, the information belief is related to the information obtained through communicating with others and the inferential belief is beyond direct observation and information. It is based on logic and reasoning (Merrouche, 2006).

On the other hand, values are a set of principles which consist of norms for making choices. Damen (1987, p. 192) defined values as all "what is seen to be good, proper, and positive, or the opposite" (as cited in Belkhir -Benmostefa, 2017, p.22). They show people the wrong and the right, the acceptable and the unacceptable; values tell people how to live their life. According to Cushner and Brislin (1996 p. 318.319), "People make judgments and draw conclusions about what is and what is not of value. These judgments give rise to certain presuppositions from which people act with little or no conscious awareness. These presuppositions learned during childhood, play a persuasive role in all areas of people's adult experience" (as cited in Merrouche, 2006, p.21-2).

In addition, a culture is emphasized by a range of assumptions about life. Assumptions are those ideas that are not confirmed. People around the world, may have some mutual assumptions and beliefs, which can be wrong sometimes. When a group of people believe in the same concept, it becomes difficult for them to replace it by another one. This accounts for

the transmission of mistaken ideas and beliefs from one generation to another (Merrouche, 2006).

As for stereotypes, they are known as non confirmed beliefs that are shared by one social group about the other social groups. Generally, this social group believe that most different groups can be distinguished and arranged by their actions, visual aspects or their attitudes. A stereotype is a kind of prejudice and a judgment built upon a groundless evidence. They are passed from one generation to another as fixed facts about other societies. Kramsch (1998 p. 131) defined stereotypes as “conventionalized ways of talking and thinking about other people and culture” (as cited in Merrouche, 2006, pp.32-3). Merrouche (2006) indicated that one of the examples of stereotypes that exists in Algeria, is the Algerian’s view towards the Tunisian people in which most Algerians believe the Tunisians to be “polite” but “secular” and “greedy. These stereotypes are most of the time formed due to the ignorance of the societies about each other.

1.1.2.3. Norms, Behaviours, Rituals, and Taboos

Norms, behaviours, rituals and taboos are considered to be among the observable elements of culture. To start with, Norms are those rules of behaviors within a social group. They refer to how people act following the social rules and norms of a specific society. In addition to this, people who do not follow the society's norms are usually punished. Jandt (1998, p. 18) stated that “rules may refer to socially agreed–on behaviour or to individual guidelines for behaviour. Norms specify appropriate and inappropriate behaviours” (as cited in Belkhir-Benmostefa, 2017, p.25). Shaules (2007) classified norms into two types, namely explicit and implicit norms. Explicit norms are those norms which refer to laws, formal rules and etiquettes of a social group. They are codified in the form of formal written documents which indicate the expectations of the group. Explicit norms tell

people what to do and what not. These norms include ordinary rules and explicit behavioral expectations. While implicit norms are the unspoken anticipations related to the different characteristics of behavior. These types of norms are understood and accepted by members of the society. An example of implicit norms is 'not to interrupt someone's speech when talking' for it can be considered as a sign of disrespect in some societies like the Algerian society.

Behaviours are how people behave, based on their acquired values and ethics. Behaviours are evaluated differently from one community to another, i.e., behaviours that look acceptable in a community may not be accepted in another one. The range of behaviours a person is expected to assume depending on his or her social position in the society (father, mother, teacher...etc), is called a persons' role in the society (Merrouche, 2006). It is important here to mention cultural patterns which are "The cultural behaviours of people from the same country can be referred to collectively as cultural patterns, which are clusters of interrelated cultural orientations" (Matikainen and Duffy, 2000, p.41, as cited in Merrouche, 2006, p.24). A culture contains specific rules of behavior that should be followed by its members. These norms are explicitly submitted by people in the society in order to rationalize their attitudes and their behaviors.

For De jong (1996 p.29), "Rituals are to do with areas of behaviors like ways of greeting and saying farewell, and showing respect towards others i.e. 'customary' cultural behavior, both at the level of the individual and the social level"(as cited in Merrouche,2006, p.26). These traditions and customs cannot be abandoned by people. Rituals differ from one culture to another. For instance, French people shake hands on many occasions: When introducing themselves, when leaving and when meeting someone for the first time...etc. But for English people, they avoid shaking hands with someone they have already met for the first time.

In contrast, taboos are those verbal and nonverbal actions avoided by people in a specific social group due to their submission to the social norms and religious beliefs and values of this group. As already mentioned, taboos can be verbal or non-verbal. An example of a non-verbal taboo for women in the Islamic societies is to pray without an appropriate dress like putting off hijab, while a verbal taboo can appear in the form of insults. In any society, there are some rules of behaviors to be followed and those who do not respect these norms can face a lot of problems.

1.1.2.4. Superstitions, Symbols and Myths

In any culture, there are people who appreciate superstitions. A superstitious act is “a learned habit repeated periodically, often a behavior coincidentally reinforced in association with other rewarded action (e.g. a person always bets on gray horses because he once won a sum of money on one)” (Cushner and Brislin,1996, as cited in Merrouche,2006, p.29).

As for symbols, Hofstede (1991) defined them as: “words, gestures, pictures or objects that carry a particular meaning which is only recognized by those who share the culture”.(as cited in Merrouche,2006,p.30). Furthermore, one of the keys that help in understanding a culture is understanding its myths. According to Jandt (1998) “Myths provide the cultural image of perfection and provide a guide for living (...). [They] are expressed in the dominant symbols and rituals of a culture in story form” (as cited in Merrouche, 2006, p.30).

1.1.3. The Relationship Between Language and Culture

Human societies and social groups have their own perceptions and perspectives of the different concepts and subjects. Culture is an examples of these concepts that are characterizes with a variety of definitions. Culture can be seen as language. In other words, language can be viewed as another reflection of culture presented in the form of symbols and signs. This connection between language and culture was delineated by Thomson (2007) as

follows: "Language is not separate from the way of life (culture) that it supports and that it depends on, nor is it separable from concrete activities of the people, nor from their specific interpersonal relationship. To learn a language is to be matured or apprenticed into the life-world of individual host people and groups" (as cited in Atamna, 2008, p. 78).

Language relates to culture in three main complex ways. First, "language expresses cultural reality", for it enables its speakers to express ideas, facts, attitudes and beliefs that can only be understood when shared within a specific cultural setting. Second, "language embodies cultural reality", since it is a system that is inherently creative, in the sense that it enables people to use it in various ways, for example, face to face interaction, reading / writing messages, speakers on the telephone. Moreover, using language through one medium or another gives way to a variety of possible meanings, depending on the tone of the speaker's voice, accent, adopted style..., which are significant to the members of the same culture. Third, "language symbolizes cultural reality", because it symbolizes one's identity, in Sapir's words (1964; in Damen, 1987, 84), language may be thought of as the "symbolic guide to culture"(Kramsch, 1998 p. 3, as cited in Merrouche, 2006, p. 68). In addition to this, Jin and Catarzzi (1998 p. 100) claimed: "Language reflects culture. However, language is part of culture and it also constitute culture" (as cited in Merrouche, 2006, p. 68). This view of Jin and Catarzzi reveals that language is related to culture in more than one way. It is a reflection of culture, a part and a constituent of it.

Similar to Kramsch, Risager (1996, as cited in Larzén, 2005). classified three different views on the relationship between language and culture from an educational perspective. The first view point represents the traditional way of culture teaching from a linguistic perspective. Risager (1996) asserted that the linguistic competence does not necessarily include the pragmatic and semantic properties of native speech in order to function well. The

second view point considers culture as the 'macro context' of language use. Language is spoken as first language, a second language and a foreign language in different settings. When language is transferred into a new cultural setting, language and culture will be recombined in a new cultural setting. The third view point is related to culture as "thematic" content of language teaching in which there is no relation the spoken and written content and language use. (Kiet, 2011, p.19).

Another researcher Agar (1994) who emphasized the complex relationship between language and culture. Agar stated that "culture is in language and language is loaded in culture" (p.28, as cited in Kiet, 2011, p.17). According to Fuller and Wardhaugh (2014), there are several possible relationships between language and culture. One is that social structure may either influence or determine linguistic structure and/or behavior. A second possibility is directly opposed to the first. Linguistic structure and/or behavior may either influence or determine social structure or worldview. This is the view that is similar to the Whorfian hypothesis. This view is behind certain proposed language reforms: if we change the language we can change social behavior. A third possible relationship is that the influence is bi-directional: language and society may influence each other. A 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 (Harati and Rangriz, 2017, p.210).

1.2. The Relationship Between Culture and Personality

People grow up in specific cultures /societies being exposed to different cultural varieties such as beliefs, assumption, stereotypes, norms and values that affect their personalities and form their own identities and behaviours. These beliefs, values, and assumptions play a crucial role in building an individuals' personality. It is known among EFL learners that the target culture is a subject to be taught in the classroom. This means that

students are going to experience and learn about other people, other way of thinking, way of living and so on. Based on the previous statements important questions arise here which are: can learners personality affected by other cultures? If so, in what way do learners' personality affected by the target culture? What can be done to avoid the negative influences of the target culture?

1.2.1. Culture and Identity

Culture and identity are two related concepts (Baker, 2009). Cultural identity is one of the identities that can be derived from an intercultural communication. According to Joseph (2004, p.60), language plays a very important role in the construction of one's identity. In addition to this, identity is a linguistic phenomenon, in which we cannot distinguish between them. Joseph sees language as a cultural tradition that has evolved from a universal ability to interpret signs. Beside, our language offers our cultural identity. This statement implies the idea that language as a cultural element plays an important role in shaping a person's identity.

Kanno (2003 p. 135) claimed that: "It is possible for bilingual youths to reach the balance between two languages and two cultures. The trajectoire of their identity development show a gradual shift from a rigid simplistic approach to bilingualism and biculturalism to a more sophisticated skill at negotiating, belonging and control" (as cited in Rezig, 2015, p.65). This quote refers mainly to the intercultural competence of those bilingual speakers as a cornerstone for the development of their identity by creating a balance between their affiliation to a social group, and their negotiation of cultural dissimilarities and at last gaining control over the two languages and cultures (Rezig, 2015, pp.65-6).

1.2.2. Culture Shock

Studying about a culture is not the same as living inside this culture. Living abroad can be a difficult experience to some FL learners, particularly those learners whom they are ignorant about the target culture.

Kalervo Oberg (1960) the founder of the term culture shock in the mid 1950s, refer to culture chock as "a malady, an occupational disease of people who have been suddenly transplanted abroad"(as cited in Housseini, 2014,p.16). According to Oberg, as people grow up in a specific cultural environment and learn to interact socially in this environment, this culture become their way of life, safe, automatic and their familiar way to get what they want. On the other hand, when these people abandon their cultural environment in which they feel safe and comfortable and move to a new and different social environment, people have to adjust to this new social environment and culture. People should not assume that the target culture is the same as their native culture. Those people, say immigrants, will be exposed to some stimulus related to the target culture in which they may not be able all the time to interpret. Hence, they try to relate the patterns they find easy to their own culture which are not always useful in the TC. (Lopez & Portero, 2013).

Oberg (1960) proposed four stages for culture shock "Incubation, crisis, recovery, and full recovery". Whereas, Adler (1975) counts five stages including "Contact, disintegration, reintegration, autonomy, and independence." However in studies affecting academic education, these terms are known as U-Curve and are usually presented as below " Honeymoon stage, Grief (confusion/disintegration) stage, Re-integration stage; Self-government/ adjustment stage Independence stage" (as cited in Housseini, 2014, 16-17).

1.2.3. Cultural Awareness

According to Quappe & Cantatore (2005), "Cultural Awareness is the foundation of communication and it involves the ability of standing back from ourselves and becoming aware of our cultural values, beliefs and perceptions. Why do we do things in that way? How do we see the world? Why do we react in that particular way?" (p.1). Quappe & Cantatore (2005) added that cultural awareness becomes important when interacting with people from other cultures. Misunderstandings between people occur when we use our meaning to make sense of other's reality. This is due to the fact that cultures are different and what is considered acceptable for some people may not be acceptable for others. People generally have their own understandings and interpretations.

According to Cakir (2006), both learners and teachers in foreign FL classes need to be aware of the cultural differences between L1 and L2. Some learners of FLs may experience some "psychological blocks and inhibiting effects of the second culture". This can make them feel that they are alone or different from the people surrounding them in their home culture. In order to avoid this, teachers can help their students by increasing their self and cultural awareness. In addition to this, in order to enhance students' cultural awareness in FL, teachers need to follow some techniques which are designed to achieve this goal.

Tomalin & Stempleski (1993) in their book 'Cultural Awareness' mentioned multiple activities and techniques that are used to develop learners' cultural awareness. Some of the activities that are mentioned in this book are: culture wall chart, role playing emotions, word associations, culture composition, critical incidents, agree or disagree, In my country, poems, Topics in the news, same or different? this activity is usually used to compare between the TC and NC. Another technique is observation and judgment used with the aim to identify cultural stereotypes. also, cultural identity in which teachers carry out discussions with the aim to

increase awareness of the cultural influences and experiences that influence cultural identity. Some of these techniques mentioned above will be introduced in the following pages in a separate part with more details.

The use of role-play in EFL classes can help students to overcome cultural “fatigue” and it promotes the process of cross-cultural dialogues while at the same time it provides opportunities for oral communication. Numerous other techniques: readings, films, simulation, games, culture assimilators, culture capsules and culturgrams can be used for language teacher to assist them in the process of acculturation in the classroom (Chastain:1988, as cited in Cakir, 2006, p. 157).

Cakir (2006) stated that in order for the teachers to achieve culture goals, they need to incorporate discussions about the similarities and differences between cultures. These discussions that include comparisons about cultures aim to enrich students experience and increase their awareness about the diversity among cultures. Cakir (2006) stated that these activities will lead to the increase of students' awareness about their NC and the TC.

1.3. Integrating Culture in EFL Classes

1.3.1. History of Culture Teaching

Since the beginning of the twentieth century, language teaching has developed and has passed through a lot of changes. In addition to this, the term “teaching goals” has extended to teaching intercultural communication while it was in the past only concerned with the teaching of language alone.

Literature review on FLT shows that teaching “culture” as an independent course of language has always been an “unstated aim” in FLT (Byram, 1989, p.1, as cited in Atamna, 2008, p.21). Also, the culture’s position in the FL curricula and classrooms has been

contended by some teachers and theorists in the field of FLT. Moreover, language teaching has always had a cultural dimension (Risager, 2007, as cited in Atamna, 2008, p.21). This can be found in the content of several educational books either written for FLT purposes or picked up from literature books.

Furthermore, the majority of language teaching syllabuses at the university level went through the teaching of culture and language separately from one another. As a matter of fact, lots of University course book designers on the first half of the twentieth century combined culture teaching with foreign language teaching of history and civilization. Culture teaching was regarded as a preparation for the study of literature and the primary interest was with language forms interlinked in different reading passages (Kramch ,1988) (Atamna, 2008).

Kramsch (2013) indicated that until the 1970's, culture was viewed as a literary constituent of language learning and was accompanied with the Grammar-Translation method in EFL syllabus. The view to culture teaching was changed with the emergence of the communicative approach in the 70's and 80's. Culture became concerned with the people's way of life and everyday behaviors of a given speech community. In addition to this, speech community was viewed as deeply related to the nation in which the public language was spoken by "homogeneous national citizenry"(Kramsch, 2013, p 64).

1.3.2. Principles of Culture Integration in EFL Classes

Cultural teaching in FL/L2 syllabuses has recently received great attention on the basis that language is perceived as containing lots of cultural information and a clear and notable cultural use (Rezig, 2015). Teachers of culture used to present it in the form of facts about the TL speaking community. Byram and Fang (2005) criticized the traditional method of teaching culture in language syllabuses based on the idea that culture is "a social construct, a product of self and other perceptions" (as cited in Rezig, 2015, p.69). Furthermore, Byram (1991)

introduced a new method for culture teaching that aims to combine between teaching a FL and its culture taking into account the teaching of the L1 and its culture. He emphasized the importance of the combination and comparison between both NC and TC through different activities that reinforce the bilingual learners' critical view towards their home and the target culture. This view as indicated by Byram, emphasises the importance of the native language and culture besides the target ones in order to gain a critical view towards them. The learners use of their mother tongue for comparative analysis of their culture and the foreign culture can be combined with FLT and both of them are seen as a "subject and as a medium of experience" (Rezig, 2015, p.70) of foreign cultural process. In other words, in order to teach culture along with language in EFL classes, the following elements as stated by Rezig (2015). should be taken into consideration:

1. language learning enhance sociolinguistic and cultural knowledge to gain language awareness.
2. Sociological and cultural knowledge are carried out using the learners' mother tongue through a comparative analysis in order to acquire cultural awareness.
3. To direct experience of the chosen aspects of the target culture from the point of view of the target language speech community. This would serve to the target language learning process.

This combination between the learners' first culture and the target language and culture enables EFL learners to gain linguistic competence and cultural awareness of the FL in case the learners follow a comparative analysis relying on both their mother language and culture. Holme (2003, in Georgiou, 2010, p. 64-5), also, presented five principles of culture inclusion in FL curricular as following:

- A competence view: foreign language learners have to possess a structured ethnographic connection with the target language.

- A deconstructionist view: focusing on the necessity of understanding the foreign language implicit meanings.
- A communicative view: to provide learners with knowledge to use in everyday contexts.
- The culture-free-language-view: that arises from the threat of cultural contamination when learning a dominant language.
- The classical-curriculum view: founded on considering the culture's role of enhancing intellectual value of language."

On the basis of the previous statements, it is revealed that culture is constructed of a perception and understanding of one's own language and culture in combination with the TC and language. Byram's new direction in the teaching of culture emphasized the importance of the incorporation of both L1 and culture along with the TL and C through a comparative analysis in order to increase learners' linguistic competence and cultural awareness of the target language.

1.3.3. Approaches for Teaching Culture

With regard to the increased awareness of the importance of teaching culture in FLT, there were many attempts to provide some models or approaches for its integration in language classes. In fact, there are two main approaches used in teaching culture. The first approach represented by Brooks (1964), Rivers (1981) and Chastain (1976). They believe that culture should be taught along with language. According to them, there is a close relationship between language and culture. Language, from their point of view, is seen as a means of communication and teachers should focus on the teaching of the target culture. On the other hand, the second approach is represented by Byram and Morgan (1994) and also Kramsch (1993) who believe that culture should be taught within language. They focus on the teaching

of the intercultural side of language in order understand the foreign people's society and culture. They also stress the importance of understanding the learner's own culture in order to develop his intercultural competence.

To begin with, Nelson Brooks an anthropologist who emphasized the strong relationship between language and culture. According to Brooks, "Language is a segment of and a bearer of culture and should be treated culturally and used by students with concern for the message it bears" (Brooks, 1971 p. 58, as cited in Atamna, 2008, p.39). Brooks was the first scholar to stress the importance of teaching culture in FL classes. Brooks (1968) introduced two models for culture teaching: a profile of ten point culture and a paradigm of meanings of the concept culture.

On the one hand, Brooks' profile of culture was introduced in the form of scheme which contains the following elements: value, order, symbolism, ceremony, love, honour, beauty, spirit, and authority. According to him, culture teaching should focus on these points. He (1968), also, indicated that: "knowledge of culture is best imparted as corollary...to the business of language learning" (as cited in Atamna, 2008, p. 40). In other words, the teaching of culture is seen as conveying facts and information about the target culture.

On the other hand, the paradigm of meaning which was introduced by Brooks (1968 p. 210) contains five terms of culture:

- Biological growth
- Personal refinement
- Literature and fine arts
- Pattern for living
- The sum total of a way of life

For Brooks, the term “pattern for living” was the most appropriate one for teaching culture in foreign language classes. Moreover, the five types of meaning of culture can be accompanied with two main stages in the teaching of culture. The first stage has emphasized culture teaching as a “pattern for living” inside the target language community, but when it comes to higher levels of language teaching, culture teaching will then be more profound and may include the other terms of culture.

As for the second approach of culture teaching, which is presented by Kramersch, culture is seen as “facts and meaning” (Kramersch 1993 p. 24) (as cited in Atamna, 2008, p.42) and language as a social practice. According to Kramersch (1993), “every time we say something, we perform a cultural act” (as cited in Atamna, 2008, p.42). This means that linguistic practices are cultural practices too. Moreover, culture teaching is an essential component in FL classes. That is to say, in order to learn a FL, the learners need to develop an intercultural awareness of the language culture they are learning and how this culture relates to their native one. The primary focus of culture teaching should be based on the differences between the native and the TC, addressed through dialogues claiming that “it is through dialogues with others...that learners discover which ways of talking and listening they share with others and which are unique to them” (kramersch, 1993, p.27, as cited in Atamna, 2008, p.43) i.e., to be able to define what is associated with a particular culture and the common and universal things among cultures. This helps language users to understand other people, to make themselves understood by others and to be able to understand themselves.

Furthermore, Kramersch emphasized the importance of context when teaching culture, she (1993) claimed that FLT should: “take cultural context as its core. The educational challenge is teaching language ‘as context’ within a dialogic pedagogy that makes context explicit, thus enabling text (oral or written) and context to interact dialectically in the classroom” (as cited in Atamna, 2008, p.43). This interaction between written and oral texts

and context allows the learners to mediate between their NC and the TC and also to explain cultural phenomena. Kramsch (1996 p. 206) strongly believed that “understanding a foreign culture requires putting that culture in relation with one’s own” (as cited in Atamna, 2008, p.44). This view depends on the comparison between culture and their differences. In order to learn a TC, learners should first understand their own culture and the relationship between language and culture and how to compare between cultures. The teaching of culture for Kramsch (1993 p. 205-6) includes the following basics:

- Setting up a sphere of inter-culturality: to relate first culture to foreign culture and to reflect on conceptions of first culture and foreign culture.
- Teaching culture as an interpersonal process: to present not only cultural facts in a structural way, but to present understanding processes, values, beliefs or attitudes.
- Teaching culture as difference: culture is not only national traits, but race, gender, social class, etc.
- Crossing disciplinary boundaries: in order to carry out this approach, teachers need to have wider knowledge on subjects related to culture such as ethnography, psychology, sociology, or sociolinguistics (as cited in Atamna, 2008, pp. 45-6).

To conclude, these approaches as have been presented indicated

1.3.4. Techniques for Teaching Culture

The teaching of culture in EFL classes is not an easy task to do. Teachers need to present the information in the most attractive possible way in order to receive the desired results and goals. In order to do that, teachers need to be selective in choosing the most

motivational and interesting techniques that attracts their students' attention. The following are some techniques that are used to teach culture in the classes.

1.3.4.1. Culture Capsules

Culture capsules are among those effective techniques for culture teaching. Cultural capsules consist of a written piece of paper which discusses a range of small differences between the target and the mother culture presented in the form of various subjects such as: marriage rituals, Christmas in US and superstitions. The teacher here can demonstrate his/her work by giving images or short video sequence (khemies, 2015).

1.3.4.2. Group Work and Classroom Discussion

In this type of activities the teacher chooses a topic to be discussed during the language session. The teacher here tries to encourage students to give and share their own opinions on the subject with their teacher and their classmates. Cuzden and Back stated that "Education's new emphasis on the ability to communicate requires that classroom interaction change dramatically to foster such ability"(as cited in Graesser, Gresbacher & Goldman, 2003, p.165). Syllabuses nowadays give more attention to the strategies of learning and doing instead of the conventional pattern of classroom speech in which teachers usually ask test-like questions and students give short responses. The teachers are asked to incorporate discussions that require and reinforce "higher order thinking". These changes mean that classroom discussion has become a fundamental process used by students to perform "complex conceptual and communicative goals" (Graesser, Gresbacher & Goldman, 2003, pp. 165-6).

1.3.4.3. Projects

Projects are a type of activities that are used by the teachers in order to motivate students and develop their communicative skills and their critical thinking. The teacher

divides his/her students into a number of groups which consist of four or five or even six students with the aim to achieve a specific goal. Students here are supposed to plan their works carefully in order to avoid failure and present it in a successful way. The project method is “a natural extension of what is already taking place in class” (Stoller, 2002 p. 109, as cited in Fragoulis, 2009, P.113).

1.3.4.4. Critical Incidents

This technique aims to increase students' awareness and sensitivity towards cultural differences. In this type of activities, the teacher incorporates discussions about critical incidents and provides the opportunity for the students to express their views about them. Critical incidents refer to situations “in which there is a misunderstanding, problem, or conflict arising from cultural differences between interacting parties or where there is a problem of cross-cultural adaptation” (Wight, 1995 p. 128, Atamna, 2008, p. 304). An example of a critical incident is the following situation;

Soon after arriving to live in Australia, David Cervi was invited to an informal party and was to bring a plate. “Of course,” he replied. “Is there anything else you're short of—glasses, knives and forks, for example?” “No,” replied his host, “I've got plenty of dishes. Just bring some food for everyone to share” (Cervi and Wajnryb, 1992 as cited in Kachru, Y. and Smit, L. 2008 p. 59, as cited in Atamna, p. 305). The teacher usually gives his/her students situations like this one above and then ask them to solve it through discussions.

1.3.4.5. Role Play

According to Yardley-Matwiejczuk (1997, p. 01) “role play ... describes a range of activities characterized by involving participants in ‘as-if’ or ‘simulated’ actions and

circumstances.”(as cited in Zidouni,2015, p.18). role plays are activities in which students represents different imaginary or real life events and personalities through acting.

There are also some other techniques for teaching culture like; clusters, cultural assimilators, games and so on. clusters are a set of cultural capsules (two or three) in different subjects and themes that comprises of about 30 minutes discussion about the learners new information of the target culture. This technique, help learners to gain intellectual competence and awareness about the different aspects of culture being discussed. Cultural assimilators are written descriptions of dialogues between two people belonging to two different cultures in which students are asked to analyse them and answer the questions. This techniques aim to create a sense of empathy towards the other cultures. Finally, games are activities that are used for teaching culture. Student often keep the information they enjoyed while studying it.

1.4. Intercultural Communicative Competence

Intercultural communicative competence is an extension of the concept communicative competence. It refers to the suitable ways a foreign language learner and a native speaker behaves linguistically, socio-linguistically and pragmatically, While communicative competence deals only with knowledge and skills.

Intercultural communicative competence embodies learners' identity, social behaviors and attitudes. A learner who has developed this competence can respect and be tolerant towards individual and cultural differences. ICC includes the learner's ability to deal with one's own cultural background during communication with other cultures. It also involves the learner's knowledge about one's own culture and society and the culture of others. Moreover, ICC focuses on both NC and TC which means in Zarate's (as cited in Crozet and Liddicoat, 1997 p. 3) terms provides the learners with tools of “knowing how to relate to otherness” (as cited in Atamna, 2008, p.72).

ICC can be described as an operation through which the learners build the capacity to accommodate themselves and change their own views in order to understand and accept the differences between their NC and the TC. This competence requires suitable contexts for communication and interaction. It, also, requires the learners to develop sympathy towards the foreign culture which make them forget stereotypes and prejudices. According to Byram and Fleming (1998, p.9), a person who has ICC is the one who “has knowledge of one, or, preferably, more cultures and social identities and has the capacity to discover and has the capacity to relate to new people from other contexts for which they have not been prepared directly” (as cited in Atamna, 2008, p.73). Succinctly, the concept of ICC includes the following skills:

- ❖ **Savoirs:** which means the knowledge of self and others, knowledge of interaction, of communities and their activities and products.
- ❖ **Savoir etre:** It refers to attitudes and values of the intercultural speaker such as openness, readiness to relativise one’s own values, beliefs and attitudes and appreciate those of others.
- ❖ **Savoir comprendre:** It is the ability to interpret an event from another culture and to explain or relate it to event from one’s own culture.
- ❖ **Savoir apprendre/faire:** It is the ability to acquire new knowledge of cultures/cultural practices and use it in real interaction.
- ❖ **Savoir s’engager/critical cultural awareness:** The ability to evaluate practices and products in one’s own culture and other cultures. (Byram, 1997, as cited in Atamna, 2008, p. 73).

Byram (2001) believed that ICC is an attempt on the part of the learners to become “intercultural speakers”. According to him (2001, p.5), an intercultural speaker is someone who has a “willingness to relativise one’s own values, beliefs and behaviors, not to assume

that they are only possible and naturally correct ones, and to be able to see how they might look from the perspective of an outsider who has a different set of values, beliefs and behaviors” (as cited in Atamna, 2008, p. 74).

In a nutshell, ICC involves self- perception besides the beliefs, values, and behaviors of a group of people. It also requires cultural awareness, psychological adaptation and interaction skills.

Conclusion

To conclude, this chapter reviewed some of the most important points concerning culture integration in language classes. It has been divided into four main sections aiming to tackle the following points: The synergy of language and culture in which it tries to give a clear image of the concept culture based on different point of view besides the kind of the relationship between language and culture. The second section was meant to cover some of the most important elements and variables that represents the culture in its broadest meaning. The third section entitled ‘the relationship between culture and personality’ tries to shed light on some important issues related to personality like culture and identity, culture shock and cultural awareness. Finally, intercultural communicative competence is a newly integrated concept to the field of language teaching will be explored.

Chapter Two: Motivation and Language Learning and Teaching

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Chapter Two: Motivation and Language Learning and Teaching

Introduction

Motivation is one of the most important factors behind learners' success in FLT. Some issues that are related to motivation in language learning will be addressed through answering the following questions: What is motivation? What are the theories of motivation? What are the types of motivation? and what are the factors that affect students motivation positively and negatively? Moreover, this chapter aims to highlight the role of teachers in motivating students and the different strategies used in EFL classes to enhance their motivation.

2.1 Definition of Motivation

Motivating students is a very important process in EFL classes. If the learners are not motivated to learn an FL, the result could be failure in acquiring the target language TL. According to Dörnyei (2001), "motivation is best seen as a broad umbrella term that covers a variety of meanings" (p.1). This entails that motivation has several definitions. This can be so due to the different fields of study that have dealt with the term 'motivation'.

The word motivation comes from the Latin word 'movere' which means 'to move'. According to the Dictionary of Education, 'Motivation' is broadly considered as a process of arousing, sustaining and regulating activity. It is an integral factor that arouses, directs and integrates a person's behaviour. (Rezig, 2015) Despite the unchallenged position of motivation in learning foreign/second languages, there is, in fact, no agreement on the exact definition of motivation (Oxford and Shearin, 1994). In the same vein, Dornyei, (1998 p. 117) penned: "Although motivation' is a term frequently used in both educational and research contexts, it is rather surprising how little agreement there is in the literature with regard to the exact meaning of the concept" (as cited in Rezig, 2015, p.24-5).

In educational psychology, motivation can be defined as “to be motivated is to be moved to do something” (Ryan & Deci, 2000, p. 54, as cited in Winke,2005,p.1). Motivation is perceived as “a built-in unconscious striving towards more complex and differentiated development of the individual’s mental structures” and with the development of cognitive approaches, the concept acquired more implication to the domain of educational psychology (Weiner 1990, as cited in Rezig, 2015, p. 22-23).

According to Dörnyei (2001a): ... motivation ... concerns the direction and magnitude of human behaviour, that is: the choice of a particular action, the persistence with it, the effort expended on it. In other words, motivation is responsible for why people decide to do something, how long they are willing to sustain the activity, how hard they are going to pursue it. (p. 8 as cited in Elini, 2003, p.20).

In language learning context, Gardner defined motivation as a ‘combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes towards learning the language’ and “the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity” (Gardner, 2005 p. 10, as cited in Rezig, 2015,p.25)

2.2 Types of Motivation

2.2.1. Extrinsic Motivation vs. Intrinsic Motivation

Extrinsic motivation means that learners' actions are based on external desire and expecting external outcomes. The learners' actions here are due to their desire to gain a specific reward. In this type of motivation, the learners' willingness to perform a task or participate in the classroom is related to outside sources. Legault (2016) defined extrinsic motivation as "... performance of behavior that is fundamentally contingent upon the attainment of an outcome that is separable from the action itself. In other words, extrinsic

motivation is instrumental in nature. It is performed in order to attain some other outcome. For instance, a teenager might wash dishes at home in order to receive an allowance"(p.1).

Whereas, intrinsic motivation refers to learners' performances that are based on internal factors such as their enjoyment of what they are doing in the classroom. According to Legault (2016),

Intrinsic motivation (IM) refers to engagement in behavior that is inherently satisfying or enjoyable. IM is non instrumental in nature, that is, intrinsically motivated action is not contingent upon any outcome separable from the behavior itself. Rather, the means and end are one and the same. For example, a child may play outdoors - running, skipping, jumping – for no other reason than because it is fun and innately satisfying (p.1).

2.2.2. Instrumental Motivation vs. Integrative Motivation

Instrumental motivation, on the one hand, is defined as the willingness to master a language for a specific reason (Krashen, 1981). Instrumental motivation encourages learners to interact with foreign learners aiming to fulfill some purposes.

On the other hand, integrative motivation refers to the desire of an individual to be looked at the way people in the society look at a proficient speaker of the L2 (Krashen, 1981). Integration motivation is predicted to be linked to proficiency in term of two different functions. The presence of integrative motivation should encourage the acquirer to interact with speakers of the second language out of sheer interest, and thereby obtain intake. A low filter for integratively motivated acquirers is also predicted for similar reasons. In Stevick's (1976) terms, the integratively motivated performer will not feel a threat from the "other" group (p. 113) and will thus be more prone to engage in "receptive learning" (acquisition), rather than "defensive learning""(krashen,1981).

2.2.3. Resultative Motivation

According to Ellis (1997) resultative motivation is related to the idea that second language achievement is the result of motivation. In the other hand, motivation also could be the outcome of learning. This means that those students who experience success in learning, can be sometimes less motivated to learn. An example of that is the Californian context in which female successful learners can find themselves in discriminating situations which lead to the decrease of their appreciation to the American culture.

2.3. Theories of Motivation

2.3.1. Behaviouristic Theories

Behaviorists approached motivation in a scientific way in the sense that they carried out some experiments on animals to comprehend how humans are motivated to learn (Slavin, 2003). This approach was influenced by Classical Conditioning of Pavlov, The Law of Effect by Thorndike, and basically by Operant Conditioning of Skinner. These scientists view motivation as "the anticipation of reward" (Brown, 2007). According to them, individuals are reinforced by reward.

2.3.2. Cognitive Theories

Unlike the behaviouristic approach, the cognitive approach focuses on learners as the ones who command and control their actions with the aim to fulfill their own goals. This approach perceives motivation as a factor that "centers around individuals making decisions about their own actions" (Williams & Burden, 1997 p. 119). Cognitive approach was affected by a range of cognitive researchers who have put three main theories:

2.3.2.1. Attribution Theory

The attribution theory was introduced by Bernard Weiner (1974) with the aim to understand the explanations behind individuals success or failure when doing a specific task. One of the major assumptions of attribution theory is that individuals always try to maintain a positive self-image (Slavin, 2003; Thompson, Davidson, & Barber, 1995). As a result, when learners perform positively in a given task, they relate this success to their own efforts and capacities. In contrast, if learners fail, they link their failure to those external factors that are out of their control.

2.3.2.2. Expectancy Theory

This theory is also known as the expectancy-value theory. The main focus of this theory is “on the belief that people's efforts to achieve depend on their expectations of reward” (Slavin, 2006). This entails that if students believe that there is a positive link between their efforts and the outcomes, they will be motivated.

2.3.2.3. Self-Determination Theory

Self-Determination Theory was introduced by Deci & Ryan (1985) According to Salkind, (2008, p. 889), self-determination theory is: “the experience of choice and endorsement of the actions in which one is engaged.”. According to him (2008), self-determination theory is founded on three factors which are: autonomy, competence, and relatedness. The first factor, autonomy, includes the harmony between an individual's actions and emotions, in addition to an individual's willingness and desire. The second factor which is competence implies an individuals' belief for how they can achieve a specific task. The last factor of self-determination theory which is relatedness, it means the individuals needs to belong to a specific group and to have strong connections with the members of this group.

2.3.2.4. Self-Efficacy

Self-efficacy theory was suggested by Albert Bandura (1995). The concept of self-efficacy was defined as “the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations” (Bandura, 1995, p. 2). This quote implies the idea that self-efficacy is someone's belief in his/her capacity to accomplish a specific situation. Bandura (1994) indicated that self-efficacy plays a crucial role in all the difficult activities that are faced by individuals. Self-efficacy starts in early childhood, when children are exposed to a various range of situations, and does not end; it keeps on progressing throughout life since individuals experience new skills and knowledge (Bandura, 1992). Bandura (1994) believed that there are four main principles of self-efficacy. The first principle is known as mastery experience i.e. learners' sense of efficacy can be strengthened or weakened due to the learners' progress in a given task. The second principle is social modeling which suggests that one of the most important sources of self-efficacy for the learners is by observing their colleagues achieving tasks successfully. The third principle is social persuasion. This principle indicates that the learners can achieve successful tasks if they receive encouragement and support from their teachers. The last principle is psychological responses. It implies the idea that learners' own reactions to a particular context is an important factor behind learners' self-efficacy. Learners here, should be able to control their stress in difficult situations in order to increase their sense of self-efficacy.

2.3.2.5. Achievement Motivation

The most influential theorists who contributed to achievement motivation were McClelland (1953) and Atkinson (1964). In this theory, it is assumed that there is a meaningful inference between the dissimilarities among learners' needs to achieve and learners' learning experiences (Williams & Burden, 1997). According to them, there are two

major factors controlling achievement motivation. The first one is the willingness of learners to succeed, while the second one is their fear of failure. These two reasons reveal that what drive learners for example to revise their lessons is their willingness to achieve success in addition to avoiding failure.

2.3.2.6. Goal Theory

When learners are trying to make decisions about performing a given activity, they require to set goals to be achieve that task. Lots of theorists view these goals as “situation-specific aims that establish a framework for how individuals engage in and experience achievement tasks” (Salkind, 2008 p. 690). In other words, goal setting affects learners' motivation through providing them with the opportunities to set their own learning goals which promote their performance in the different tasks and activities.

2.3.3. Humanistic Theory

From a humanistic perspective, "to motivate means to look at the human as an entire individual who has many components and to make the links between these elements in order to understand human behaviors"(para.4). Humanistic approach includes many theories. Among the most important humanistic theories is Maslow hierarchy of needs. This theory was introduced in the 1940's and 1950's. One of the main ideas of Maslow's theory is that people have a lot of needs to satisfy throughout their life. Maslow sorted these needs from the lowest to the highest in a hierarchy called Maslow hierarchy of needs. Maslow's hierarchy of needs constitute of some of the following needs:

- Physiological needs: Type constitutes of the different physiological needs such as the need for food, air, rest...etc.
- Security/Safety needs: these are the needs safety, shelter, stability ...etc.

- social needs: are the need to belong to a social group and to be loved by its members.

- Esteem needs: It represent the people's need for respect and self esteem.

these needs are considered to be the driving force behind individuals actions.

2.4. Motivation in Foreign Language Learning and Teaching

Dornyei (1994) indicated that motivation is one of the "The main determinants of second/foreign language (L2) learning achievement" (p.273). According to Ekiz and Kulmetor (2016), researchers and teachers view motivation as a factor behind L2 learners' success. Motivation provides learners with the primary motive to learn the L2 and also the willingness to continue the long journey of the learning process. Moreover, if there is a lack of motivation, even those skilled adults will not be able to achieve long-term objectives. In contrast, high motivation can comprise for inadequacy in language competence and learning conditions.

2.4.1. Motivational Strategies in EFL Classes

Motivational strategies pertain to a range of techniques that enhance individual's goal-related behavior (Dornyei, 2001). It is due to the complexity of the human behavior, there are numerous ways of enhancing it. Motivational strategies are those effects that are consciously applied to attain some enduring positive objectives.

In his book 'Motivational Strategies in the Language Classroom', Dörnyei (2001) mentioned four motivational aspects namely: Creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation and encouraging positive retrospective self-evaluation. Each of these motivational aspects contain a range of motivational strategies. In addition, Dörnyei (2001) claimed that these strategies do not work

in all contexts i.e. that there are some factors that affect them such as the differences among learners and the differences among the teachers' levels.

Among these strategies that are mentioned by Dörnyei (2001) are the following ones. First, demonstrate and talk about your own enthusiasm for the course material, and how it affects you personally: Dörnyei (2001) indicated that the teacher here show his students that he/she is valuing L2 as a meaningful experience that satisfied and enrich his life. If the students felt that their teacher is committed towards their learning and progress, they will do the same. Another strategy is to create a pleasant and supportive atmosphere in the classroom. The teacher here should encourage his students to take risk and accept their mistakes as a part of their learning process. One of the strategies is to promote the development of group cohesiveness. According to Dörnyei (2001), by using this strategy, the teacher try to promote interaction and cooperation among learners through the use of small group tasks and activities that lead to the successful completion of the whole-group tasks or by involving small group competition games. From the strategies that were suggested by Dörnyei is to make the curriculum and the teaching materials relevant to the students., Dörnyei (2001) stated that in order for the teachers to motivate their students, they must be aware of their students' needs and interests and build their work on this basis. In addition to this, the teacher must try to link the subjects to be studied to the learners' daily experiences and backgrounds. Moreover, students must be engaged in designing and running the lessons. The teachers also should follow this strategy, which is to Make learning stimulating and enjoyable for the learner by increasing the attractiveness of the tasks. One of the ways that help the teachers in motivating their students is by raising their' interests towards the process of learning. In order to do this, the teacher must try to make the tasks and activities attractive and challenging for the students. Also, the teacher here must try to relate the tasks to the learners' needs by personalizing them. Use goal-setting methods in your classroom. The teacher here tries to

encourage the students to select some specific goals for themselves. furthermore, the teacher tries to put a specific duration for each task to be done by the students while providing them with continuous feedback. Dörnyei (2001) indicated that the teacher should Increase student motivation by promoting cooperation among the learners. One of the ways to increase students' motivation is by setting up tasks which require group work of the students taking into account team products that would help students. In order for the learners to be able to work in a team, the teacher should provide them with some 'social training'.

2.4.2. Factors Influencing Students' Motivation

2.4.2.1. Teacher Influence

The first influencing factor that influence students' motivation directly is their teacher. Ekiz & Kulmetov (2016) indicated that learners' motivation is directly related to the teacher and the teaching techniques that are supported with suitable guidance and advice. When the teacher provides learners with the suitable and adequate instructions besides relying on the fully-developed strategies, this will affect learning positively. Motivation is the driving force behind the learners' learning. In addition, Ekiz & Kulmetov (2016) added that the teacher also affects learners' motivation through the choice of appropriate techniques and through facilitating these techniques for learners in order to learn. Moreover, teachers are considered to be the most influential factors on the learners due to their crucial role in learning. When learners realize that their teachers are monitoring their individual development and performance, this will motivate them to learn (Trong Tuan, 2012, as cited in Ekiz & Kulmetov, 2016, p.22).

Ekiz & Kulmetov (2016) stated again that teachers should try to motivate learners at the beginning of the sessions by avoiding routine lectures. According to them, teachers should vary the tasks and the materials that they use in presenting their lectures in order to increase their learners' interest and to avoid students' demotivation (Trong Tuan, 2012).

According to Labor (2015), the topics of teacher motivation has gained in the last period more attention because of the growing evidence of its impact on learners' motivation. Dörnyei and Ushioda (2011, as cited in Labor, 2015) indicated that a motivated teacher can lead to a motivated student. This means that the level of the teachers' commitment and faithfulness can greatly influence students' motivation. Moreover, Dörnyei and Ushioda (2011, as cited in Labor, 2015) set up four elements of the teacher motivation.

The first one is the intrinsic motivation, which comprises one of the most important reasons behind someone's desire to teach. Most of the teachers consider the intrinsic motivation to be more important than the financial profits and the expected outcomes. This is due to teachers' belief that the intrinsic satisfaction comes from the educational operation i.e. from working with learners and also from the subject matters themselves.

Labor (2015) mentioned that the second constituent of the teacher motivation, according to Dörnyei and Ushioda's (2011) classification, is the social contextual influences. Intrinsic motivation can be affected negatively by these external influences. These influences are divided into macro and micro level. The macro level involves the teacher to be exposed to influences from every layer of the society based on the fact that the teacher is teaching the young learners. Whereas, the micro level refers to the immediate teaching atmosphere, including both the physical contexts and human meaning, the teacher, students, classroom, administration...etc.

The third aspect of teachers' motivation, as Labor (2015) claimed, is the temporal dimension which refers to the teachers' career advancement possibilities. If teachers feel that there are no possibilities for professional progress in their work, this will affect their motivation negatively.

According to Dörnyei and Ushioda (2011, as cited in Labor, 2015), the last aspect of teacher motivation is negative influences. Teachers are becoming less motivated and willing

to teach because of some demotivating factors. These demotivating factors can be revealed in the form of stress, lack of independence in teaching due to the educational syllabus and the methods used by the educational institution, a dissatisfaction of self efficiency due to lack of experience.

2.4.2.2. Social Factors

Social factors, also, play a great role in motivating students to learn. According to Ekiz & Kulmetov (2016), parents are considered to be among the social factors behind students' motivation. Butler (2015) indicated that the learning process starts in the family. Parents got considerable attention as a social influential factor in general education. In addition, Wigfield et al. (2006) identified the following four major parental factors influencing children's outcomes, such as school achievement and motivation: (1) parent, family, and neighborhood characteristics (including major socioeconomic status indicators such as household income, parental education and parental occupation); (2) parent specific behaviors (parental involvement in child's study and school, teaching strategies, training values, etc.); (3) parents' general beliefs and behaviours (parenting styles, values of school achievement, efficacy beliefs, etc.) and (4) parents' child-specific beliefs (perception of their child's competence, expectations for the child's success, etc.) This model indicates that these four parental factors together with child factors (i.e. child and siblings' characteristics such as gender, aptitude, birth order, etc.) influence the child's outcomes. It's thought that all these factors, including the child outcomes, mutually influence each other, directly and/or indirectly. Moreover, there are cultural differences in the associations among these factors (Butler, 2015, as cited in Ekiz & Kulmetov, 2016, pp. 23-4).

2.4.2.3. Individual Differences and Personality Factors

Human beings generally are individuals who differ in many aspects such as; gender, age, personality, motivation and self-esteem... and so on. These individual aspects affect

learners' motivation. The teacher should take into consideration learners' differences in order not to demotivate them.

According to Krashen (1981), personality factors are interlinked to motivational factors. Second language acquisition is viewed as being related to some of the personality traits such as; self esteem, lack of anxiety and extrovert and sociable personality. Brown (1977) stated a similar view saying: "Presumably, the person with high self-esteem is able to reach out beyond himself more freely, to be less inhibited, and because of his ego strength, to make the necessary mistakes involved in language learning with less threat to his ego" (p. 352, as cited in Krashen, 1981, p. 23).

2.4.3. The Role of Teacher in Motivating Students

'Motivation is, without question, the most complex and challenging issue facing teachers today.'(Scheidecker and Freeman 1999, p.116, as cited in Dörnyei ,2001,p.1)

According to Schei-decker & Freeman (1999, p.126):

Motivating someone to do something can involve many different things, from trying to persuade a person directly to exerting indirect influence on him/her by arranging the conditions or circumstances in a way that Motivational Strategies in the language classroom the person is likely to choose the particular course of action. Sometimes simply providing a good opportunity is enough to do the trick. Whatever form it takes, however, the motivating process is usually a long-term one, built `one grain of trust and caring at a time (as cited in Dörnyei, 2001, p.24-5).

In fact, motivated students are those students who do not need continuous support. These learners are willing to work hard, add their own objectives, focus on the activities and may even motivate others in the classroom. Furthermore, teachers believe that it is their own

responsibility to motivate their students through interesting and attractive classroom tasks (Winke, 2005).

Conclusion

This chapter deals with some of the most important issues concerning language learning and motivation. In this chapter, some definitions of the term motivation are presented. In addition to this, different types of motivation are highlighted and explained through focusing on the differences between them such as intrinsic and extrinsic motivation. Moreover, this chapter tries to shed light on some of the most influential theories of motivation and the factors that affect students' motivation such social factors, teachers' attitudes and so on.

Chapter Three: The Relationship between Integrating the Native (Algerian) Culture and Learners' Motivation

Introduction

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Chapter Three: The Relationship between Integrating the Native (Algerian) Culture and Learners' Motivation

Introduction

This chapter presents the practical part of the research study. The goal of this chapter is to explore the teachers' and students' views on the integration of the native "Algerian" culture alongside the target one

into an EFL classroom and the relationship between native "Algerian" culture and motivation. In order to do this, an examination of students' and teachers' perception of the term "culture" and their attitudes towards its integration, in general, and the Algerian "native" culture in particular into an EFL classroom will be made through the use of two questionnaires designed for both teachers and students. Moreover, light has been shed on how they think of the relationship of their native "Algerian" culture with students' motivation to learn inside an EFL classroom.

3.1. The Teachers' Questionnaire

3.1.1. The Sample

The sample selected for this questionnaire consists of 18 teachers, working at the Department of English, at the University of 'Mohammed Seddik Benyaha, Jijel'. The teachers were not selected on the basis of a given criterion, due to the fact that this research deals with the incorporation of the native "Algerian" culture in EFL classes. The questionnaires were distributed to the teachers who were available and willing to participate in this research, regardless of the modules they were teaching. (For more details, see **Section 3.1.4.**)

3.1.2. Aim of the Teachers' Questionnaire

This questionnaire was designed for the teachers in the Department of English with the aim of examining their attitudes towards and their practices for the incorporation of the culture in EFL classes. More specifically, focus of this research was on the level of integration of the Algerian 'native' culture, and the investigation of the teachers' views on students' reactions when incorporating it. In addition to this, the questionnaires aims to reveal the teachers' ideas about the effect of the target culture on students' own culture, the teachers' points of view about the important aspects of culture to be taught inside the classroom. Furthermore, it tries to answer questions related to the techniques and tools used by the teachers' themselves to teach culture in the department of English besides the approach used by teachers to teach both NC and the target culture. Moreover, one of the most important questions to be answered in this questionnaire is that related to the teachers' evaluations of their students' reactions to their native culture inside the classroom.

It is necessary to note that instead of the teachers' questionnaire, the most appropriate research tool to be used here is a classroom observation. However, because of the constraint of time it has been resorted to the administration of a questionnaire for the teacher and another one for the students as the main research tool.

3.1.3. Administration and Description of the Teachers' Questionnaire

The questionnaires were administered to the teachers who were asked to take the required time to answer and share their experiences. The teachers have reacted positively and have revealed their interest in the topic of the questionnaire that they consider useful and crucial.

The teachers' questionnaire comprises 22 questions divided into five sections: General Information, Attitudes towards Teaching culture, Teachers' Practices of Teaching Culture, Native Culture Integration and Students' Motivation and Further Suggestions. These

questions are designed to uncover the different aspects of culture integration mentioned in the previous section. The questions were either multiple choice questions (such as Questions 5, 9, 12, 13, 14, 19), opened-ended questions (such as Questions 6, 10, 17, 20, 22) or questions that use the Likert scale (such as Questions 11, and 16).

Section One: General Information

This section includes five questions (Q1-Q5) related to the general information about the teachers themselves: status, degree, teaching period, subject taught and their perception of the term culture.

Section Two: Attitudes towards Teaching Culture

This section is concerned with the following points: the teachers' attitudes towards the teaching of culture in EFL classes (Q6-Q7), their ideas about the effect of target culture on learners' native culture (Q8), the aspects that culture teaching should cover (Q9), and their opinions about how culture should be incorporated in language classes (Q10).

Section Three: Teachers' Practices of Culture Teaching

This section covers four questions about the ways teachers deal with culture teaching, particularly, how often they incorporate cultural issues in their class (Q11), what topics they tackle when teaching culture and what techniques and tools they usually use when teaching it (Q12-Q13).

Section Four: Native Culture Integration and Students' Motivation

This part of the questionnaire is related the integration of the native culture alongside the target one and its relation with students' motivation. It deals with teachers' use of a contrastive approach for teaching native (Algerian) culture and target culture (Q15), their

feelings when dealing with cultural matters (Q16-Q17), and the teachers' evaluation of their students' reactions towards discussions about the Algerian native culture (Q18). Question (Q19) is related to the previous one and which tackles the teachers' point of view on the teaching of the native culture, as important or unimportant (Q20). Last, the teachers' attitudes towards the integration of the native (Algerian) culture and its relationship with students' motivation to learn is highlighted in (Q21).

Section Five: Further Suggestions

In this part of the questionnaire, the teachers are asked to add additional comments and suggestions.

3.1.4. Analysis and Interpretation of the Results of the Teachers' Questionnaire

Section One: General Information

Q-1 Status:

- a. Full time
- b. Part time

Table 3.1

Teachers' Status

Variable	N	%
Full Time	11	61,11
Part Time	7	38,88
Total	18	100

This table shows that out of (18) respondents, (11) teachers are full time teachers, while seven

(7) of them are part time teachers. One might mention here that this question along with the second one below are asked for the mere objective of providing a clear image about the teaching staff at the University of Mohammed Seddik Benyahia, Jijel.

Q-2 Degree:

- a. License (BA)
- b. Master/Magistère (MA)
- c. Doctorate (PhD)

Table 3.2

Teachers' Degree

Variable	N	%
License (BA)	/	/
Master/Magister (MA)	16	88,88
Doctorate (PhD)	2	11,11
Total	18	100

The table above shows that (88.88%) of the teachers hold a Master/Magister degree, while only (2) teachers hold a PhD degree.

Q-3 How long have you been teaching English?

.....

Table 3.3

Teachers' Teaching Experience

Variable	N°	%
1-5 years	6	33.33
5-10 years	7	38.88
10-15 years	5	27.77
Total	18	100

This table shows that (6) of the respondents were teaching English for a period of (1-5), while (7) teachers were teaching English for a period between (5-10) years and (5) other teachers between (10-15) years of experience. This entails that the majority of teachers have a relatively moderate/long teaching experience that enables them to share their perceptions on culture teaching and integration. This can also serve in getting multiple views regarding the practices of culture teaching.

Q-4 Subjects taught

.....

Table 3.4

Subjects Taught

Variable	N	%
Written Expression	9	21,42
Oral Expression	9	21,42

Civilization/ Culture	1	2,38
Grammar	6	14,28
Literary Texts	1	2,38
Syllabus Design	1	2,38
TEFL	2	4,76
Research Methodology	3	7,14
Translation	2	4,76
Linguistics	3	7,14
Phonetics	2	4,76
Discourse Analysis	1	2,38
Classroom Research	1	2,38
General English	1	2,38
Total	42	100

As can be seen from **Table 3.4** the majority of respondent teachers are teaching/ have taught the modules of Written Expression and Oral Expression with 21.42% share for each (9 teachers). Six (14.28%) teachers teach Grammar module. As far as the modules that explicitly cover aspects of culture are concerned, only two teachers (4,76%) have an experience in teaching civilization and literary texts, i.e. one teacher for each module, respectively. In these courses, students are supposed to deal with different aspects of culture represented in the form of history, civilization, poems, novels, stories which reflect different cultural ideologies. (4.78%) of the respondents (2 teachers) are teaching TEFL module. Three teachers' participants (7,14%) are teaching the module of Research Methodology. (4.76%) of the respondents are specialized in 'Translation' which is mostly based on teaching cultural differences. This table again shows that three (7.14%) of our informants teach linguistics in

addition to two others are teaching Phonetics. The five remaining respondents have the experience of teaching in the following modules: Syllabus Design, Discourse Analysis, Classroom Research, and General English. It can be easily noticed from the above table that there is a shortage in the teaching experience as far as the different modules, in general, and culturally-based ones, in particular, are concerned. However, this situation may lead to obtaining relatively similar views on the role of native culture integration on learners' motivation.

Q-5 According to you, what does the word 'culture' mean?

- a. A set of artistic achievements, literature, and civilization characteristic to a nation
- b. A way of life, etiquettes, customs, and rituals typical of a social group.
- c. A set of values, and assumptions, and convictions that guides people's behavior.
- d. Other, please specify

.....

Table 3.5

Teachers' Definition of Culture

Variable	N	%
a	1	5.55
b	6	33.33
c	2	11.11
ac	1	5.55
bc	2	11.11
abc	6	33.33
Total	18	100

Table 3.5 reveals numerous definitions of culture as viewed by the teachers. As can be seen in this table, 33.33% of the teachers believe culture to be the all above mentioned definitions. A deep look to the findings of this table reveals that the majority (14) of the teachers believe that culture is a way of life, etiquettes, customs, and rituals typical of a social group. While, (11) teachers view culture as a set of values, and convictions that guides people's behavior. The remaining ones 8 see culture as a set of artistic achievements, literature, and civilization characteristic to a nation.

Section 2: Attitudes towards Culture Teaching

Q-6. Do you think that effective teaching of English requires teaching its culture?

a. Yes

b. No

Please, justify your answer

.....

Table 3.6

Teachers' Opinions on the Effectiveness of Culture in Teaching a Language

Variable	N°	%
Yes	15	83.33
No	3	16.66
Total	18	100

As far as the importance of culture teaching alongside language is concerned, the majority of respondents (15, 83.33%) believe that effective learning of English entails learning about its culture, while only 3 teachers (16.66%) believe the opposite. In addition to this, out of 18 respondents, only two teachers did not justify their answers. Most teachers believe that

language and culture are interrelated to each other and thus, teaching a language requires teaching its culture and that we cannot teach one of them separately from the other. Among the explanations provided by five teachers is that learning the target culture helps learners understand the target language better and as a consequence, increase their linguistic repertoire and their cultural awareness. This entails that most of the teachers are aware of the necessity to teach culture alongside its language to better prepare learners for successful communication in English. Another interesting justification was given by one of the three teachers who believe that it is not important to learn the culture of the language being studied. According to this respondent, “it is preferable only to be familiar with the target culture” and not to learn it.

Q -7 How do you think of the integration of culture teaching in English courses?

- a- Very important
- b- Important
- c- Not important

Table 3.7

Teachers' Attitudes to the Importance of Culture Teaching in English Courses

Variable	N°	%
a	11	61.11
b	7	38.88
c	/	/
Total	18	100

Once again, respondent teachers confirm their belief that culture and language should be taught simultaneously as demonstrated in **Table 3.7**. In fact, no teacher claims that it is not

important to incorporate culture teaching in English classes. Teachers' responses range between the two options of 'very important' and 'important'. Eleven teachers (61.11%) share the idea that the integration of culture in English courses is 'very important'. Whereas, the seven remaining participants indicate that the integration of culture is 'important'.

Q-8 Do you think that teaching the target culture threatens learners' own native culture? Please, justify your answer.

a- Yes

b- No

Table 3.8

Teachers' Opinions on the Effect of the Target Culture on Learners' Own Native Culture

Variable	N°	%
Yes	6	33.33
No	12	66.66
Total	18	100

Following what has been argued above, and as outlined in **Table 3.8**, two third (66,66%) of the participants responses fall under the second option that the integration of culture teaching does not threaten learners' native culture. Six respondents think that teaching the target culture threatens the learners' own native culture. Moreover, out of 18 respondents, only 13 have justified their answers. Four of the respondents pointed out that teaching the target culture may affect younger learners' own culture as these can be easily attracted and influenced by new clusters and this can be seen in what is called "acculturation". In addition to this, one of the respondents indicated that learners' own culture can be affected by the target one if the teachers introduce the target culture as being superior to the native one. By

contrast, eight of those respondents who have answered with 'No' have justified their answers as follows: some of them (3 teachers) think that it depends on the learners' age and their awareness of their native culture and their ability to deal with cultural differences, while four teachers argued that learners need to be exposed to the differences between the target and the native culture in order to avoid cultural shock and lots of misunderstandings. The last point given was that teachers should not present the target culture as a model to be followed and admired. What is noticed from these explanations is that teacher participants are adequately aware of the concept of culture, its impact and importance in learning its language. The five remaining teachers did not justify their answers.

Q-9 what are the aspects, according to you that culture teaching should cover?

- a- Civilization and literature
- b- Customs, rituals and social etiquette
- c- People's beliefs, and values that influence their behaviors
- d- The cultural underpinnings of appropriate linguistic use
- e- Others, please specify

.....

Table 3.9

Teachers' Views about the Aspects that Culture Teaching Should Cover

Variable	N°	%
a	1	5.55
b	2	11.11
c	/	/
d	1	5.55

ab	1	5.55
ad	4	22.22
bc	1	5.55
abc	1	5.55
abd	1	5.55
acd	1	5.55
abcd	5	27.77
Total	18	100

The responses to this question as reflected in **Table 3.9** reveal that, the respondents believe that culture teaching should cover many aspects. Five teachers 27.77% believe that culture teaching should cover all the aspects mentioned in the table. Fourteen teachers representing 31.11% of the total sample indicated that civilization and literature is one of the aspects that culture teaching should cover.. Focusing on the ‘Customs, rituals, and social etiquette’, and ‘the cultural underpinnings of appropriate linguistic use’ as main aspects for teaching culture were the two options of 23 respondent teachers divided in a relatively equal number (11 teachers for the option (b) and 12 teachers for the option (d)). The third option of ‘people’s beliefs, and values that influence their behaviors’ receives the least number of responses which means that only few teachers are aware of the importance of studying about the impact of people’s beliefs, assumptions and values on their behaviour in enabling learners achieve successful communication in English. In contrast, the majority of teachers do agree upon the idea that civilization and literature are the fundamentals of culture teaching.

Q-10 How should culture, in your opinion, be incorporated in language class? Please, justify your answer

a- Explicit/ deliberate	<input type="text"/>
b- Implicit/ accidental	<input type="text"/>
c- Both	<input type="text"/>

Table 3.10

The Teacher's Views about the Way Culture Should Be Incorporated

Variable	N°	%
a	5	27.77
b	2	11.11
c	11	61.11
Total	18	100

Getting deeper in the analysis of the way participants perceive how the teaching of culture should be, a question that tackles the approaches to be used when dealing with culture is given. These concern the deliberate/ explicit approach and the accidental/ implicit one. The majority of the subjects (11 teachers), representing 61,11% of the whole sample share the idea that culture should be taught both ways, i.e. explicitly and implicitly. Only two of them think that culture teaching should be accidental. Moreover, fourteen teachers provided explanations for their answers. To illustrate, among the five respondents who opted for 'a', four of them justified their answers as following: two of them conceive of culture to be taught explicitly in order for the learners to feel the importance of culture in language learning, while one of the subjects indicated that if the teachers presented culture implicitly, some of the aspects will go unnoticed by students as having specific cultural meaning and thus, culture should be taught explicitly in order to make clear that the aspects covered pertain to the target culture. The last respondent mentioned that culture should be taught explicitly in order to

allow cross-cultural discussions and make students aware of the differences between cultures. In contrast, the two respondents who have opted for 'b' option, gave an opposed view to the latter. According to them, implicit incorporation of culture in EFL classes helps learners to develop ability to recognize differences between languages and cultures. Besides, out of the 11 informants who have opted for 'c-both', eight of them have justified their answers. Four of these respondents claim that the way of teaching culture depends on the objective of the course. Similarly, two other participants indicated that it is through following both methods for teaching culture that teachers can cover almost all the aspects of their aims. One of them stated that "students should become aware that language is the product of culture that shapes it and reshapes it". The last informant indicated that "in order to avoid acculturation and to be able to speak/write like natives"

This section reveals the following points:

- The majority of the participants believe in the importance of incorporating the target culture in EFL classes. According to them, language and culture are inseparable and thus learning a language acquires learning its culture.
- The majority of the teachers think that teaching the target culture does not threaten the learners' own culture. This leads to ask, does the students share the same idea or do they have an opposed idea to that of the teachers? The answer to this question is going to be revealed in the students' questionnaire in the following pages.
- Most of the teachers perceive literature, civilization and the cultural underpinnings of the appropriate linguistic use as the most important aspects that culture teaching should cover.
- The majority of the teachers maintain that the best way to teach culture inside language classes is through following both "explicit" and "implicit" approaches of teaching.

Section Three: Teachers' Practices of Culture Teaching

Q-11 How often do you incorporate cultural issues in your class?

a- Often

b- Always

c- Sometimes

d- Rarely

Table 3.11

Frequency of Incorporating Culture in Language Classes

Variable	N°	%
a	6	33.33
b	1	5.55
c	6	33.33
d	5	27.77
Total	18	100

After gathering data concerning teachers' attitudes towards culture integration, it is plausible to ask them about their current practices to teach it. As a starting point, participants were asked the frequency of incorporating culture in their classes. More than half of the participant teachers (13 teachers) representing 72.22% of the whole sample do include cultural discussions in their classes. Whereas, only five teachers 27.77% of the respondents indicated that they are rarely to incorporate cultural issues in the classroom.

Q-12 What are the topics you tackle when teaching culture?

- a- Literature/History
- b- Stereotypes
- c- Festivities and celebrations
- d- Beliefs, values and attitudes
- e- Daily life style and routines
- f- Others, please specify

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Table 3.12

Topics Used for Teaching Culture

variable	N°	%
a	/	/
b	1	5.55
c	1	5.55
d	/	/
e	2	11.11
ab	1	5.55
ae	1	5.55
de	2	11.11
abe	1	5.55
ace	1	5.55
ade	2	11.11
bcd	1	5.55
bde	1	5.55

abde	2	11.11
abcde	1	5.55
No answer	1	5.55
Total	18	100

In an attempt to view the cultural content taught by the teachers in the classroom, the teachers were asked to reveal the topics they usually deal with when teaching culture. The results as reflected in **Table 3.12** show that the respondents do include a variety of cultural topics in their classes. The most selected topic by the teachers as shown in this table is 'daily life issues and routine'. While, two equal ratios of teachers fall for literature/history and beliefs, values and attitudes. The minority as shown in this table discuss festivities and celebrations. Among 18 respondents only 2 of them added that, in addition to the above mentioned cultural elements one of them stated that he/she usually discusses cultural differences and misunderstandings. The other respondent indicated that he/she usually discusses culture specific words, idioms and their etymologies and equivalents in the native culture in class.

Q-13 What are the techniques you usually in teaching culture?

- a- Role play and simulation
- b- Group and classroom discussion
- c- Projects
- d- Critical incidents
- e- Cultural capsules
- f- Others, please specify

.....

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Table 3.13

Teachers' Techniques for Teaching Culture

Variable	N°	%
a	/	/
b	6	3.33
c	1	5.55
d	2	11.11
e	/	/
ab	4	22.22
cd	1	5.55
abc	1	5.55
bcd	1	5.55
No answer	2	11.11
Total	18	100

After questioning the teachers about the topics that they are usually incorporating in the classroom, now, it is time to ask them about the techniques they usually use. The results of **Table 3.13** show that among the techniques that have been mentioned, group and classroom discussions is the most used technique by the teachers in which twelve teacher indicated that they are using this technique for teaching culture. Five teachers indicated that they are using role plays and stimulations in which as it was mentioned in the first chapter, used especially to transmit cultural information. Four teachers stated that they are using projects to teach culture. While, Four other teachers indicated that they are relying on critical incidents in which as it was mentioned in the first chapter, the teachers here tries to increase their students' awareness

toward cultural differences. And as it is shown in the table, none of the respondents opted for the variable (e- cultural capsules) which can be due to the teachers lack of awareness about it. From the total number of the teachers, only three of them seem to follow other techniques then these mentioned in the table. Two of them stated that they use definitions when dealing with cultural matters. While one of those teachers mentioned that he/she rely on “equivalence”.

Q-14 What are the tools that you use for integrating culture in language classes?

- a- Videos
- b- Tape recordings
- c- Magazines and newspapers/ Novels
- d- Others, please specify
-

Table 3.14

Teachers' Tools for Teaching Culture

Variable	N°	%
a	5	27.77
b	2	11.11
c	/	/
ac	5	27.77
No answer	6	33.33
Total	18	18

For a better understanding of how teachers apply their techniques when teaching culture, they were asked to mention the tools they are using. **Table 3.14** reveals that the majority of

the teachers 'ten teachers' use videos as a tool for teaching culture inside the classroom. This can be due to the fact that videos are a good resource for providing students with verbal and non-verbal information about the target culture. Only 11.76% of the participants indicated that they are using tape recordings. Whereas, the remaining participants 'five teachers' stated that they are using magazine, newspapers and novels, this can be because magazines in English language are rarely to be found in the Algerian society since English is just a foreign language and not a second one like the case of French. It can be seen from this table that 33.33% of the respondents did not answer this question. Out of 18 respondents, 5 stated that they are using other tools for integrating culture in their classes. Two of the teachers indicated that they are using teaching manuals. The other teachers mentioned that they are using: songs, idioms and pictures, equivalence and original documents.

To sum up, we have found in this section that only 5 teachers from the total number of the teachers do incorporate cultural issues rarely in their classes. The majority of the teachers in the English department deal with literature and history, beliefs, values, attitudes and daily life style and routines in their classes through group and classroom discussion. The teachers use some techniques such as role play and simulation, projects and critical incidents. They indicated that they are using videos mostly besides other tools like magazines and novels and so on.

Section Four: Native Culture Integration and Students' Motivation

Q-15 When teaching culture, do you follow a contrastive approach for teaching native (Algerian) and target culture?

a- Yes

b- No

Table 3.15

Teachers' Use of Contrastive Approach for Teaching the Native and Target Culture

Variable	N°	%
Yes	10	55.55
No	8	44.44
Total	18	100

After being aware of the teachers' practices of culture teaching and how they usually deal with it in terms of the kind of the techniques and the tools they are usually using. This section is meant for the investigation of NC integration alongside with the TC and students attitudes towards it. It also aims to reveal the teachers' attitudes towards NC integration and their evaluations of their students' reactions towards it. In order to achieve these aims, the teachers were asked to reveal the kind of approach they are following in dealing with the native 'Algerian' and the target culture. As can be seen from **Table 3.15** There are a relatively equal number of responses between the two options. Ten teachers (55.55%) revealed that they are using a contrastive approach when dealing with both Algerian NC and the target culture. The other eight teachers indicated that they are not relying on a contrastive approach for teaching both cultures.

Q- 16 How do you feel when dealing with cultural matters?

- a- Very comfortable**
- b- Comfortable**
- c- Less comfortable**
- d- Uncomfortable**

Table 3.16

Teachers' Attitudes to Culture Teaching

Variable	N°	%
a	3	16.66
b	12	66.66
c	3	16.66
d	/	/
Total	18	100

In attempt to reveal the teachers' feelings towards culture integration, the teachers were asked to view the kind of feeling they have when dealing with cultural matters. The majority of the respondents 66.66% stated that they feel comfortable towards the teaching of culture. Three teachers 16.66% indicated that they feel 'very comfortable' when dealing with cultural issues. The last 3 respondents stated that they feel 'less comfortable' which lead us to question the reason behind it in the following question. It is clear from this table that none of the teachers considered the teaching of cultural issues as 'uncomfortable'.

Q-17 If you answered with 'c' or 'd' in question 16, please, justify your answer

Only two participants of the total number have justified their answers. One of the teachers stated that the reason behind being less comfortable when dealing with cultural matters is the fact that not any teacher can teach culture. According to this respondent, teachers should be immersed in the culture of the language in order to be able to teach it to the students. The other teacher mentioned that the target culture usually conveys some cultural matters that are

deemed taboo in the Algerian culture which makes him/her feel less comfortable when dealing with cultural matters especially those related to the target culture.

Q-18 When you discuss your students' native culture (Algerian), how do you evaluate their reactions?

a- Positive

b- Neutral

c- Negative

Table 3.17

Teachers' Evaluation of their Students' Reactions towards the Native Culture

Variable	N°	%
a	10	55.55
b	3	16.66
c	5	27.77
Total	18	100

One of the most important questions to be asked here after being aware the teachers' feelings towards cultural matters is to question the students' reactions towards their native 'Algerian' culture integration through the lenses of their own teachers. It is clear from this table that the highest frequency (55.55%) is for the variable (a- positive). This means that most of the teachers receive positive reactions from their students when it comes to discussing their own culture which can be due to being motivated to participate in such discussions. Three teachers chose the variable (b-neutral). the remaining teachers indicated that their

students react negatively towards their native culture. This leads to question the reason behind such reaction in the following question.

Q-19 If you answered with ‘c’ in the question 18, is it because of their:

- a- Lack of knowledge about the native culture
- b- Inability to express one’s own culture
- c- Feeling of awkwardness towards their own culture
- d- Others, please elaborate

.....

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Table 3.18

Explanation of Students’ Negative Reactions towards the Native Culture

Variable	N°	%
a	1	20
b	1	20
c	2	40
ac	1	20
Total	5	100

The responses to this question as reflected in this table show that one of the teachers see that his/her students react negatively towards the native (Algerian) culture because of their lack of knowledge about it. Another teacher believes that his/her students’ do not react positively towards the discussions carried out about their native 'Algerian' culture due to their inability to express it in the target language. Two teachers stated that students do not engage

in such discussions positively because of their feelings of awkwardness towards their native culture. In addition to this, one of the respondents related his/her students negative reactions towards their own culture to both 'a' and 'c' variables. Among the five respondents who chose variable 'c' in question 18, only 2 of the respondents add further reasons behind the negative reactions of their students' towards the discussion about the Algerian culture. According to our respondents, students seem to be not proud of their identity. They show a kind of stigma towards their own culture.

Q- 20 Do you consider teaching the Algerian 'native' culture in EFL classes important for learners?

a-Important

b-Not important

Table 3.19

Teacher's Opinions on the Integration of the Algerian (native) Culture in EFL Classes

Variable	N°	%
Important	9	50
Not important	8	44.44
No answer	1	5.55
Total	18	100

After viewing the teachers' evaluations of their students' reactions towards their native culture integrations, it is important also to know the teachers' own ideas about NC integration in EFL classes. **Table 3.19** reveals that half of the participants 50% believe that it is

important to teach the Algerian (native) culture in EFL classes. 44.44% of the teachers believe the opposite. The last respondent suggested another option which is 'neutral' instead of 'important' and 'not important'. Additionally, 11 teachers justified their answers. Six of those who believe that teaching the native (Algerian) culture is important provided the following reasons:

- "Learning English in context with which students are familiar with, will facilitate the process of learning".
- "Teachers should incorporate the native culture in EFL classes so that students do not underestimate their own culture".
- "It is important if teachers adopt a contrastive approach in teaching culture as this allows learners to develop their identity and be aware of other's culture".(2)
- "A teacher of translation mentioned that it is important in his/her module to incorporate the native (Algerian) culture because translation is mostly based on cultural differences".
- "Incorporating the Algerian culture in EFL classes allows students to compare, accept and negotiate their place and identity in multicultural situations".

The 5 remaining respondents who believe that the native (Algerian) culture is not important in EFL classes argued that teaching the target culture motivates learners more than the teaching of the native culture and that learners need only to know about the target culture. According to them, the learners are already familiar with their native one. This justification contradicts with the answers of some teachers in question 3.19 in which they indicated that their students' reacts negatively towards their native culture due to their lack of knowledge about it besides their inability to express it in the target language. This led to question whether students are aware of their native culture or not. Answers to this question will be provided in the second part of this chapter that deals with the students' questionnaire.

Q-21 Do you think that incorporating the Algerian culture in English classes can enhance students' motivation to learn?

a- Yes **b- No**

Table 3.20

Teachers' Opinions on the Impact of Integrating Algerian (native) Culture on Students' Motivation

Variable	N°	%
Yes	10	55.55
No	8	44.44
Total	18	100

After revealing the teachers' opinions on the integration of the NC in EFL classes, it is important also to know their opinions about the NC impact on students' motivation. As can be seen from **Table 3.20** there are two approximate ratios reflecting the teachers opinions on the impact of the Algerian NC on students' motivation. Among the total number of the respondents (18), there are ten (55.55%) teachers who share the idea that NC can promote students' motivation to learn. This reflects the teachers' awareness of the importance of native culture integration in EFL classroom as a motivational factor for EFL learners. The other respondents 44.44% are for the idea that NC has nothing to do with learners' motivation in EFL classes.

To conclude, in this section, it is found that:

- Many teachers in the department of English follow a contrastive approach for teaching native and target in which the teaching of culture is based on cultural similarities and differences.
- The majority of the teachers revealed that they feel comfortable when dealing with cultural issues inside language classes.
- The majority of the teachers revealed that their students react positively towards the discussions about their own culture in language classes.
- Many teachers believe that teaching that teaching the Algerian culture in EFL classes is important for the learners. According to these teachers, incorporating the Algerian culture in English classes will facilitate the process of learning and allow learners to develop their identity.

Section Five: Further comment or Suggestion

Q- 22 Please, add any further comment or suggestion

Nine explanatory comments and suggestions were provided in this section:

- “More attention should be given to the target culture i.e. the aspects of the English language through allocating more sessions”.
- “Advanced learners need to know about the target culture, it is not necessary to integrate the native culture in EFL classes only in case teachers want to motivate their students”.
- “Culture is an intrinsic aspect of language. Teaching any language without taking into account the cultural, historical and geographical background would be a careless limitation of the status of language”.
- “Teaching the ‘target’ culture as a must for learners to use the language communicatively especially with native speakers. Besides teaching the ‘native’ culture

in case the primary objective is to teach learners how to express themselves to others who do not belong to the same speech community”.

- “Teachers should try to change the negative view of the learners towards their own culture by presenting it as a parallel to the target one and try to encourage learners to express their own identity in the foreign language”.
- “Teachers of culture should be trained and well prepared. Language and culture should be taught together in order to facilitate the process of FL acquisition. In addition to this, exposing EFL learners to the target culture decreases the cultural shock that they might face in the target society”.
- “It is important to include the native culture and encourage discussions about both the ‘native’ and the ‘target’ culture in order to increase cultural awareness and to avoid cultural misunderstandings”.
- “There must be a contrastive approach to teach native and target cultures and this can be done only explicitly i.e. teaching culture as an independent subject. In this way, learners would pay more attention to cultural differences and the importance of understanding the other”.
- The last teacher suggested to teach the Algerian culture ‘history, society and literature’ in separate modules in English. This participant encourages the teachers of oral expression, written expression and linguistics to carry out discussions about the Algerian culture and involve students in doing research about the Algerian society, its values, norms and attitudes including one’s own tribe, village or town. Later, students can be directed to compare their culture with other different cultures.

To sum up, this section revealed two opposed views of the teachers between those who believe that more attention should be given to the target culture and those who support and encourage the incorporation of the Algerian culture in English classes. The first group

suggested that the focus of the teachers must be directed towards the teaching of the target culture 'only' in order to develop and enrich the learner's linguistic repertoire. In contrast, the second group of teachers seemed to share the same view about the integration of the native culture inside EFL classes. Most of the teachers suggested a contrastive approach to teach both cultures, the 'target' and the 'native' one, in order for the learners to be able to; express their own identity and culture in the foreign language, to be aware of the cultural differences between their own culture and the target one and to compare their own culture with other different cultures and thus, increasing their cultural awareness which results in understanding and accepting the other cultures.

3.2. The Students' Questionnaire

3.2.1. The Sample

For this investigation, selection of the participants is purposeful, on the basis of their learning experiences. The participants of this study have already dealt with cultural matters in all modules and from different perspectives like in culture, linguistics, psycholinguistics, oral expression, literature, translation and so on. This means that students are more likely to be aware of the importance of culture in language classes. The participants targeted are third year LMD students at the University of Mohammed Seddik Benyahia, Jijel. The sample selected for this study was (N= 121) from a total population of 277 LMD students in the Department of English. .

3.2.2. Aim of the Students' Questionnaire

This questionnaire was designed for third year LMD students. The major aim behind this questionnaire is to investigate the students' attitudes towards the integration of the Algerian culture in EFL classes. In addition to this, this questionnaire also aims to reveal the students' degree of awareness of the importance of culture in EFL classes, the target culture subjects

they want to study in language classes, and also their view points about the effect of TC on their own culture.

3.2.3. Administration and Description of the Students' Questionnaire

This questionnaire is addressed to third year LMD students in the department of English. Among 277 third year students, 121 students have been chosen randomly to be the subjects of our investigation. Concerning the allotted time, students were free to spend the time they needed to answer the questionnaire. This questionnaire constitutes four sections; the first section deals with 'general information', the second one is about 'culture learning', the third section is concerned with 'culture teaching and motivation', and the last section is addressed for the students to add any further suggestions.

Section One: General Information

This section consists of 6 questions which aim to reveal personal information about students: Gender, age, their perceptions (Q-3) about studying English, their motivational and demotivational factors for learning English (Q-4), their interests in studying English (Q-5), and finally, their opinions towards the most important aspects to be studied when learning culture(Q-6).

Section Two: Culture Learning

This section comprises five questions about the students' opinions on the importance of the target culture and their choices of the subjects they want to study about the English culture (Q7-8). It also tries to reveal the students' opinions about the effect that the target culture might leave on students own culture (Q9-10). The question (11) aims to reveal the students' opinions about the degree of their native culture importance in comparison to the target one.

Section Three: Teaching and Motivation

Section three is composed of 8 questions. Students were asked whether their teachers incorporate discussions about the target culture or not and the frequency of its integration (Q12-13). The following questions (Q-14-15-16-17-18-19) were about the integration of the native (Algerian) inside EFL classes and the students' different attitudes towards its integration. The last question in this section (Q-20) is about some aspects of the native culture in which students were supposed to order these aspects according to their order of importance.

Section Four: Further Suggestions

In this section, we ask students to add any further comments or suggestions.

3.2.4. Analysis and Interpretation of the Results of the Students' Questionnaire

Section One: General Information

Q-1 Gender:

a- Male b- Female

Table 3.21

Students' Gender

Variable	N°	%
a	19	15.70
b	102	84.29
Total	121	100

This table shows that males represent only 15.70% of the total subjects. The majority of the subjects (102) are females which they represent 84.29% of the whole students' number.

The number of females is more than the number of males can due to the fact that number of females majoring in English is more than the one of males.

Q-2 Age.....years old.

Table 3.22

Students' Age

Variable	N°	%
20-25 years	114	94.21
25-30 years	6	4.95
30-35 years	1	0.82
Total	121	100

The second question that aims at gathering ample data on the participant students pertains to their age. As demonstrated in the above table, the majority of our respondents 94.21% are aged between (20/25years) old. 6 of the respondents aged between (25/30) and only one of the respondents aged between (30/35).

Q- 3 Do you enjoy studying English?

Table 3.23

Students' Perception about Studying English

Variable	N°	%
Yes	105	86.77

No	16	13.22
Total	121	100

The responses to this question as reflected in the above table reveal that the majority of the students (86,77%) enjoy studying English. On the other hand, 16 respondents indicated that they do not enjoy studying English because of some particular reasons as it will be shown in the next table.

Q-4 If 'No', why?

a- Studying English was not your choice.

b- Studying English proves difficult for you.

c- You are not interested in learning about English language and its people

Table 3.24

Students' Demotivating Factors for Learning English

Variable	N°	%
a	6	37.5
b	5	31.25
c	5	31.25
Total	16	100

Following the same line of thought, participant students were asked about the reasons behind their demotivation to learn English. Six (37.5%) students, as demonstrated in the above table, attribute their situation to the fact that, studying English was not their own choice and interest. The answers of the rest of subjects were equally (31,25% each) divided between

the second and the third options; i.e. the difficulty of English language, and their disinterest in learning about the English language and its people.

Q-5 If 'yes', what is your interest in studying English?

- a- **Acquiring new vocabulary and their leaning**
- b- **Learning about grammar rules and sentence structure**
- c- **Developing a native-like pronunciation**
- d- **Knowing about the English people, their values, and customs**
- e- **All above**
- f- **Others, please specify**

Table 3.25

Students' Interests in Studying English

Variable	N°	%
a	10	9.52
b	4	3.80
c	12	11.42
d	3	2.85
e	29	27.61
ab	3	2.85
ac	16	15.23
ad	2	1.90
cd	6	5.71
abc	2	1.90
abd	2	1.90
acd	5	4.76

bcd	2	1.90
abcd	4	3.80
No answer	5	4.76
Total	105	100

Table 3.25 shows that the students have numerous interests in studying English for one student may have more than one interest as it is shown above. Students' attention is directed to learning new vocabulary '49 students' and developing their pronunciation '47students' as these options were highly selected in comparison with the other aspects of language. For the options 'b' and 'd', they have received close results in which students indicated that they are interested about acquiring grammar rules besides gaining knowledge about the English people, their values, and their customs. The remaining students '29 students', believed all the above mentioned elements to be interested while studying English language. Moreover, among 105 students who answered with 'yes' in question 3, only five students added some other reasons for studying English. 3 students indicated that their aim behind studying English is 'communication i.e.to be able to communicate with foreigners. Another student stated that his/her aim behind choosing English is because of the fact that English is the language of the world which makes it according to him/her an obligatory choice. The last student indicated that his/her aim behind studying English is to get a job.

Q-6 For you, what is the most important aspect to be studied when learning English?

(you can tick more than one box)

a- Vocabulary

b- Grammar

c- Pronunciation

d- culture

Table 3.26

The Students' Opinions towards the Most Important Aspect to be Studied When Learning English

Variable	N°	%
a	11	9.09
b	6	4.95
c	10	8.26
d	1	0.82
ab	11	9.09
ac	20	16.52
ad	5	4.13
bc	4	3.30
bd	1	0.82
cd	5	4.13
acd	12	9.91
abc	15	12.39
abd	5	4.13
bcd	1	0.82
abcd	14	11.57
Total	121	100

In order to diagnose and confirm about the position of culture in learning from the participants' point of view, the students were asked about their own opinions of the most

important aspects of language to be studied. It is clear from this table that the majority of the students chose the variable (a- vocabulary) which reflects students' believe that it is the most important aspect of language learning. The statistics again shows that 58 of the subjects believe that grammar is among the most important aspects to be taught when learning English language. 81 students believe that pronunciation comes after vocabulary as the most important aspect of language to be studied. The remaining participants (44students) opted for the variable culture.

To sum up, it has been found in this section that the majority of the participants of this study are females. In addition to this, most of the participants have indicated that they are enjoying studying English for a number of reasons among them; developing a native like pronunciation besides acquiring new vocabulary and knowing about the English people, their values and customs. Moreover, the last question reveals that the majority of the students do not consider culture to be the most important aspect of language teaching. Instead of this, our participants believe that vocabulary, pronunciation and grammar come before culture in the degree of importance.

Section Two: Culture Learning

Q-7 According to you, is it crucial/important to know about the target culture (American/British) while learning English? Please, justify your answer

a- Yes **b- No**

Table 3.27

The Students' Opinions towards the Importance of Culture in Language Learning

Variable	N°	%
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Yes	103	85.12
No	18	14.87
Total	121	100

As it is shown in **Table 3.27** the majority of the participants (85.12%) believe that it is important to learn about the target culture when learning the English language. Only few students (18) forming 14, 87% of the totality of participant students think that learning the target culture is not a requisite.

Out of 121 participants, 82 students justified their answers. 73 of the justifications concern the variable 'a-yes', and the nine remaining justifications relate the second variable 'b- no'. The students who believed the teaching of the target culture to be important justified their answers as following:

- "Learning the target culture facilitate the process of learning/acquiring the foreign/target language. Learners need to know about the culture of the language they are studying in order to become more interested about it and this will help them to acquire more vocabulary and pronunciation.(33)
- "The target culture helps learners to accept and understand other cultures".(7)
- "It is important to know about the target culture because this will help learners in the process of communication with others from the target culture".(6)
- "It is important to learn about the target culture because this will allow learners to gain more awareness about the others' habits and beliefs".(11)
- "We need to learn the target culture because language and culture are interrelated to each other. In some students' words "culture is the mirror of language" also another one wrote "language and culture are two faces of the same coin".(8)

- “It is through learning the target culture; learners will be able to understand the target language and avoid cultural misunderstandings and conflicts”.(5)
- “The students indicated that learners need to know about the target culture in order to avoid cultural shock”.(2)
- The last student stated that learners of foreign languages need to know about the target culture in order to compare between both the target and the native one.

These valuable comments from the students reveal their awareness of the importance of culture teaching in EFL classroom and its crucial role in the acquisition of the target language. In addition to its role in understanding foreigners and avoiding cultural misunderstandings and cultural shock.

The 9 students who believe that teaching the target is not important justified their answers as follows:

- “There is no need for learners to learn about the target culture because it is not important”.(4)
- “We need to know the language not its culture”. In other words, these students believe that there is no need for the target culture.(5)

Q-8 If ‘yes’, what are the subjects you want to study about the English culture?

a- Literature

b-Civilization

c-Daily life and routines

d-People’s beliefs and values

e-Customs and rituals/ social etiquettes

Table 3.28

The Students' Choices of the Subjects they Want to Study about the English Culture

Variable	N°	%
a	6	5.82
b	8	7.76
c	9	8.73
d	10	9.70
e	1	0.97
ab	6	5.82
ad	3	2.91
bc	9	8.73
bd	5	4.85
be	2	1.94
cd	5	4.85
de	1	0.97
abc	2	1.94
abd	7	6.79
abe	7	6.79
ace	1	0.97
bcd	4	3.88
bce	5	4.85
bde	2	1.94
cde	4	3.88
abcd	1	0.97
acde	1	0.97
bcde	1	0.97
abcde	3	2.91
Total	103	100

After questioning the students' opinions about the degree of importance of the target culture, now it is time to know about the subjects they want to study about the English culture. The findings of **Table 3.28** show that the majority of the students wants to study about English civilization. This statistics again shows that there are two other high frequencies went for both the variables 'c' and 'd' namely daily life and routine and people's beliefs and values. Thirty seven students chose 'a' literature and twenty nine students chose the variable 'e'.

Q-9 Do you think that being exposed to the English culture particularly threatens your own culture?

a- Yes

b- No

Table 3.29

Students' Opinions about the Target Culture Effect on their Own Culture

Variable	N°	%
Yes	30	24.79
No	91	75.20
Total	121	100

After revealing the students' interests of the target culture subjects they want to study, it is important to question the students about their opinions of the target culture effect that might leave on their own culture. As can be seen from **Table 3.29**, the majority of the students 75.20% indicated that being exposed to the English culture do not threaten their own culture and identity. This view reflects students' cultural awareness which pertains being aware of one's own identity beside the other culture and also the ability to understand and accept the

cultural differences. In contrast, 24.79% of the total number of students believe that the target culture may threaten their own culture.

Q- 10 If 'yes', how?

Out of 30 students whom believe that the target culture may threaten their own culture, only 19 of them explained their answers. We have noticed that most of the students share the same explanation which is "the target culture can make learners forget their own identity and change their behaviors". They express this idea in the followings statements:

- "The target culture can make learners forget their own culture".(3)
- "The target culture can influence the students' way of thinking and thus, change their behaviors and values".(3)
- "The learners may like a particular behavior and imitate it and ignore their own values".
- "Being exposed to the target culture will take much attention and concentration than my mother culture and as a result, my culture will be reduced and forgotten".
- "The target culture threatens the learners' identity, values and behaviors".
- "It is noticed among EFL learners that they are imitating blindly the English people in terms of clothing and behaviors, it seems as if the target culture becomes the dominant one".(2)
- "Being exposed to the English culture can lead in some cases to the "adaptation" of this culture as an alternative to the native one which is something very dangerous".
- "When learners study only the target culture, the students may blindly follow and imitate its values and behaviors".
- "Only those students who have weak personalities can easily change their values and behaviors".

- “The more learners know about the target culture the more they are influenced by it”.
- The last student admitted that he/she her/himself is influenced by the target culture saying: “I am influenced by their culture and style of living”.

Observing students' answers, it can be said that these statements reflect the students' fears and worries of the negative effects that the TC might leave on them as foreign language learners. It is important to note here that when teachers are teaching the target culture along with the language, they should pay their attention to the fact that the students' native culture will not be affected by the target one. One of the ways to avoid TC negative effects on students' own culture such as 'acculturation' as indicated by many students in the statements above is by rising their students' cultural awareness of the target culture and also learners' own culture. In addition to this, the students should be aware of the differences between the TC and their home culture.

Q- 11 Do you think that teaching your culture in English classes is more or less crucial than the target culture teaching?

a- More

b- Less

Table 3.30

The Students' Opinions about the Degree of the Importance of their Native Culture

Variable	N°	%
More	49	40.49
Less	52	42.97
No answer	20	16.52
Total	121	100

In order to view the students' opinions about the degree of importance of their own culture, students were asked in question 11 to compare it to the TC according to their degree of importance. This table shows two approximate views of the degree of importance of both cultures NC and TC. Out of 121 respondents, 49 (40.49%) believe that teaching the native (Algerian) culture in English is more crucial than the target culture. This table shows us again that 42.97% of the participants agree to the idea that the target culture is more crucial than the native one in EFL classes. 20 (16.52%) of students did not answer this question. It seems that the variables we included in this question may not be satisfied for them. 11 students of those 20 students who did not answer this question indicated that both cultures the 'target' and the 'native' one have the same degree of importance in English classes. According to them we need to know and teach both cultures.

Among 101 students who answered this question, 42 students justified their answers. To start with, 21 students who believe the native culture to be more important in English classes justified their answers in the following way; one of them indicated that "The native culture is more crucial because learners and people in general like to talk about themselves or about things they are familiar with, interested about or things that belong to them". Five other participants believe that "It is important to know about the native culture before studying about the target one". Two other students stated that "When talking about one's own culture, customs, etiquettes and beliefs, this will draw students' attention and motivates them to learn more than the target culture". Another respondent indicated that "Teaching the native culture in English classes will give students extra opportunities to express their ideas freely". Six other participants added that NC is more crucial because "People like to express themselves and their identity". One of the respondents emphasized the importance of the native culture in language classes saying: "We should always discuss our culture and never neglect it in order to keep our identity and not to bury it". Three students believe that it is "The more we know

about our culture, the more it will help us express our identity with people from the target culture". Another participant included that "It is quite illogical to teach only the foreign culture within The Algerian society which has different values and beliefs". To conclude, the last participant confessed that he/she is affected positively by the native culture saying: "The more my teachers discuss topics about the Algerian culture the more I feel free and participate".

Second, twenty one (21) of the students whom believe the target culture to be more crucial than the Algerian one indicated the following justifications: Sixteen students indicated that "Students need to know more about the target culture because they already aware of their own culture". Two other students stated that "It would better if we teach each language with its culture". Two other students said that: "Teaching the Algerian culture will not help in acquiring the target language". The last respondent claimed that "The native culture must be taught in our native language for a better understanding". These

To conclude, this section reveals tow students' opposed views about the importance of both TC and NC in classes of English. In addition to this, most of the students believe language and culture to be interrelated and that culture facilitates the process of learning a language. Moreover, most of the students revealed that their prior interest in studying culture is to learn about the English civilization, people's beliefs and daily life and routines. Furthermore, in this questionnaire, the students confirmed their teachers' opinions that the target culture does not threaten their own culture and identity. Moreover, when asking students which of the cultures is more important, the "native" or the "target" culture, results show different answers with two approximate proportions. One group of the students believe the target culture to be the most important one to be dealt with in language classes. While, the second group believe that the Algerian "native" culture is the most important one. In addition

to these proportions, a third group considers the two cultures to be of equal importance and relevance to be incorporated in English classes.

Section Three: Culture Teaching and Motivation

Q- 12 In classes of English, do your teachers incorporate discussions about the British/American culture?

a-Yes

b- No

Table 3.31

Students' Views about the Incorporation of the Target Culture in Language Teaching

Variable	N°	%
Yes	95	78.51
No	26	21.48
Total	121	100

This section starts by questioning the students about the incorporation of the TC in their sessions. The responses to this question as shown in the table above shows that the majority 78.51% of the respondents indicated that their teachers discuss subjects about the target culture. In the other hand 21.48% of the students said that their teachers do not incorporate discussion about the target culture. This results reflect the teachers' awareness of the target culture importance in language classes and its important role in acquiring the second/foreign language.

Q- 13 If 'yes', how often?

a-Always

- b- Often**
- c-Sometimes**
- d- Rarely**

Table 3.32

Students' Views on the Frequency of TC Incorporation in Language Classes

Variable	N°	%
a	10	10.52
b	31	32.63
c	49	51.57
d	5	5.26
Total	95	100

Following the previous question, the students were asked to reveal the frequency of TC incorporation by their teachers in classes of English. Out of 95 respondents, 41 students representing (43.15%) stated that their teachers do include TC discussions inside the classroom. In the other hand, half of the participants indicated that their teachers incorporate discussions about the American and British culture from time to time. The remaining students which constitute only of 5.26% indicated that it is 'rarely' to deal with TC discussions inside the classroom.

Q-14 In classes of English, do your teachers incorporate discussions about your native (Algerian) culture?

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

Table 3.33

Students' Views about the Integration of the NC in Language Classes

Variable	N°	%
Yes	77	63.63
No	44	36.36
Total	121	100

After gathering data about the incorporation of TC in language classes, students were asked also about the NC integration. It is clear from this table that the greatest share of responses is that of the 'yes' option, in which 63.63% of the participants indicated that their teachers in the department of English do incorporate discussions about the native (Algerian) culture. The remaining students 36.36% indicated the opposite.

Q- 15 If 'yes', how often?

- a- Always**
- b- Often**
- c- Sometimes**
- d- Rarely**

Table 3.34

Students' Views on the Frequency of NC Incorporation in Language Classes

Variable	N°	%
Always	3	3.89
Often	13	16.88
Sometimes	41	53.24
Rarely	20	25.97

Total	77	100
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As follow up to the previous question, students were asked about the frequency of NC incorporation in language classes. **Table 3.34** reveals that half of the respondents indicated that their teachers do incorporate NC discussions from time to time. Sixteen students representing 20.77% of the total number of the participants stated that their teachers do include NC discussions most of the time. While, the remaining students (25.97%) indicated that it is rarely to incorporate discussions about the NC by their teachers in language classes.

Q- 16 How do you feel when your teacher discusses your culture in English?

- a- Excited**
- b- Uncomfortable**
- c- Neutral**

Table 3.35

Students' Feelings Towards the Discussions about their Own Culture

Variable	N°	%
Excited	62	51.23
Uncomfortable	6	4.95
Neutral	53	43.80
Total	121	100

Getting deeper in the analysis of NC integration in English classes, the students were asked to reveal their feelings towards their NC discussions in language classes with the aim to

uncover the kind of the students' reactions towards its integration. The table above shows that half of the students (51.23%) feel excited when their teachers discuss their own culture in English language. This positive reaction from the students reveals their motivation and willingness to discuss cultural topic in the classroom. (4.95%) of the participants stated that they feel uncomfortable towards these discussions. While, the remaining students (43.80%) indicated that they are feeling neither comfortable nor uncomfortable but instead they feel 'neutral'.

Q-17 Do you participate in such discussions?

a- Yes

b- No

Table 3.36

Students' Replies to Question 17 about their Participation in the Discussions Related to their Native Culture

Variable	N°	%
Yes	89	73.55
No	32	26.44
Total	121	100

This table shows that most of the respondents 73.55% participate in the discussions related to their native (Algerian) culture. (26.44%) of our subjects indicated that they do not participate in these discussions.

Q-18 If 'no', is it because?

a- You are mostly unable to express yourself and culture in English?

- b- You do not have adequate knowledge about your own culture?**
- c- You think there is no relevance for its incorporation in English classes?**
- d- You feel embarrassed when speaking about it?**
- e- Others,** **please**
specify.....

Table 3.37

Students' Responses to Variable 'b' in Question 17

Variable	N°	%
a	6	18.75
b	5	15.62
C	10	31.25
D	3	9.37
Ac	2	6.25
Cd	1	3.12
Bc	1	3.12
Ad	1	3.12
No answer	3	9.73
Total	32	100

In response to the variable 'b' in question 17, this table shows that the most important reasons behind students lack of participation when engaging in NC discussions is their believe that NC is not relevant to English language classes as it was indicated by 14 students in the table above. This view is similar to that of the variable 'b' in question 11 in which many students stated that the native culture is less important in English language classes and that it is the native culture is not important. The second reason behind students lack of participation

in the classroom as it was indicated by nine students, is their inability to express themselves and their culture in English. Six students justified their lack of participation by admitting that they are not aware enough about their own culture . These justifications 'a' and 'b' contradicts with the ideas of some students in question 11 which they indicated that there is no need for the learners to learn the NC culture for being already aware about it. This led to question; are students really aware of their native culture or not? The five remaining participants stated that they do not participate in NC discussions due to their feeling of embarrassment towards their home culture which reflects the common inferior view of one's culture among many Algerians.

Out of 32 students whom indicated in question 17 that they do not participate in the discussions about their native (Algerian) culture, 4 of them add the following justifications: one of the students indicated the following “I feel uncomfortable when speaking about the native culture because they always say bad things about it”. Another students justified his lack of participation by saying it is “Due to lack of vocabulary and grammar”. One student indicated that “Participation in these discussions is not important” meaning the discussions about the native culture. The last student justify his lack of participation by saying that it is “Because of the fear of making mistakes due to lack of information”.

Q-19 If ‘yes’, is it because:

- a- It is impossible for you to learn about your native culture?**
- b- You feel more motivated through feeling less strange and more at ease?**
- c- You have more things to say in such discussions?**
- d- You like to compare your native culture to that of the English?**
- e- You think you should recognize the similarities and differences between your home culture (Algerian) and the target one (English)?**

f- Others, please specify

Table 3.38

Students' Justification to Variable 'a' in Question 17

Variable	N°	%
a	10	11.23
b	6	6.74
c	5	5.61
d	5	5.61
e	4	4.49
ab	3	3.37
ac	3	3.37
ad	7	7.86
ae	8	8.98
be	6	6.74
de	6	6.74
ce	1	1.12
abc	5	5.61
abd	2	2.24
abe	1	1.12
ade	4	4.49
ace	2	2.24
acd	1	1.12
bcd	1	1.12
bce	3	3.37

cde	2	2.24
abcde	2	2.24
Total	89	100

The responses to this question as reflected in **Table 3.38** shows that the students do participate in NC discussions due to different reasons. It is obvious from the statistics shown in the table above that the majority of the participants '48 students' reveal that their curiosity and willingness to learn about their own culture, is the driving force behind their participation in the discussion about it. This justification from the students provides an answer to a question that it has been asked in Q-18 in which some students indicated that it is not important to include the native culture because students are already aware of it and the question was : are students really aware or knowledgeable about their own culture? This answer reveals that the majority of the participants believe in the importance of learning about native culture which implies the students' internal believe that they are not knowledgeable enough about their own culture and that they need to learn more about it. The second most chosen justification for students participation in the classroom by the participants was 'e' meaning that many students believe that they should be aware of the similarities and differences between their native 'Algerian' culture and the target one. This reflects the students' cultural awareness about the differences between the target and the native culture. It entails also that the students are likely to be aware of the importance of the native culture teaching and the negative influences of being ignorant about it while studying a foreign language as indicated by some students in question 10 saying that studying about the TC only can threaten their own identity. Twenty nine students stated that they feel less strange and more at ease when discussing their own (Algerian) culture which results in their participation in the classroom. 25 participants admitted that they have more things to say when it comes to their mother culture. While, for

the remaining variable 'd', 30 students indicated that they like to compare between the two cultures 'native' and 'target' ones.

Among 77 students who answered with 'yes' to question 17, only 4 students added other reasons for their participation in the discussions related to the Algerian culture . According to them, they like to discuss their home culture related issues for the following reasons: Two of the participants pointed out that they like to discuss their own culture “In order to be able to communicate successfully and confidently about our native culture with native speakers/foreigners”. Another student added the following:“Each country has its own culture, it is true that we are studying English language and studying about its culture but it is not enjoyable and interesting like our mother culture”. The last student gave a close idea to the latter one saying: “Discussion about native culture is more enjoyable and funny”.

Q-20 According to you, what are the most important aspects of your native culture you think should be discussed in English classes (please arrange the following according to their order of importance from 1 to 6 by putting the appropriate number in the box provided for each option)?

a- Literature and fine arts

b- History and civilization

c- Beliefs and values

d- Appropriate behaviors and rituals

e- Myths and superstitions

f- Taboos

g- Other, please specify

Table 3.39

Students' Classification of the Aspects of their Native Culture According to their Degree of Importance

Variable	1 st		2 nd		3 rd		4 th		5 th		6 th	
	N ^o	%										
a-	7	5.78	27	22.31	32	26.44	18	14.87	7	5.78	5	4.13
b-	45	37.19	27	22.31	12	9.91	7	5.78	4	3.30	1	0.82
c-	35	28.92	26	21.48	24	19.83	7	5.78	2	1.65	2	1.65
d-	7	5.78	12	9.91	15	12.39	44	36.36	14	11.57	4	3.30
e-	1	0.82	3	2.47	8	6.61	14	11.57	49	40.49	21	17.35
f-	1	0.82	1	0.82	5	4.13	6	4.95	20	16.52	63	52.06
No answer	25	20.66	25	20.66	25	20.66	25	20.66	25	20.66	25	20.66
Total	121	100	121	100	121	100	121	100	121	100	121	100

The statistics shown in this table reveal the students' unified and close views about the classification of the aspects of the native culture. As can be seen for the aspect 'a- literature and fine arts', the majority (26.44%) of the respondents focus on it as the third aspect in the degree of its importance. (22.31%) of the respondents believe the variable 'a' to be the second in the degree of importance. 7 of the respondents think that it is the first aspect in the degree of its importance while 7 other participants believed it to be the fifth aspect in the degree of importance. (14.87%) of the participants view literature and fine arts as the fourth aspect while. (4.13%) believe it to be the sixth aspect. The second aspect 'b- history and

civilization' as shown in this table was thought about by the majority of the participants (37.19%) as the first aspect in the degree of importance. In addition to this, a considerable number of participants believe that it comes as the second aspect of culture in the degree of its importance. This table shows again that the majority of the respondents (28.92%) believe the third aspect 'beliefs and values as the 'first' one in the degree of its importance. Meanwhile, a close percentage to the highest one for this variable (21.48%) opted for 'second'. The remaining students chose for the third, fourth, fifth and the sixth degrees. The fourth aspect of the native culture, 'd- appropriate behaviors and rituals' was chosen by the majority (36.36%) of the students as the fourth aspect in the degree of importance.

The fifth aspect of the native culture 'e-myths and superstitions' as it is shown in this table was considered by the majority of the participants (40.49%) as the fifth aspect in the degree of importance.

The last aspect of the students native culture 'f-taboos' as it is shown the table above was considered by the majority (52.06%) of them as the last aspect in the degree of its importance.

On the basis of the students' choices as it is shown in this table, The options has been classified as follow:

1. History and civilization
2. Beliefs and values
3. Literature and fine arts
4. Appropriate behaviors and rituals
5. Myths and superstitions
6. Taboos

This order reveals that most of the students want to 'know about' and 'discuss' their own history and civilization and their beliefs and values first in English classes. According to our respondents history and civilization is the most important aspect to be studied in their English classes. After that, come beliefs and values and then their Algerian literature and fine arts. In addition to this, the majority of our respondents indicated that the appropriate behaviors and rituals, myths and superstitions and taboos of their own culture are less important than the previous ones. From the total number of the whole participants, only 11 students added further aspects of the native (Algerian) culture that they want to learn in English classes. These aspects are as following:

- "Religion" (2)
- "Food" (2)
- "Industry" (2)
- "Different beliefs and traditions in the Algerian society"
- "Social issues in general"
- "The way we Algerians live today and our points of strength and weakness"

To conclude, this section indicated that:

First, most of the students approved that their teachers incorporate from time to time discussions about the target culture. In addition to this, the majority of the students again indicated that their teachers incorporate discussions about their "native" Algerian culture in English classes from time to time. Second, in response to a question about the students' feelings towards the discussions about their native culture in English, the majority of the students said that they feel excited about it. Moreover, most of the students revealed that they participate in the discussions related to their native culture. Finally, the majority of the students revealed that the three first aspects of their "native" culture that they want to learn

are; history and civilization, beliefs and values and literature and fine art and then to learn appropriate behaviors and rituals ,myths , superstitions and then taboos.

Section Four: Further Suggestions

Q-21 Please, add any further comment or suggestion

Only 9 (7.43%) of the students from the total number of the participants added further comments and suggestions. They indicated the following points:

- “We need to know about the target culture in order to develop our English”.
- “It is better if one knows about the different aspects of the target language”.
- “It is important to know the target culture and compare with the local one”.
- “I think students in English classes should have the chance to learn and discuss their native culture because it is really beneficial for their motivation and participation of what they already know and what they have no idea about”.
- “The idea of comparing between native culture and target culture is good for learners”.
- “Teaching language without its culture is pointless”.
- “Teaching our culture is important and it should not be neglected, but it is very important also to know about the target culture because it is needed when interacting with native speakers”.
- “Another important aspect of our native culture that should be discussed in English is our religion”.
- “As a piece of advice, English classes must and should always discuss our native culture”.
- “For the teachers to be successful, teachers should imitate and transfer information about the target language perfectly since teachers are the direct source of information for learners”.

To sum up, those students who answered the question revealed that they believe in the importance of the native culture in EFL classes. Most of the students as can be seen from their statements are for the idea of incorporating the NC in EFL classes which reflects their desire and readiness to study their own 'Algerian' culture in the foreign language classes. which in turn, reflects again their motivation to learn thier mother culture. The students suggested that it is a good idea to learn about one's own culture in English classes besides comparing it with the target one which again reveals their cultural awareness.

3.3. Overall Result

The analysis and interpretation of the teachers' and students' questionnaires revealed their numerous, close, and common view point's and attitudes towards the level of incorporation of the native 'Algerian' culture in EFL classes. As the results proposed, the majority of the teachers and students share the idea that teaching a language requires teaching its culture. Teachers and students revealed that they believe that it is important to learn about culture in English language classes, particularly the target one. In addition to this, teachers and students again showed their common views towards TC teaching in which they believe that it does not affect learners' own native culture.

Moreover, when asking students and teachers about the aspects and subjects of culture to be learned/covered inside an EFL classroom, they provided us with similar views indicating that civilization is the most important aspects of culture to be included in English language classes. Moving to the degree of culture integration in language classes in the department of English, the majority of both teachers and students confirmed that culture is a topic being included by the teachers in the department of English. Also, the majority of the students stated that their teachers do incorporate cultural issues inside the classes from time to time.

The majority of the teachers evaluated their students' reactions towards their NC in the classroom as being positive, an idea which was confirmed by the majority of the students in which they expressed their excitement towards their NC integration in the classroom besides their participation in the discussions carried out about it. This excitement from the part of the learners as it was indicated by both participants reflects their motivation towards their native culture. Another important point to be revealed here is that the majority of the teachers and students have the common believe that the target culture can not affect learners' own culture.

Conclusion

This practical part aimed to reveal the teachers and students different perceptions and attitudes towards the teaching of culture in general and the native 'Algerian' culture in particular. It aimed to shed light on the different points of view of the teachers about the way culture should be incorporated and dealt with inside EFL classes in terms of the tools and the techniques to be used when dealing with it. It also aimed to investigate the teachers' incorporation of the native culture, their evaluation of the students' reactions towards native culture integration in EFL classes.

The findings of this practical part showed that both participants 'teachers' and 'students' appreciate and welcome culture teaching and that they are both with the idea that language and culture are interrelated to each other and cannot be separated. In this part of the study, the results goes on the side of the hypothesis which indicated that the native 'Algerian' culture is a motivational factor that can enhance students' motivation.

General Conclusion and Pedagogical Recommendations

Participation in the process of learning in general, and the process of foreign language learning in particular is proved to be an important sign of the well-going and effectiveness of the subject being taught. Motivation and participation are thoroughly interconnected. The more learners are motivated, the more they are likely to participate. The less they are motivated, the more reticent they will be. In foreign language classes, language and culture are interrelated to each other. This is mainly because the process of learning a foreign language is not solely a matter of learning the language lexis, grammar, and phonology. Researchers focus on the role of culture as a factor that leads to facilitate the process of learning a foreign language. In fact, it plays an essential role in the real mastery of a foreign language.

The present study is composed of three chapters arranged in two theoretical chapters and one practical chapter. The first chapter is entitled “Culture Integration in Foreign Language Classes”. It aims to cover some of the most important issues about culture in EFL classes. The second chapter, “Motivation and Language Learning”, it aims to tackle some of the most important points about motivation in relation to language learning. The third chapter is entitled “Field Work” or “The relationship between Integrating the Native Culture and Learners’ Motivation”. It is devoted for the practical part. It deals with the administration and the description of the questionnaires, in addition to the analysis and interpretation of the results obtained.

This study reveals that both teachers and students believe that teaching a foreign language requires teaching its culture emphasizing the strong relationship between them. They confirmed the fact that culture is a topic being included by the teachers in the department of English. Furthermore, this study reveals that both teachers and students believe that teaching a

foreign language requires teaching its culture emphasizing the strong relationship between them. Also, the majority of the teachers and students viewed the teaching of the native culture in EFL classe as being important. To conclude, the results obtained reveal that the Algerian culture is a motivational factor for the students to learn in EFL classes.

Pedagogical Recommendations

Some recommendations are highlighted as a result of this study which will run as follows:

- ❖ The most significant result of this study is bringing about awareness for syllabus designers, teacher educators, material designers, and decision makers of the fact that cultural dimension of language learning is an important dimension of foreign language studies.
- ❖ Culture integration in a language program is of crucial importance so as to achieve high levels of cross-cultural awareness.
- ❖ This study can be critically revealing and helpful in avoiding wrong stereotypes about the Western culture and its people.
- ❖ The ministry of education should provide teachers with guidelines that would help them in teaching cultural aspects of the target and local culture.
- ❖ Responsibles may schedule some training programs or seminars for teachers of TL on the most effective and efficient methods and techniques for teaching both cultures.

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Appendices

Appendix I: Teachers' Questionnaire

Appendix II: Students' Questionnaire

Appendix 1: Teachers' Questionnaire

This questionnaire is part of research study that attempts to investigate the influence of the integration of the native (Algerian) culture in EFL classes on learners' motivation. It probes the teachers' opinions of culture teaching (both of native and target cultures) as well as their practices implemented for its integration. Your contribution will be so much appreciated and of great significance to complete the research work.

You are kindly requested to answer the questionnaire. Please, tick the right box or complete with full statements if necessary.

Thank you for your valuable time and cooperation.

Section One: General Information

1. Status:

a. Full time b. Part time

2. Degree:

a. License (BA)

b. Master/Magistère (MA)

c. Doctorate (PhD)

3. How long have you been teaching English?

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.....

4. Subjects taught:

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5. According to you, what does the word 'culture' mean?

a. A set of artistic achievements, literature, and civilization characteristic to a nation

b. A way of life, etiquettes, customs, and rituals typical of a social group.

c. A set of values, and assumptions, and convictions that guides people's behaviour.

d. Other, please specify

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.....

Section Two: Attitudes Towards Culture Teaching

6. Do you think that effective teaching of English requires teaching its culture?

a. Yes

b. No

Please, justify your answer

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.....

7. How do you think of the integration of culture teaching in English courses?

a. Very important

b. Important

c. Not important

8. Do you think that teaching the target culture threatens learners' own native culture?

a. Yes

b. No

Please, justify your answer

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.....
9. What are the aspects, according to you, that culture teaching should cover?

- a. Civilization and literature
- b. Customs, rituals and social etiquette
- c. People's beliefs, and values that influence their behaviours.
- d. The cultural underpinnings of appropriate linguistic use.
- e. Others, please specify

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.....
10. How should culture, in your opinion, be incorporated in language classes?

- a. Explicit/ deliberate
- b. Implicit/ accidental
- c. Both

Please, justify your answer

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Section Three: Teachers' Practices of Culture Teaching

11. How often do you incorporate cultural issues in your class?

- a. Often
- b. Always
- c. Sometimes

d. Rarely

12. What are the topics you tackle when teaching culture?

a. Literature/ History

b. Stereotypes

c. Festivities and celebrations

d. Beliefs, values and attitudes

e. Daily life style and routines

f. Others, please specify

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.....
.....

13. What are the techniques you usually using in teaching culture?

a. Role plays and simulation

b. Group and classroom discussion

c. Projects

d. Critical incidents

e. Cultural capsules

f. Others, please specify

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.....

14. What are the tools that you use for integrating culture in language classes?

a. Videos

b. Tape recordings

c. Magazines and newspapers/ Novels

d. Others, please specify

.....

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Section Four: Native Culture Integration and Students' Motivation

15. When teaching culture, do you follow a contrastive approach for teaching native (Algerian) and target culture?

a. Yes

b. No

16. How do you feel when dealing with cultural matters?

a. Very comfortable

b. Comfortable

c. Less Comfortable

d. Uncomfortable

17. If you answered with 'c' or d' in question 15, please, justify your answer

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18. When you discuss your students' native culture (Algerian), how do you evaluate their reactions?

a. Positive

b. Neutral

c. Negative

19. If you answered with 'c' in the question '17', is it because of their:

a. Lack of knowledge about the native culture

b. Inability to express one's own culture in English

c. Feeling of awkwardness towards their own culture

d. Others, please elaborate

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.....

20. Do you consider teaching the Algerian ‘native’ Culture in EFL classes important for learners?

a. Important

b. Not important

Please, justify your answer

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.....

21. Do you think that incorporating the Algerian culture in English classes can enhance students’ motivation to learn?

a. Yes

b. No

Section Five: Further Suggestions

22. Please, add any further comment or suggestion

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Appendix II: Students' Questionnaire

Dear students,

This questionnaire serves as a data tool for a master research project. It aims at investigating students' attitudes towards the integration of the native (Algerian) culture in English classes. You are kindly requested to answer to the questions to help reaching the aim behind the study.

Thank you in advance for your collaboration.

Guidelines: For each item, please tick the right box or write in the space provided.

1.General Information:

1. Gender:

a. Male b. Female

2. Age Years old.

3. Do you enjoy studying English?

a. Yes b. No

4. If 'No', why?

a. Studying English was not your choice.

b. Studying English proves difficult for you.

c. You are not interested in learning about English language and its people.

5. If 'Yes', what is your interest in studying English?

a. Acquiring new vocabulary and their leaning

b. Learning about grammar rules and sentence structures

c. Developing a native-like pronunciation

d. Knowing about the English people, their values, and customs.

e. All above

f. Others, please specify

6. For you, what is the most important aspect to be studied when learning English? (You can tick more than one box)

a. Vocabulary

b. Grammar

c. Pronunciation

d. Culture

2. Culture Learning:

7. According to you, is it crucial/important to know about the target culture (American/British) while learning English?

a. Yes

b. No

Please, justify your answer

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8. If 'yes', what are the subjects you want to study about the English culture?

a. Literature

b. Civilization

c. Daily Life and routines

d. People's beliefs and values

e. Customs and rituals/ social etiquettes.

9. Do you think that being exposed to the English culture particularly threatens your own culture?

a. Yes b. No

10. If yes, how?

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11. Do you think that teaching your culture in English classes is more or less crucial than the target culture teaching?

a. Yes b. No

Please, justify your answer

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3. Culture Teaching and Motivation:

12. In English classes, do your teachers incorporate discussions about the British/American culture?

a. Yes b. No

13. If 'Yes', how often?

- a. Always
- b. Often
- c. Sometimes
- d. Rarely

14. In English classes, do your teachers incorporate discussions about your **native (Algerian)** culture?

- a. Yes b. No

15. If 'Yes', how often?

- a. Always
b. Often
c. Sometimes
d. Rarely

16. How do you feel when your teacher discusses your culture in English?

- a. Excited
b. Uncomfortable
c. Neutral

17. Do you participate in such discussions?

- a. Yes b. No

18. If 'No', is it because:

- a. You are mostly unable to express yourself and your culture in English?
b. You do not have adequate knowledge about your own culture?
c. You think there is no relevance for its incorporation in English classes?
d. You feel embarrassed when speaking about it?
e. Others, please specify

.....
.....

19. If 'Yes', is it because:

- a. It is important for you to learn about your native culture?

- b. You feel more motivated through feeling less strange and more at ease?
- c. You have more things to say in such discussions?
- d. You like to compare your native culture to that of the English?
- e. You think you should recognize the similarities and differences between your home culture (Algerian) and the target one (English)?

f. Others, please specify

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20. According to you, what are the most important aspects of your native culture you think should be discussed in English classes (please arrange the following according to their order of importance from 1 to 6 by putting the appropriate number in the box provided for each option)?

- a. Literature and Fine Arts
- b. History and Civilization
- c. Beliefs and values
- d. Appropriate behaviours and rituals
- e. Myths and superstitions
- f. Taboos

e. Others, please specify

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4. Further Suggestions:

201. Please, add any further comment or suggestion

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Résumé

Cette dissertation vise à étudier les attitudes des apprenants et des enseignants à l'égard de l'intégration de la culture «autochtone» algérienne dans les cours de langues étrangères. Cette étude vise également à examiner la relation entre l'intégration de la culture «native» algérienne dans les cours de langue et la motivation des étudiants, qui se manifeste par la participation. De plus, cette étude tente d'étudier les pratiques des enseignants en matière d'enseignement de la culture dans les cours d'anglais, en particulier, comment les enseignants traitent de l'enseignement de la culture algérienne et comment ils perçoivent les réactions de leurs élèves à son intégration. Le présent travail de recherche repose sur l'hypothèse suivante: l'intégration de la culture «native» algérienne peut être un facteur de motivation pour les élèves à participer à la classe. Sur la base de cette hypothèse, les données sont collectées au moyen de deux questionnaires, conçus à l'intention des enseignants et des apprenants. Le questionnaire destiné aux enseignants vise à révéler leurs perceptions de l'enseignement de la culture et de la culture ainsi que les différentes techniques utilisées pour traiter les problèmes culturels dans les cours de langue. Le deuxième questionnaire qui est administré à 121 étudiants LMD de troisième année parmi 270 étudiants afin de diagnostiquer la compréhension des élèves du terme culture en plus de leur conscience de l'importance de son incorporation dans la classe de langue. En plus de cela, ce questionnaire visait à étudier les attitudes et les réactions des étudiants vis-à-vis de l'intégration de la culture «native» algérienne dans les cours de langues étrangères. Les résultats obtenus ont révélé que la culture «native» algérienne est un facteur de motivation pour les apprenants.

ملخص

تهدف هذه المذكرة إلى التحقيق في مواقف المتعلمين والمعلمين من دمج الثقافة "الأصلية" الجزائرية في فصول اللغة الأجنبية. بالإضافة إلى ذلك تهدف هذه المذكرة لدراسة العلاقة بين دمج الثقافة "الأصلية" الجزائرية في فصول اللغة ودوافع الطلاب ، والتي تتجلى في شكل مشاركة. كما و تحاول هذه الدراسة التحقيق في ممارسات المعلمين لتدريس الثقافة في دروس اللغة الإنجليزية ، لا سيما كيفية تعامل المعلمين مع تدريس الثقافة الجزائرية وكيف يرون ردود أفعال طلابهم تجاه دمجها. البحث الحالي يركز على الفرضية التالية: دمج الثقافة "الأصلية" الجزائرية يمكن أن يكون عاملاً محفزاً للطلاب للمشاركة في الفصل الدراسي. وبناءً على هذه الفرضية ، تم جمع البيانات عن طريق استبيانين ، مصممان لكل من المعلمين والمتعلمين. يهدف استبيان الأساتذة إلى الكشف عن تصوراتهم نحو تعليم الثقافة والثقافة بالإضافة إلى الأساليب المختلفة المستخدمة في التعامل مع القضايا الثقافية في دروس اللغة. الاستبيان الثاني والذي تم توجيهه لـ 121 طالباً في السنة الثالثة في برنامج LMD بين 270 طالباً لتشخيص فهم الطلاب لمصطلح الثقافة بالإضافة إلى إدراكهم لأهمية دمجها في غرفة الصف اللغوية. بالإضافة إلى ذلك ، يهدف هذا الاستبيان إلى التحقق من مواقف الطلاب وردود أفعالهم تجاه دمج الثقافة "الأصلية" الجزائرية في فصول اللغة الأجنبية. أظهرت النتائج التي تم الحصول عليها أن الثقافة "الأصلية" الجزائرية هي عامل تحفيزي للمتعلمين.