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**Establishing an Intercultural Sphere between the Students'
Culture and The Target One : The Case of Master One
Students of English at Abdelhamid Ibn Badis University
MOSTAGANEM**

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DEDICATIONS

With a deep affection, I dedicate this work to my family, my source of success
and happiness.

To the one who enlightens my darkness,
my mother “ Djennet”

To the one who gave me strength and guidance,
my father “Benabdellah”

To my friend ”Zahra” for her unconditional support and
encouragement.

To my extended family and friends who have been so supportive and
encouraged the fulfillment of this work.

To all those who believed in me and prayed for me success.

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To whoever taught me a word.

ABSTRACT

The present research is conducted in order to investigate the influence of the cultural dimensions of the target language on EFL learners' native culture. Since learning a new language is conducted with learning its culture, the main concern of this study is to investigate the effect of learning a foreign culture linguistically and culturally on master one students' native culture. Thus, it is hypothesized that the foreign culture content represents a warning on learners' own identity and culture. We expect that the foreign culture undermines the identity of the learners and makes them forget about their own culture and identity. This research has been conducted under a descriptive method, because it is the most adequate one to deal with this topic. In order to gather data, we have administrated a questionnaire submitted to twenty one master one students of English at Mostaganem University. The second tool was an interview administrated to ten selected students from the same group. The results obtained demonstrate the way EFL learners are influenced by the target culture and the way they react when dealing with the English and culture according to their native one. In the light of the obtained results, the previously stated hypotheses were disconfirmed and invalidated since students deal with the foreign language and its culture objectively.

Key Words : Target culture, native culture, cultural identity.

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General Introduction

The core objective of EFL learning is the use of the target language fluently in the different contexts. It is agreed that developing a foreign language proficiency involves not only mastering the formal linguistic aspects (grammar, vocabulary, pronunciation) , but it also, proficiency in the cultural elements including ways of life, beliefs, values, customs, idioms, taboo, etc. Thus, a good language learner needs to know what to say, when, where and to whom. As a matter of fact, cultures are like history, allows for change and are dynamic, shaping and being shaped

When studying English, we observed that the learners are aware of the relationship between language and culture, and they truly understand the difference between their culture and the target one. The learners believe that the two cultures are not in opposition but different, taking into consideration the positive and the negative aspects of both. As a matter of fact, they consider learning a new culture a positive process that enables them to develop their learning competencies and use the language fluently. On the other hand, it strengthens their native culture.

The motivation behind conducting this research is the relationship between language and culture, and how this rapport may affect learning English as a foreign language. More precisely, it had instigated by the potential of learners getting their identities negatively affected, and in worst cases, lost. The second source of the motivation that derives this research work springs from certain lectures on intercultural studies whereby we have been introduced to the complexities of learning about other cultures. Most importantly, readings in the field of interculturality have been an instigator of embracing this challenging aspect of learning about other cultures.

This research investigates the learners' cultural awareness and their reactions towards learning a foreign culture. The study tends to raise the following research questions:

- Does the foreign culture constitute a threat on learners' culture and identity ?
- How do learners react to the target culture?

In order to answer the previous questions, two hypotheses have been formulated:

- Learning English as a foreign language including its culture constitute a threat on learners' own culture and identity.
- Students are aware of the role of learning a new culture, and the way it develops their communicative competence, enhances their cultural awareness and improves their language abilities.

The present study aims at highlighting the close relationship between language and culture, and it reveals the importance of integrating culture in EFL learning. The awareness of the cultural dimensions is an important factor in learning a foreign language. Thus, the main concern of this study is to shed light on the role of teaching other cultures and the way it influences learners' native one.

The study refers to many important theories namely culture in terms of its relationship with foreign language learning. First, this work refers to the rapport between language and culture by Claire Kramersch (1998) in her book “ *Language and Culture*” . Second, this research work embraced culture in second language teaching and learning by means of referring to Hinkel’s book “ *Culture in Second Language Teaching and Learning*, who claimed that many researchers and language teachers pointed that a foreign language can rarely be taught or learned without an awareness of the foreign language culture.

The present study is mainly built on a descriptive type of research , using the qualitative and quantitative data collection tools. A questionnaire of five sections had been administered to LMD master one students of Didactics and Foreign Languages at Mostaganem University, and an interview for the same learners, investigating their opinions about their awareness concerning the effect of the target culture on their native one. The population of this research is selected from first year LMD Master students in University of Mostaganem. The sample consists of 21 students who are randomly chosen. Culture lectures are already programmed in their syllabus of Intercultural studies delivered by Dr Boudjelal.

This research consists of three main chapters. The first chapter presents the theoretical part which tackles the definition of the concept of culture and some relating aspects. The second chapter presents a description of the research design and methodology used by the researcher. The third chapter includes the analysis of the obtained data and the interpretation of the results.

1.1. Introduction

Culture is a vague topic of study, it is considered as the core of teaching and with an inseparable relationship with language. The use of culture in foreign and second language education is not new. Since culture is something learned, people can learn how to participate in different ones, and in this chapter we will get to understand better the meaning of culture and some other relating concepts, and we will highlight the importance of teaching other cultures, besides the role of culture teaching on the learners own culture and identity.

1.2. Definition of the Concept of Culture

Culture has been defined by different scholars and researchers in many ways. It is obvious and clear that the simplest definition of culture distinguishes the way of life of some group of people referring to their behavior and their experience. Kramsch (1998) stated that “culture as membership in a discourse community that shares a common social space and history, and common imaginings” (p.10).

Moreover, Culture is a general term which refers to different things, for instance codes or customs, beliefs, values that specified one group from another, or to the appreciation of literature, music or art. In addition, culture is the deliberation of a general behavior of a specific society, or in other words it is sum of attitudes and knowledge of a particular group of people. In this context, referring to what Tomalin&Hurn (2013) stated: “culture contains the commonly held traditions, values, and ways of behaving in a specific community. Things that people think are important like family, hospitality and fairness all deal with cultural values” (p.196). That is to state that culture refers to the skills, values and knowledge of a specific group of people, and move from them by learning and sharing among one generation to another. In other words, Culture shapes all what man can do and produce. Edward Sapir(1956) says that culture is a system of behaviours, and modes that depend on unconsciousness. That is to know that culture is known as a representation of the world, and a way of thinking, or, it is a way that people can make sense of a specific reality.

1.3. The Importance of Teaching Other Cultures

The concept of culture in language teaching has become overused. When English is taught as a means of communication, the student needs its culture. In fact, we cannot understand a language without understanding at least some cultural meanings, in other words, we use language to express our thoughts, and language is one of the most characteristics of a given culture. For Kramsch (1998):

Language is the principle means whereby we conduct our social lives. When it is used in contexts of communication, it is bound up with culture in three various and complex ways: language expresses cultural reality, language embodies cultural reality and language symbolizes cultural reality.

Indeed, since language and culture are terms that cannot be separated, so one of the two concepts will be considered as a key of the second one, which makes it impossible to teach a

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foreign language without teaching about its culture . Teaching a language without culture is like teaching alphabets without vowels , the student will learn something but will not make that thing or that language useful.

Language and culture are intimately related, each one provides support for the development of the other one, and culture influences language teaching in two important ways:

Linguistically: Culture is significant as a linguistic feature, affecting the semantic, pragmatic, and discourse levels of the language.

Pedagogically: It influences the choice of language materials, because the cultural content of the language materials and the teaching basis of the teaching methodology are taken into consideration while deciding upon language materials. Tomalin & Stempleksi (1993).

Tomalin & Stempleksi (1993) assert that integrating the culture teaching can help student to:

- Realize that people's behavior is conditioned by their culture.
- Understand that social element have a great role in indicating how people speak and behave.
- Help them realize more how to interpret words and sentences or proverbs of that foreign language.
- Improve and develop all the skills and abilities needed to understand information and situations of the target language. (Tomalin & Stempleksi . ibid)

1.4. Language and Culture in Intercultural Communication

Every social group whether small or large is identified by systems of law, rules and different norms. Those systems built up a shared set of beliefs and attitudes, and this what is called Culture. However, culture is not that easy to define, it is so inclusive and vague as Schein maintains : “ culture is pervasive and ultimately embraces everything that a group is concerned about and must deal with”, and also he adds that “ culture is a multidimensional, multifaceted phenomenon, not easily reduced to a few major dimensions” (Schein 2004 p.85).

1.4.1. Culture

1.4.1.1. Definition of Culture

The origin of the word culture is assumed to the Latin noun *cultura* , from the verb *colere* , which means to cultivate . Culture was used exclusively in agriculture to refer to the

process of tending crops and animals , but through time this meaning expended, primarily in the early sixteenth century , when culture came to include the process of human intellectual and social development . This meaning of the concept of culture was not given much importance before the eighteenth century and it was not common before the nineteenth century. Williams(1983). After that period, culture adopted new meanings such as “a whole

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way of life, material, intellectual and spiritual” Williams (1958). Edward Taylor (1971) defines 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”. According to Taylor’s definition, culture is the sum total of habits, qualities or abilities that a person learns from that group that he lives in .

Kramsch (1998) perceives culture as “ a common system of standards for perceiving , believing, evaluating and acting” (p.10) . These standards are shared by individuals who identify themselves as members of a given society or group, and they learn those standards through their interactions with each other, and reinforce them through social institutions. Therefore, there are three basic definitions of the concept of culture. Williams (1983). First, culture refers to a process of intellectual, spiritual development. Second, it indicates a particular way of life, humanity in general. Third, it is used to express the works and practices of the artistic activities, like music, literature, theatre. (Ibid).

1.4.1.2. The Components of Culture

1.4.1.2.1. Attitudes

They are emotional reactions to ideas and people , many of them are learned through direct experience, and others are learned through socialization and interactions with members of a given society (Rogers & Steinfatt 1999). Attitudes are the opinions about a given person or a group of people.

1.4.1.2.2. Assumptions

They are deep from the hidden structure, on which norms and values are based. For example how the Japanese students bow to the teacher when they enter to the classroom as a value of respect (Shaules,2007 p.242).

1.4.1.2.3. Values

They are what people or members of a given community consider good and bad, and the cultural values consist of judgments, indicating what is bad or good behavior, and state what should be done and how it should be done. Religion is an important source of the community’s set of beliefs of values as Durkheim defined: “the setting-up of a frontier between the sacred and the profane” (Cited in Bourdieu, 1993).

1.4.1.2.4. Norms

They are the habitual behaviours of the members of the community, and they function as a guide to the appropriate kind of behavior. Shaules(2007) distinguish between explicit and implicit norms, the explicit one refers generally to the formal rules of specific society, and the implicit ones are the unspoken expectations regarding different features of behaviour, and they are quite difficult to decode.

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1.4.1.2.5. Artifacts

They include the visible products or achievements of some group, such as clothing, hair style, or type of food. This what can considered as concrete elements that can be touched and seen or even heard, for example: architecture, language, artistic inventions ,etc.

1.4.1.3. General Characteristics of Culture

The most common characteristics or features of culture are described as the following:

- Culture is basically a human phenomenon and can be described as a human quality that differentiate human beings from other living creatures. Kramsch(1998).
- Culture is shared by a society, a nation, a community, or a group as Corbett (2003) stated that the basics of culture, like its values are accepted by the individual members of a given group.
- Culture is socially acquired, as Benedict (1943) defines it : “behaviour which in man is not given at birth, which is not determined by his germ cells as is the behavior of wasps or the social ants, but must be learned anew from grown people by each generation” (cited in Shaules, 2007 p.26) . Kramsch (1998) also stresses this distinction of culture and nature: “one way of thinking about culture is to contrast it with nature. Nature refers to what is born and grows organically, culture refers to what has been grown and groomed” (p.4). Culture affects people in two ways , the first way it releases them from the unfairness of nature, and second it retains them by imposing set of norms, rules and principles that they have to obey.
- We must always be aware of that the norms, beliefs, practices and language of any group or society are not static but dynamic. Therefore, the core beliefs and the language that articulates them will change over time. (Corbett,2003 p.20). Culture may change due to some external factors and events like wars and colonization, but also it may change voluntarily because of certain factors like immigration for instance , when a person adopts new norms.
- All cultures are equal, “ no culture is objectively better or worse , superior or inferior to another” (Hofstede, 2002 p.34). Differences between cultures do not mean that one culture is better or worse than the other one, cultures are clearly associated to the setting in which they exist.

1.4.2. Communication and Culture

1.4.2.1. Intercultural Communication

Language is usually defined as a means of communication. Communication has been defined as the exchange of ideas, information between two or more persons. In an act of communication there is at least one speaker or sender, the message which is transmitted, and the receiver. (Richards & Schmidt 2002 p.89). This exchange involves the act of giving and taking, sending and receiving of symbols, words or meanings.

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Communication has been studied by different regulations, and one of them is intercultural communication. Its interest was to examine the way people from different cultures communicate with each other, and the extent to which different cultures affect the fluidity of communication. Kramsch (1993) maintains that “the term cross-cultural or intercultural usually refers to the meeting of two cultures or two languages across the political boundaries of nation-states”. She adds that “the term intercultural may also refer to communication between people from different ethnic, social, gendered cultures within the boundaries within the same national language” Kramsch (1993).

The major point in intercultural communication studies is “describing, analyzing, and applying an understanding of how culture influences communication when people from fundamentally different cultures attempt to communicate” (Findlay, 1998 p.111). Specialists have noticed that people bring their culture to the communicative events in which they are engaged. This what led Edward Taylor(1959) to declare that culture is communication and communication is culture.

1.4.2.2. The Important Barriers for a Successful Intercultural Communication

1.4.2.2.1. Language

It is a means of communicating with others, the good language user is not only the one who can understand a big number of words, or can know and master grammatical rules, language is more than lexis and syntax, it involves knowing what to say, when, where, why, and how to say it.

1.4.2.2.2. Nonverbal communication

In nonverbal communication, people do not communicate through words, but through the non-linguistic elements like gestures, body postures, etc. For this reason, nonverbal communication is defined as” all types of communication that take place without words”.(Rogers & Steinfatt). Nonverbal communication is important because:

- It is present everywhere, even when we decide not to speak , silence is considered as a message that would be interpreted depending on the situation.
- Nonverbal communication is more likely to be trusted, because most nonverbal aspects are unconscious and hard to control.
- Nonverbal communication can lead to misunderstanding, especially when verbal messages are missing or limited.
- Nonverbal communication is important in intercultural communication situations, not only words differ across languages and cultures, but also gestures are culture bound.(Rogers & Steinfatt 1999).

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1.4.2.2.3. Stereotypes

When we stereotype we classify people on the basis of our previous experiences (Hofstede,2002), many stereotypes are completely incorrect, we tend to see people not as they actually are but as we want or expect to see them, as we have been socialized to perceive them, and it may be true to assume that stereotypes are socially and culturally formed, and they often lead to prejudice.(Hofstede,2002).

1.4.2.2.4. Evaluation

It is the tendency to evaluate the behaviour of people from other cultures as good or bad, right or wrong, and make a judgment based on our own cultural preconceptions, and it is mostly a negative attitude. Hofstede (2002) asserts that “the process of treating individuals unequally on the basis of their ethnicity, gender, age, sexual orientation, or other characteristics”

Ethnocentrism is important for an effective intercultural communication, because it prevents an objective understanding of others. To avoid prejudice, Hofstede (2002) advises people involved in any kind of intercultural interaction to postpone their interpretations and evaluation of other’s behavior in order to know more about these cultural values.

1.4.2.2.5. Stress

Most of people feel bothered when they change their family, school or town, within unfamiliar setting, with people having a dissimilar language, norms, values and attitudes make intercultural interactions one of the stressful experiences that a person may pass through. If the person fails to manage his stress, he would be commonly attached by culture shock.(Hofstede 2002).

1.4.2.2.6. Culture Shock

It has been clarified that the culture shock occurs when different types of unfamiliar situations happened, if one does not know how to adapt to new and unfamiliar situations, “strong feelings of discomfort, fear, or insecurity which a person may have when they enter another culture” (Richards & Schmidt 2002 p.139).

Hofstede defines culture shock as “ the process of initial adjustment to an unfamiliar culture” (Hofstede 2002 p.22) , he insists that culture shock is linked to new cultural settings and it is also used to refer to other situations like being in a new school or town or even family. Culture shock is also probable in foreign language learning, as learners get into a contact with a different language thus with different set of cultural norms and values. (Alvin Toffler,1970) states that ”in a place where yes may means no , where a fixed price is negotiable, where to be kept waiting in an outer office is no cause for insult, where laughter may signify anger” (Cited in Rogers & Steinfatt,1999 P.212). It is notable that culture shock is a personal experience that is not the same for two persons or for one person during two different occasions (Hofstede,2002).

The Relationship between Language and Culture

The relationship between language and culture was likely to be complex and dynamic in intercultural communication, when people interact with another language, it means that they are also interacting with another culture, and they cannot understand a specific culture without assessing its language.(Kramsh 1993).

1.4.3.1. Context and Language

Language is generally defined as the principal means of human communication, it is “at the heart of who we are as individuals” (Jordan & Tuit,2006). Language is used to transmit messages , information, attitudes, knowledge, ideas beliefs, feelings, and opinions, and it is used to memorize past events, to describe the present and to look forward to the future, Kramsch argues that not all human use language in an identical way, the way language is being used and the type of language used in depending on the situation or the environment. Kramsch 1993,p.35 states that:

Constructing a speech event means not only having a choice of grammatical and lexical features, but deciding which to choose from , depending on one’s assessment of the whole situation of communication, and on the expectations raised in the speaker and the listener by that situation.

Halliday used the term “context of culture” to refer to the type of context that Kramsch has described: “the institutional and ideological background knowledge shared by participants in speech events” (Kramsch 1993 p.42).

For a successful intercultural communication interaction, people must be familiar with others’ cultures “if communication is to be successful , the people involved need to share the same referential meaning of the words they are using”(Byram & Fleming 1998 p.02).

1.4.3.2. Culture and Language

Kramsch (1998 p.3) states that “ language expresses cultural reality” . The words which are used in a given society describe experience or facts and events. “language embodies cultural reality”, and this explains the creation of meaning of that experience through communication, and how they make it comprehensive in their speech community. “language symbolizes cultural reality”. Speakers of a given language see their language as symbol of their social identity. Byram (1989) indicates that: “ for individuals or for whole groups, regions or nations, language is a way of marking cultural identity comparable to other cultural markers such as dress, housing, or social institutions”. However, the dialect of a particular social group may be considered as a sign of a social class.

Language is used to encode the world around us, in the case that how we use words to represents events , and how these events express a reality, this reality would result in different encodings. “language is not merely a means of reference to what is in the objective world, but it is also carries the shared connotations and associations which help to maintain people’s sense of belonging to particular social groups” (Byram & Fleming 1998 p.02).

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Language affects human thoughts and meanings, this what can assume linguistic relativity. The Sapir-whorf hypothesis played an important role in the development of linguistic relativity, they claimed that a cultural system is represented in the language of a given speech community, and as the language is not only used to create speech events, but it is also represent our thoughts, “We think in the words and the meanings of our language, which in turn is an expression of our culture” (Rogers & Steinfatt 1999).

Cultural awareness contributes to a better language use , and to more successful intercultural interaction, and learning a language needs enough cultural knowledge in order to be fully learnt and used. However, to what Edward Taylor claimed about culture that it is the whole complex of knowledge, belief, art, customs, or in other words it is a mixture of capabilities which man can obtain from his community . Indeed, language, values, religion, customs, behaviors and symbols ,that people accept, generally without thinking about them, which had been passed by communication and imitation from one generation to another ,and it differentiates the members of one group or category of people from another(Taylor 1871).

1.5. Cultural Identity and Learning a Foreign Language

1.5.1. Understanding Cultural Identity

The topic of cultural identity is vague and varied field of study . According to (Hall, 2003 p.234) , there are two main approaches of cultural identity . In the first, cultural identity is defined as “one shared culture...which people with a shared history and common ancestry hold in common”. In this view, it is meant that the shared history and cultural codes of some group of people provide a sense of “us” rather than “them” .The second view of cultural identity express more the complexity of culture, there are “critical points of deep and significant differences” (Hall, 2003 p.236) ,in this view, cultural identity is viewed as being established as much as it is received or experienced .

Our cultural identities reflect the common historical experiences and the shared cultural codes which provide us with unchanging and continuous views. Cultural identity comes from somewhere, it has a history ,but like everything which is historical, it goes through continual transformations. Identity is a complex of inputs such as social status, language use, mental models, beliefs and habits, attitudes and activities.

Hence communicates, they influence one another in their communication, they exchange information ,and by doing so they are continuously restoring themselves. Identity is, then the expression and interpretation of the individual, rather a single person or a group of people, and it is always temporary, never completed or permanent. (Malinàk 2008,p.80). (Edwards,2009 p.2) claims that: “identity is the heart of the person , and the group and the connective tissue that links them people need psychosocial ”anchors” it is as simple as that”. The question of cultural identity makes a problematic point, which is that individuals never represent their culture honestly (Eliot, 1995) ,because different members represent the culture in a different way . It is true that individuals obtain their identity through their cultural knowledge, yet cultural identity is formed from a shared experience. And for what Lemke (2008) observes:

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we are always ourselves, but who we are, who we portray ourselves as being, changes with interactants and settings, with age of life, identities develop and change, they are at least multi-faceted if not in fact plural. Their consistency and continuity are our constructions, mandated by our cultural notions of the kinds of selves that are normal and abnormal in our community. (P.19)

This variety of identities requires that people have many social and cultural identities . For this reason , there are different identities which are combined (eg Afro-American , Franco-German , Swedo-Austrian etc). As Hall points out that: “far from being grounded in a mere “recovery” of the past identities are the different ways we are positioned by and position ourselves within the narratives of the past” (Hall,1990 p.223) .

(Fishman 1993) says: “Extending to all the ramifications for the social ,psychological , economic , political , and cultural interactions within and between groups of human beings” (p3). According to Fishman , identity is the dynamic relationship between (literature , beliefs , oral traditions etc) , and the language which give birth to cultural identity. Fishman (1977) argues that language and identity are closely related and we can not separate from learning a language without knowing about the identity. (Joseph 2004) claims that:

Any study study of language needs to take consideration of identity if it is to be full and rich and meaningful, because identity id itself at the very heart of what language is about, how it operates, why and how it came into existence and evolved as it did, how it is learned and how it is used, every day , by every user, every time it is used (p.224).

1.5.2. Identity and Language Use

In regards to the use of language in identity building, Giles and Byrne (as cited in Pavlenko & Blackledge, 2004) consider “language to be a salient marker of ethnic identity and group membership” (p.4).

Gumperz (as cited in Pavlenko & Blackledge, 2004) and Le Page and Tabouret-Keller (as cited in Pavlenko & Blackledge, 2004), viewed social identities as “fluid and constructed in linguistic and social interaction”, (p.8). Pavlenko and Blackledge (2004), define identity as social, discursive, and narrative options offered by a particular society in a specific time and place to which individuals and groups of individuals appeal in an attempt to self-name, to self-characterize, and to claim social spaces and social prerogatives (p. 19). Another definition is provided by Block (2007), who defines identities as “socially constructed, self-conscious, ongoing narratives that individuals perform, interpret and 26 project in dress, bodily movements, actions and language” (p. 27).

Bausinger (1999) provides another definition, stating that: “ we construct our own identities through categories set by others, and moreover, it is in referring to the outside world that the speaker constitutes himself as a subject. Communication is seen as 'the relational making of signs, the responsive construction of self, and the interdependence of opposites” (p. 7). According to these definitions of identity, the use of language is a component in the way

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an individual presents and views him or herself. According to Pavlenko and Blackledge (2004), “identity becomes interesting, relevant, and visible when it is contested or in crisis” (p. 19).

Block (2007) claims that this happens especially in the case of immigrants, that is, for individuals who for one reason or another are find themselves in a new culture and language. Block argues that, “in this context, more than other contexts ... one's identity and sense of self are put on the line” (p. 5).. However, all of this explanations can express how the language choice is used in the construction of identity and how identity, whether consciously or unconsciously understood, may influence the learning of a foreign language.

1.5.3. Cultural Identity and Foreign Language Learning

Language, culture and identity are essentially connected. The student enters the classroom with his own identity and culture, and when learning a foreign language, it is necessary for the student to learn and understand the culture of that target language.

1.5.3.1. Language, Culture and Identity

Language is something that people practice in their daily lives, and something which expresses meanings and maintains social relationships, and it is not enough for language learners just to learn grammar and vocabulary of that language , but also they need to know how that language is used, and how it represents meanings, and how to communicate. This requires the development of awareness of the nature of language and its impact on the world (Svalberg,2007). For Kramsch(1993), language is the principle means whereby we conduct our social lives. When it is used in contexts of communication , it is bound up with culture in three various and complex ways : language expresses cultural reality, language embodies cultural reality, and language symbolizes reality.

Language enables individuals to express their ideas, beliefs, points of view about the world that are shared by people within a specific cultural community, and since the language is creative , people can create experience through language, they interact with each others in different ways, like speaking, writing, using gestures...etc.

Also, since language is considered as the symbolic guide to culture, it enables speakers to identify themselves as members of the same social community sharing the same culture. In a matter of fact that culture refers ordinarily to our way of life, everything which is shared, learned and passed from one generation to another, through the process of socialization. Language, values, beliefs, rules are parts of one specific culture. The dominant culture of a society refers to the main culture in a society, which is shared or at least accepted by the majority of people without opposition. Fishman puts three links between language and culture which can be summarized as the following : firstly: “language is a part of culture”, language cannot be separated from culture and language is one of the most important parts of any culture, and it is quite impossible to understand a particular culture without studying its language . Secondly, “ language as an index of culture”, here it expresses how members of a

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given culture think or behave, or believe in some specific norms. Thirdly, “language as symbolic of culture” , that is each language symbolizes its culture. (Cited in Risager 13 14).

1.5.3.2. Identity and Second Language Acquisition

The identity and the culture of the first language are quite different from the culture of the foreign language. This leads to a change in the students’ identity. Learning a foreign language demand the learner to adapt his values and behavior, Ellis (1997) defined the second language acquisition as “ the way in which people learn a language other than their mother tongue, inside or outside of a classroom” (p,3)

When individuals face new social cultures, they find that their sense of identity is weakened , or the feel of uncertainty, and it comes from being a part of something and feeling apart from it. The classroom environment can play a great role in the development of a learner’s foreign language identity. Learners begin to understand the complexities of their own language through learning the target language, they also begin to select and use that language that supports their new communicate needs. (Van lier, 2008).

Regarding language learning, it is important to take into consideration and understand how language is “ constructive of social formations, communities and individual identities” (Luke,1996 p.9) .This emphasizes the importance of language learning when a student is trying to construct an identity while at the same time being influenced by external factors such as society and culture. Learners place themselves in relation to their situation, how they see themselves and others around them. Identity work happens during the process of language acquisition, no matter what the context, language develops along with cognitive and emotional development (Granger,2004) , and learning a foreign language gives learners a new sense of who they are and their place in the world.

1.6. Conclusion

This chapter has provided us with a various definitions of the concept of culture, regarding its importance in the foreign language teaching, and it has been discussed that learning a foreign language is completely related to its culture, and how it deals with our communication, besides its relationship with the identity of the learner. The next chapter will deal with the practical part in which we are going to closely examine how learning a foreign language can affect the learners own culture and identity.

2.1. Introduction

In the previous chapter, we have presented a literature review of our research. However, this chapter is designed to investigate learners' attitude towards the effect of the foreign culture on their own culture and identity as foreign language learners. This chapter deals with the research methodology used for the data collection required in this study and the approaches which have been chosen. Furthermore, a description of the participants involved in this study. For the requirement of this study, two tools are used in order to gather information, both questionnaire with its different sections and interview for learners. These two tools aim mainly at collecting data needed to reach our research goals, and this chapter describes both of them in details.

2.2. Research Methodology

To carry out any research, the researcher must choose the right approaches to investigate the study, and a combination of both qualitative and quantitative methods has been done in order to gather the information needed. Qualitative research focuses on the quality of things, and their nature, and how they can be described, and it involves the views of some participants. Qualitative research often gathers data from relatively small samples of people, and it can make the researchers' job easier. Quantitative research focuses on the quantity of things, how many are there, and what are the statistical patterns and it generally takes the form of numbers. When analyzing using the quantitative and the qualitative analysis method, it is useful to know about the relationship between them as (Groulx 1997) stated when using both qualitative and quantitative research we are producing two specific discourses revealing two particular ways of representing reality. Pope and Mays (1999) claimed that the contrast with quantitative research usually comes as part and parcel of the notion of qualitative research. In the same way , Gerard (1998) concludes that “far from being opposed, qualitative and quantitative approaches are complementary” .

2.3. Research Approaches

2.3.1. Quantitative Research

The quantitative research is regarded as a deductive approach toward research, and according to Rovai et Al (2014), it is “ an objective reality independent of any observations”, otherwise, when subdividing the reality into small pieces for the purpose of study, this reality can be understood, and this what can make observations, and also can make the relationship among variables. With this type of research the researcher can get into conclusions, and one of the features of this approach is the collection and the analysis of data, which focuses on numerical information concerning a group of people (Blaikie 2010,p.215, Harwell).

2.3.2. Qualitative Research

The qualitative research is regarded as an inductive approach towards research, and according to Creswell (2014) “it is the meaning individuals or groups ascribe to a social or a human problem” . That is gaining a perspective of issues from investigating them in their own

specific context and the meaning that individuals bring to them, it focuses on drawing meanings from the opinion and the experience of our participant. For Tracy (2013) the employment of the qualitative research methods does not prevent the administration of a critical, disciplined and balanced study into any educational issue.

2.4. Sampling

2.4.1. Definition of Sampling

Sampling is an essential component for the coherence of any study, and it is a process of selecting samples from a given population, in order to detect the needed information, and it is known as the sub-unit of the population involved in the research work. According to Webster (1985) to research is to investigate exhaustively, and it is a careful examination aimed at the discovery and interpretation of facts and the collection of information about a particular subject, and sampling, when dealing with people, it can be defined as a set of respondents, selected from a larger population for the purpose of a survey. Sampling is considered as an act or a technique for selecting a suitable sample, or it can be a representative part of a given population, for the purpose of determining parameters of the whole population, and it involves also the selection of the number of a study units from given study population (Webster, *ibid*).

2.4.2. Types of Sampling

- a) Probability Sampling: This type of sampling includes the selection of the sample which is based on random methods, and its techniques are as the following:

Random Sampling : This technique is used to increase the probability of the sample selected, and it is known as the most important type of sampling, it helps to know each elementary unit that will be chosen. The simple random sampling is obtained by choosing elementary units, and each unit in the population has the chance to be chosen. Rather than the systematic random sampling which is obtained by selecting one unit on a random basis and choose additional units until the desired number of units is obtained (Webster, *ibid*).

Stratified Sampling: In this sampling design, the researcher attempts to flake or stratify population in such a way that the population within a layer which is homogeneous with respect to the characteristics on the basis of which it is being stratified (Webster 1985).

Cluster Sampling: It is obtained by selecting clusters from a given population on the basic of the simple random sampling, it can be used simple or systematic random sampling to select a sample, then every sample will become a cluster. On one hand, the cluster sampling saves time and coast especially when the population is separated, but on the other hand, it is less accurate compared to other techniques of sampling.

- b) Non-Probability Sampling: This type of sampling is based on researchers' judgement, this sampling technique is used because of its practicality, and it is a practical approach given the spread and features of a population, and it has some common methods :
- Quota Sampling: When this technique is used, the population of interest is large, and there is no ready-made list of names available from which to sample randomly. Quota sampling is less expensive, because the list of population had not to be constructed, and it is of two types, the first one is proportionate quota sampling, which represents the characteristics of major population, and the second one is the non-proportionate quota sampling, which is a technique with a small limitation of minimum of sample number of unit from each category.
 - Purposive Sampling: This method is used normally when the sample population is small and when the main objective is to choose cases that are informative to the research topic, the researcher may use his own judgment to select cases, and answer some research questions. This method can be useful in the early stage of any study.
 - Convenience Sampling: In this technique, the researcher is free to use anything in the research outline, this sampling is easier to conduct, and it is less expensive. The convenience sampling can feed to a lot of information, it is not reliable in terms whether the sample represents the real population or not (Webster,ibid).

2.4.3. The Importance of Sampling

Using a sample or sampling in research saves mainly money and time, in any study, if the suitable sampling is used, it does not cause much constraint such as heavy use of tools and technology in predicting the research output. Sampling can detect the unknown piece of information and achieve maximum accuracy in the estimation. Sampling is used in order to produce accurate results (Cohen et al, 2007) .

2.4.4. The Description of the Study Sample

To carry out our research, a sample of twenty one first year master students of didactics and foreign languages are chosen randomly from a whole population of 40 students, at the Department of English , University of Abdelhamid Ibn Badis, Mostaganem. The representative sample constitutes 51% of the whole population, and the majority of them is composed of female students.

The choice of this sample is due to many reasons. First, culture lectures are already programmed in their learning of English by Dr Boudjelal in Intercultural Studies module, and the second one, they may have better experience with the English language and culture, and the way it influences them since they have already learned about it in the last years.

2.5. The Context of the Study

The study was administrated to twenty one first year master students in Didactics and Foreign Languages, at the Department of English, Abdelhamid Ibn Badis University of

Mostaganem during the academic year 2018-2019 . Our sample was selected to answer a questionnaire with its five sections, in order to investigate the way the foreign culture influences their learning, and we have selected some relative questions in order to be answered in an interview. The fact that the study aims to investigate how learners get influenced by the culture of the foreign language, and to what extent do they realize this influence. In addition, we will shed light on some descriptions of the techniques used by giving some definitions, and justifying the choice of our data collection instruments.

2.6. The Intercultural Studies Syllabus

Lesson One: Introduction to Interculturality

Interculturality is a new term meant by the relation that exist between the cultural diversity between a given group of a given society, it does not refer only to culture, but to all the cultural aspects like ethnicity, language, religion...etc. Dietz (2009) stated that these relations are frequently reflect historically rooted ways of showing or hiding, or emphasizing or denying diversity, or discriminating against particular groups.

Lesson Two: The Interplay of Language and Culture

This title expresses the relationship between language and culture, which has been examined by different scholars. According to Khatib (2016), language and culture are closely related, and language can be viewed as a verbal expression of culture. Language provides us with categories we use for the expression of our thoughts, so that our thinking is related to the influence of the language we use. Elmes (2013) stated that learning or teaching a language regarding to the relationship of language and culture can help to illuminate the diversity of views held towards the use of language. Understanding the relationship between language and culture is important for language education in order to achieve the real competency in language learning.

Lesson Three: Understanding Intercultural Competence

Intercultural competence has been defined by different scholars in various ways. Byram (1997) speaks about the “ individuals ability to communicate and interact across cultural boundaries”. Intercultural competence expresses the engagement of the foreign culture, self-awareness and the ability to look upon oneself from the outside (Sercu et al 2005). According to Mayer (1991), intercultural competence identifies the ability to behave adequately and in a flexible manner, when confronted with actions, attitudes, and expectations of representatives of foreign cultures. And this adequacy implies the awareness of cultural differences.

Lesson Four: The Quandaries of Intercultural Assessment

Language learning demands the requirement of the competence and the motivation to learn. Learners who have a lack of the cultural background may face difficulties while dealing with the language linguistically. Boudjelal (2014) states that learning a foreign culture is one

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of the most difficult processes, if not given due attention and significance, would hinder the whole language learning process.

Lesson Five: Models of Intercultural Assessment

Scholars have developed theoretical models for acquiring and evaluating intercultural assessment, looking for connections between interdisciplinary subjects and researching developments of intercultural competences in foreign relations. The model of intercultural maturity was developed by many scholars and researchers according to individuals, taking into consideration the balance between external influences.

Lesson Six: Tools of Intercultural Assessment

Intercultural Development Inventory: (IDI) It means people's orientation towards cultural differences, and it was originally created to understand how people construe cultural differences by measuring the development of a person's attitude toward another culture (Hammer et Al 2003).

Multicultural Personality Questionnaire: (MPQ) It was developed to assess multicultural effectiveness without accentuating communication skills (Arasaratnam 2009). (MPQ) can predict students' academic performance based on their states of cultural empathy, emotional stability, flexibility and social initiative.

Cross-Cultural Adaptability Inventory: It helps understand the qualities that enhance cross-cultural effectiveness (Davis & Finny 2006). It helps also in cultural diversity training, and the interactive and experiential characteristics of the training program explained the gain in these dimensions of intercultural competence.

Culture Shock Inventory: Culture shock is a “ multifaceted experience resulting from numerous stressors occurring in contact with different culture” (Winkelman 1994), and (CSI) is a self-report measure that predicts difficulties in dealing with culture shock.

Lesson Seven: Assessing the Components of ICC

Intercultural communicative competence encompasses knowledge, skills and attitude at the interface between several cultural areas including the students own values especially of those of the target language countries. The development of the intercultural communicative competence is seen as a process that involves the students' experience from their own cultural background reflecting on the same time to their cultural assumptions as a further development for their skills and knowledge.

Lesson Eight: The Main Features of an Effective Assessment of ICC

Many people use English in order to communicate with others who come from different cultural background, it is essential that ICC is integrated with language teaching. Byram (2002) stated that “help language learners to interact with speakers of other languages with equal terms, and to be aware of their own identities and those of their interlocutors” p.7 . The cultural concepts if learned in English classrooms need to be treated with caution as the

ability to implies this language with the non-native speakers of English and also with a native speaker who is part of a monolingual community.

Lesson Nine: Penetrating the Concept of Culture

In this title, various definitions of the concept of culture have been produced by different scholars . Sapir (1921) defines culture as socially inherited assemblage of practices and beliefs that determines the texture of people’s lives. Herscovits (1948) claims that culture is essentially a construct that describes the total body of belief, behavior, knowledge, values and goals that mark the way of life of any people.

2.7. Data Collection Instruments

Data collection allows us to collect information that we want to gather about our study, accurate and systematic data collection is critical to conducting scientific research, depending of research type, methods of data collection, the questionnaire and the interview are the data tools which are chosen in this study to collect information. Questionnaire and interviews are the main tools of gathering data, they are the most common instruments for collecting both quantitative and qualitative data, which have been used in this study to collect information concerning the influence of the English language and culture on the culture of master one students of Didactics and Foreign Languages.

2.8. Questionnaire

2.8.1. Definition of the Questionnaire

A questionnaire is a data collection tool, consistent of a series of questions for the purpose of gathering information from respondents. The questionnaire was invented by Sir Francis Galton, and it is a set of printed or written questions, either with a choice of answers or not, devised for a purpose of a survey. And for (Bulmber,2004) the questionnaire is well established tool within social science research for acquiring information on participants social characteristics, present and past behavior, standards of behavior or attitudes, beliefs and reasons for action with respect to the topic under investigation.

2.8.2. The Objectives of the Questionnaire

The questionnaire is a useful tool for gathering information, including asking and collecting the right type of information, and making sure each question is specific, objective

and understandable. The questionnaire is often more economical than other data generation methods, and a large amount of data can be created for low costs of material and time , and also the use of pre-defined answers (close questions) easy for respondents to complete questionnaire and easy for researcher to analyze. And also one of the advantages of the questionnaire is that it permits respondents time to consider their responses carefully without interference from, and is provided to a large number of people simultaneously, and each respondent receives the identical set of questions, responses are standardized, which can assist in interpreting from large numbers of respondents. Oppenheim (1992) claimed that : “

the purpose of questionnaires is explained, and then the respondents is left alone to complete the questionnaire, which may be sent or collect later, this method assures a high response rate, accurate sampling and minimum of bias providing necessary explanations and giving the benefit of personal contact”.

2.8.3. The Description of students' Questionnaire

In this study, we have chosen the questionnaire to be the first data collection tool, for qualitative and quantitative information. It was opted for the first year learners of Didactics and Foreign Languages, with its five sections, in order to obtain their impression about learning a new culture, and their use of the language. In this title we will give a detailed description about the questions of the different sections of our questionnaire which consists of open-ended questions and closed ones has been given to the learners. The questionnaire consists of twenty one questions, which were arranged logically into five main sections. The questions involved different forms of questions such as closed questions and open-ended questions.

- Section One: Personal Information (Q1-Q3)

This section represents the learners' general information, and contains four questions. The first question (Q1) is about their gender, if the learner is a male or female, and the second one (Q2) is devoted to know the learner's age. The third question (Q3), the learners were asked about their level. In the fourth (Q4) and last question the learners give their university system they belong to, if it is Classical or LMD. In fact, the essential aim of these four questions is to give the reader a detailed description of our sample.

- Section Two: Language Learning (Q1-Q2)

The aim of this section is to investigate the students' learning of the foreign language, it consists of two arranged questions. The first question (Q1) is a closed one, its purpose is to know if the learner have difficulties when dealing with a second language which is not familiar, especially in speaking, and the second one (Q2) is a multiple choices question which has been designed to have a clarification about why choosing to learn the English language precisely as a foreign language, and the learner has been given different choices, the choice (a) was if it is a universal language, and the choice (b) was in order not to have difficulties in communication when traveling abroad, the choice (c) was in the purpose of learning a new culture, which is the English one. The learner was free also to give other purposes rather than the given ones.

- Section Three: The Use of English in Daily Life(Q1-Q3)

This section is concerned with the use of the English language in the learners' daily life, conducting with the mother language. The first question (Q1) is a closed one, which aims at knowing whether learners use the English language in their daily life or not. The second one (Q2) is about knowing if the English learner use words or expressions from his culture while speaking or not, in order to see if the learners' culture could be stable in his use of the target language and culture. The third one (Q3) is kind of an opposition to the second one, by asking

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if the learner get to use expressions or words from the target culture in his daily life, to see if there is an influence given by the foreign language, and in this question, if the learners' response is yes, he is asked to claim if it was consciously or unconsciously.

- **Section Four: The Target Culture and Learners' Culture(Q1-Q6)**

The fourth section is extremely an important part of this questionnaire. It focuses on how learners think about learning a new culture, and how it could be important, and also the relationship between both the target culture and the native one. The section is composed of six different questions. The first question (Q1) aimed at knowing if learning a foreign culture is that important to the foreign language learner, and if it is, the student will give a small clarification about the purpose that makes learning that foreign culture important. While the second question (Q2) is dealing with the use of English rather than its cultures' context or in his native cultures' context. The third question (Q3) looks at the students' evaluation of studying the foreign culture, if it is easy or not, and in this question the learner is asked to justify his answer, in order to know the learner's view. The fourth question (Q4) attempts to know whether the learner is aware of the effect of learning English on his culture, and if their answer is yes they are asked to justify how. The fifth question (Q5) is a closed one which seeks to discover if the learners use what they have learned in their culture while speaking English, and the sixth last question (Q6) is this section is also a closed one concerning if the learner can convert words or expressions from the target culture and relate them to his.

- **Section Five: Cultural Identity (Q1-Q6)**

In this section, the learner is asked to answer six different questions, concerning an important part in our study which is cultural identity, the learner in this section is asked to define some relating concepts based on his understanding. The first question (Q1) aimed at discovering if the foreign language learner should be aware of the difference between his own culture and the target one, and if yes, the learner is asked to give the purpose. The second question (Q2) aimed at enquiring whether think that in order to have a successful learning of the English language , if the learner must forget about his own culture. The third one (Q3) attempts to investigate how learners think about the effect of the foreign culture, and if it is negative more than positive, and they are asked to explain more their answer. The fourth question (Q4) is about explaining a quote claiming that learning other cultures constitutes a threat on learners one culture and identity, and in the fifth question (Q5) the learners are asked to give a brief definition about cultural identity according to their own understanding. In the last question (Q6), the learners will give their view about learning the foreign culture, how it affects them, and how they react to the target culture.

2.9. Interview

2.9.1. Definition of the Interview

The interview is a kind of conversation for gathering information, and the research interview involves an interviewer, who coordinates the conversation and asks questions, and

an interviewee, who responds to those questions, interviews can be conducted face to face, and the interview is an appropriate method when there is a need to collect in-depth information on people's opinions. Face to face interviews are suitable when the target population can communicate through face to face conversations. Channel and Kahn (1968) defined interview as “ a two-person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information, and focused by him on content specified by research objectives of systematic description, prediction, or explanation” cited in Cohen (1994).

2.9.2. Types of Interviews

Interviews can be designed differently depending on the needs being addressed and the information, “there is very little flexibility in the way questions are asked or answered” (Fontana A and Frey JH 1994). Interviews can be grouped into three types:

Structured Interviews: In a structured interview, the interviewer asks a set of standard, predetermined questions about a particular topic, in a specific order. The respondents need to select their answers from a list of options. The interviewer may provide clarification on some questions, the structured interviews are typically used in surveys.

Semi-structured Interviews: In a semi-structured interview, the interviewer uses a set of predetermined questions and the respondent's answer in their own words. Some interviewers use a topic guide that serves as a checklist to ensure that all respondents provide information on the same topics. Semi-structured interviews are useful when there is a need to collect in depth information in a systematic manner from a number of respondents or interviewees.

Unstructured Interviews: In an unstructured interview, the interviewer has no specific guidelines, or list of options. The interviewer asks a few broad questions to engage the respondent in an open, informal, and spontaneous discussion. Unstructured interviews are particularly useful for getting the stories behind respondents' experiences or when there is little information about a topic.

2.9.3. Steps in Conducting an Interview

The researcher must define his objectives, and identify what he wants to achieve and the information he needs, with making sure that this interview is the appropriate way to meet the objectives, and also he must choose the right type of interview, then, the choice of the appropriate respondents, depending on the type of interview, decide on the characteristics of interviewees and the number of interviews required is an important task.

The researcher must also decide how to recruit his respondents, obtain questions for a number of respondents larger than the number of interviews you need, since some may not respond, introduce himself, the project and explain the purpose of the interview and the importance of their participation.

Therefore, decide how you will record you interviews, depending on the type of interview, depending on the type of interview, you may fill in a prepared form, use written

notes or voice recorders. During the interview, the interviewer must introduce himself, and initiate a friendly but professional conversation, and after that, you explain the purpose of your project, with the importance of their participation, and the expected duration of the interview. The interviewer must also explain the format of the interview, and tell how it will be recorded, and how the collected information will be used. The interviewer must also be aware of the respondents' questions if they have any, with controlling the tone of voice and language, with remaining neutral as possible when asking questions, with keeping the focus on the topic and complete the session by making sure that all the questions have been asked, and also you explain again how you will use the data, and thank the respondents and ask them if they have any questions.

After the interview, make sure that the interviews were properly recorded, and make additional notes if needed, and after that you organize your interview responses, and get ready for data analysis , search for resources for analyzing qualitative and quantitative data.

2.9.4. The Description of the Interview

The students' interview is composed of fourteen questions, the interview is preceded by a short paragraph, which states the purpose of interview and gives some instructions to the participants. It is constituted of fourteen distinct questions that encompass the most important aspects of our investigation. The first question (Q1) deals with the learners' choice of English as a foreign language, and the purpose behind their choice. The second one (Q2) claims the difficulties which can face the learners in their studies, by mentioning them and state the kind of them, if they are linguistic or cultural, with asking the learner to provide some simple examples. The third question (Q3) investigates the use of the English language in the learners' daily life, with mentioning the purposes. The fourth question (Q4) looks at if the learner use expressions from the English culture followed by giving some examples. The question five (Q5) is the opposite, by get to know if the learner use expressions from his own culture when using the English language, provided by examples. The sixth question (Q6) asserts the use of English (the written and spoken) either in its cultural context or the context of his own culture. The question seven (Q7) involves the effect of the English language and culture on learners' mother one, and if it is negative more than positive, with asking the learner to give examples.

The question number eight (Q8) argues if learning about other cultures constitutes a threat on learners' own culture and cultural identity precisely. The ninth question (Q9) looks into the students' awareness about losing their culture, while learning about the foreign one or the English one, and the learner is asked how it goes. The tenth question (Q10) argues the difference between the target culture and the foreign culture, and the learner is asked if they are in opposition. The eleventh question (Q11) claims the importance of protecting the learners' own culture while learning about different other cultures, by asking the students if they feel that they are in kind of losing their own culture or cultural identity. The question number twelve (Q12) gives much importance to the need of protecting our mother culture while learning a foreign one in order not to forget ours. The question number thirteen (Q13) looks into a clarification or a definition of the concept of cultural identity, by the learners' own understanding, by asking the learner to compare between his own cultural identity and

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the target one, and if his identity is the same as other identities. The last question is our interview (Q14) conducted to ask the learner to suggest some ideas about having an effective earning of his own culture and the target one.

2.10. Conclusion

Through this chapter, we have highlighted the methods we have dealt with to undertake our study, and we have also provided some various definitions in order to have a clarification about the methods which have been used in our study in order to collect data, the questionnaire and interview. The next chapter will be devoted for the analysis of the data collection instruments used, and it will provide us with the different responses of the learners.

3.1 Introduction

The previous chapters dealt with the theoretical part to provide the reader with an insight about the topic under investigation, followed by the practical part which aimed at presenting the research methodology and the data instruments which have been used in order to collect the information needed to reach our research goals, and the population under the study, followed by an explanation of the methodological procedures and their description. The present chapter presents the analysis and the interpretation of the data obtained through both questionnaire and interview. Finally, it is concluded by recommendations that attempt to establish an intercultural sphere between students' culture and the target one.

3.2. Data Analysis Process

In order to gather the data needed from the participants, two tools have been used in this research, the questionnaire and the interview. In this stage of the present research, we are going to discuss and analyze the data from both the questionnaire and the interview. In this chapter , the analysis of the questions will lead directly to the research questions that we attempt to answer and hypothesize. Furthermore, we will shed light on some shortcomings which have been encountered during this research.

3.3. The Analysis of the Questionnaire

This questionnaire was designed in order to study the learners' thoughts and perceptions about the issue that is treated in the present study. The questionnaire was distributed to twenty one students. It is introduced by a short paragraph which clarifies the aims of the study and then followed by instructions and guidelines about how to answer the questions. The questionnaire consisted of 21 different questions (closed and open ended questions) which are used to demonstrate the main hypothesis. These questions are organized into five sections.

Section One: Personal Information

This part shows general information about our sample, including students' age , gender and other information related to their level and their system of study.

Question 01: Students' Gender

Gender	Number	Percentage
Male	04	19%
Female	17	80,9%

Table 3.1: Students' Gender

From the table above, it is clear that most of students are females. We have recorded 17 females from a total number of 21 students. Female students make up 80,9% of our sample. Whereas male students are only 04 students and make up 19% of the sample of study.

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This consolidates the fact that females are more interested towards studying foreign languages and English in particular, and as such they tend to dominate the field of language teaching. Indicating male and female percentages in EFL classes helps us to reach different opinions and views about cultural awareness.

Question 02 : Students' Age

Age	Number	Percentage
Between 21-23	16	76,1%
Between 24-26	05	23,8%

Table 3.2 : Students' Age

The results obtained reveal that students' ages of the chosen sample vary between 21 and 26 years old. The majority of students are between 21 and 23 years old (76,1%) . Students who are aged between 24 and 26 years old represent a numerical minority (23,8%) from the chosen sample. On the one hand, the results obtained showcase that most of first year LMD students of English are young and they can enhance their abilities in English. On the other hand, variation of students' ages gives us the opportunity to obtain different views about the issue treated in our study from different life experiences. It should be known in this part that all the participants are M1 students, who belong to the LMD system.

Section Two : Language Learning

The aim of this section is to know the and the reasons why students chose study English and the difficulties they encounter while learning it .

Question 01 :Why did you choose to study English ?

- It is a universal language.
- In order not to have no difficulties in communication when traveling.
- To learn about the English culture.
- Others.

Options	Number	Percentage
a	12	57,1%
b	00	00%
c	05	23,8%
d	04	19%

Table 3.3 : Students' Reasons Behind Studying English

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The data obtained in the above table reveal that the majority of students (57,1%) chose to study the English language because it is a universal language. (00%) none of them chose English in order to communicate when traveling abroad and (23,8%) of them chose English in order to be aware of its culture, and a low rate (19%) is for students who opted for the reason of being effective teachers in the future. This means that most students are motivated to learn English and they are aware of the importance of the foreign English culture in developing a high proficiency in English.

Question 02 :Do you have any difficulties in speaking English ?

Yes

No

Options	Number	Percentage
Yes	12	57,1%
No	09	42,8%

Table 3.4 : Students' Difficulties in Speaking English

We notice that (57,1%) of students have difficulties in speaking the English language, whereas (42,8%) of them can speak it without any difficulties. Thus most of first year LMD students of English face problems in using the language and this may be a result of different reasons.

Section Three : The Use of English in Daily Life

The questions within this section intended to know if the learner is influenced by the target language, and the way it affects their speaking in daily life.

Question 01 :Do you use English in your daily life ?

Yes

No

Options	Number	Percentage
Yes	14	66,6%
No	07	33,3%

Table 3.5: The Use of English in Students' Daily Lif

The results obtained reveal that most of students (66,6%) use the English language in their daily life, and (33,3%) of them stated that they do not use the language outside the classroom. Which means that learning English as a foreign language may affect the use of their mother tongue and native culture.

Question 02 :When you speak English, do you use expressions or words from your own culture?

Yes

No

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Options	Number	Percentage
Yes	15	71,4%
No	06	28,5%

Table 3.6 : Students' Use of Native Culture When Speaking English

Via the results obtained from this question, we notice that the majority of students (71,4%) use some expressions or words from their culture when dealing with English language. (28,5%) of students use the language only in the classroom without using it in their everyday life.

Question 03 : In your daily life, do you use expressions from the target culture?

Yes No

If Yes, Consciously Unconsciously

Options	Number	Percentage
Yes	16	76,1%
No	05	23,8%
Consciously	05	23,8%
Unconsciously	11	52,3%

Table 3.7 : The Use of the Target Culture in Students' Daily Life

The results obtained demonstrate that most of students (76,1%) use words or expression from English language, whereas (23,8%) claimed that they do not use expressions from the target language when speaking in their first language, which means the majority of the students are affected by the language. Students who answered with yes were asked to clarify if it is a conscious or unconscious process. (23,8%) of them used some words of the target language consciously but (52,3%) of them declared their use is unconscious.

Section Four: The Target Culture and Learners' Culture

This section includes another question which aimed at discovering whether the students are aware of the importance of being acknowledgeable about the cultural differences between the target culture and native one, and also the cultural context in which the learner uses English, and the way it influences them.

Question 01: Do you think that learning about other cultures is important ?

Yes No Why?

Options	Number	Percentage
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Yes	19	90,4%
No	02	9,5%

Table 3.8 : Students' Views about the Importance of Learning about Culture

The results that are summarized above show that a major number of students (90,4%) are aware of the importance of being knowledgeable about culture related issues to develop high proficiency in English, whereas a low rate (9,5%) of students are unaware of its importance. For those who are aware support their answers by saying that knowing the socio-cultural aspects helps them to speak fluently and interpret the hidden meaning when communicating with natives. Some students believe that culture helps them to improve their oral and written language.

Question 02 : In speaking English, do you use it :

- a. In its cultural context b. In your context of your native culture

Options	Number	Percentage
a	10	47,6%
b	11	52,3%

Table 3.9 : Students' Choice of the Cultural Context

The statistics shows that (47.6%) of the students use English in its cultural context, which means when they communicate they detach themselves from their own culture. But (52,3%) use English in the context of Arabic or the context of their native culture.

Question 03 : Do you find it easy when studying about other cultures ?

- Yes No Justify

Options	Number	Percentage
Yes	09	42,8%
No	12	57,1%

Table 3.10 : Students' Difficulties in Studying about Foreign Culture

The data obtained reveal that (42,8%) find that studying English and culture easy and as they do not face any difficulties. As to the reasons why, some of them said that they love the language since it is interesting for them. However, (57,1%) of them find that learning other cultures is a hard process because it is completely different from their own and since they are not used to it.

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Question 04 : Do you think that learning English language affects your culture?

Yes No If yes, how ?

Options	Number	Percentage
Yes	10	47,6%
No	11	52,3%

Table 3.11 : Students' Views about the Effect of English on Their Culture

The results obtained make it clear that (47,6%) of students think that learning a foreign culture effects their native one, however(52,3%) of them disagree with this fact. The majority of the students did not answer the second part of the first question, and for those who agreed with this fact they claimed that it affects their native culture when using language outside the classroom, and the way their attitudes have been changed during learning English, and the appearance of some change in their views towards the English culture.

Question 05 : When learning about other cultures, do you use what you have learned in your own culture ?

Yes No

Options	Number	Percentage
Yes	15	71,4%
No	06	28,5%

Table 3.12: Students' Use of Native Culture when

Dealing with the Target One

Statistically, a great part of the students (71,4%) mix between their native culture and the target one, which means they use their culture when learning English one, (28,5%) of them do not use their culture when dealing with the target one.

Question 06: Are you able to convert words or expressions from the target culture and relate them to yours ?

Yes No

Options	Number	Percentage
Yes	17	80,9%
No	04	19%

Table 3.13 : Students' Use of the Target Culture in Relation to their Native Culture

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The majority of the learners (80,9%) can convert word and expressions from the target culture and relate them to theirs, which means they are effected by some expressions of the target culture, and a low rate of them (19%) believe that they should not use expressions from the target culture in their daily life.

Section five : Cultural Identity

The question in this section targets to know whether the informants are aware of the differences between the two cultural identities, and what they suggest for and effective learning of the foreign language and its culture, and they are asked to give some definitions from their own understanding.

Question 01: Should the foreign language learners be aware of the difference between their own culture and the target one?

Yes No If Yes,

Why?

Options	Number	Percentage
Yes	20	95,2%
No	01	4,7%

**Table 3.14 : Students' Awareness about the Difference
between the Two Cultures**

Clearly, the information above demonstrates that the majority of the students (95,2%) think that the learner should be aware of the differences that exist between the target culture and their native culture, in order not to mix between the two cultures, and forget about their own and embrace the new one, and this what may cause a loss of identity. (4,7%) of them see that it is not important to know the difference between given cultures while dealing with the language.

Question 02 :Do you think that in order to have a successful learning of English you must forget about your own culture ?

Yes No Explain

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Options	Number	Percentage
Yes	13	61,9%
No	08	38%

Table 3.15: Students' Views about the Requirement of a Successful Learning of English

From the data obtained, we notice that (61,9%) of students see that in order to have a successful learning of English the student must forget about his own culture for a while and adapt a new one or the English one, in order to understand it well, and (38%) of them provided the opposite answer as they claimed it is not necessarily from the learner to forget about their own culture.

Question 03 :Do you think that the effect of the foreign culture on the native one is more negative than positive ?

Yes No Explain

Options	Number	Percentage
Yes	06	28,5%
No	15	71,4%

Table 3.16 : Students' Opinions about the Effect of the Foreign Culture on their Native One

The data obtained from the above table reveal that the majority of students (71,4%) believe that the effect of the foreign culture on their native one is not a negative, and (28,5%) represents those who said that it is has a negative effect, and they stated that it is negative because some students dive in the target culture and forget about their own.

Question 04 :“ Learning other cultures constitutes a threat on learners' own culture and identity” Explain

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Categories of Answers	Number	Percentage
Forgetting the native culture and adapting the target one	05	45,4%
The need for the awareness of the cultural differences	04	36,3%
Taking the positive side from every culture	02	18,1%

Table 3.17: Students' Views about The Target Culture and its Possible Threats on Their Identity

The answers we collected reveal that the most of students (45,4%) agree with this quote which says that learning a new culture constitutes a threat on learners' own culture and identity, their expectations were that the learner is going to neglect and forget about his own culture and adapt the target one. (36,3%) of them state that if the learner had a cultural awareness and believed that every culture is different from the other one, he will adapt it objectively, and only (18,1%) reports that the learner should take from the target culture only the positive side and relate it to his, in order to make his individual or his own culture.

Question 05 :What is cultural identity ?

Categories	Number	Percentage
The daily practice of the customs, religion, language and culture.	04	57,1%
The cultural sense of belonging	03	42,8%

Table3.18 : Students Definitions of Cultural Identity

Statistically, (57,1%) of the students define cultural identity as being the culture, traditions, religion, behavior, customs and a way of life that we practice every day, and we respect while dealing or getting in touch with a new one. (42,8%) of the students think that cultural identity is a sense of belonging to our society, and it answers the question of who we are and which culture we belong to.

Question 06 :In your point of view, how do learners react to the target culture ?

Categories	Number	Percentage
The development of the negative attitude, and the refuse of the target culture	04	36,3%
The language is the first interest	02	18,1%
The adaptation and the imitation of the target culture	05	45,4%

Table 3.19: Students' Reactions towards the Target Culture

We notice that (36,3%) of students declare that they develop a negative attitude towards the target culture, they opted to learn it, but they do not forget about their native one,

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and most of them tend to refuse the target culture because it does not suit their identity. (18,1%) of them say that they do not care about the cultural context, and their interest is only the language, they learn the culture because they are obliged to, since it is a part of the language, but they are not interested to adopt it. (45,4%) compare the target culture with their native one, and tend to imitate it and adopt it as a new one for them with a motive of curiosity.

3.4. Discussion of the Questionnaire Results

Throughout the analysis of the information gathered through the questionnaire, it appears that EFL learners have chosen English since it is a universal language. However, they face some difficulties speaking it due to the lack of vocabulary, or when dealing with the cultural aspects. It has also been observed that most of them use English in their daily life in order to master the language more. Moreover, they are aware of the importance of learning a new culture in order to reinforce their native culture; however, when performing in English, they tend to use the context of their native culture rather than the target one, and they see that cultural identity is a set our own norms, beliefs, traditions, which differs from one place to another. Furthermore, the data gathered from this questionnaire reveal that the effect of the target culture is positive rather than negative because they tend to be objective when dealing with a foreign culture.

3.5. The Analysis of the Interview Data

Question one : Why did you choose to study English?

The responses of students vary as follows :

Categories	Number	Percentage
English is the favorite language .	04	40%
The influence by English songs and movies.	03	30%
The desire to know more about the English language and its culture .	02	20%
It is not a choice.	01	10%

Table 3.20 : Students' Reasons behind Studying English

The responds of the students reveal that (40%) of them have chosen English because they love it and it is their favorite language to study, and (30%) of them chose English because they were inspired by the English songs, movies, teachers or members of family. (20%) wanted to enhance the language and know more about its culture. Thus, we are able to obtain different, reliable opinions and views that can help us to reach our goals.

Question two: Do you have difficulties speaking English? Can you mention the difficulties? Linguistic? Cultural? Give examples.

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Categories	Number	Percentage
No difficulties	01	10%
Linguistic difficulties	02	20%
Cultural difficulties	02	20%
Linguistic and cultural difficulties	05	50%

Table 3.21 : Students' Difficulties in Speaking English

Students' answers show that (10%) of them do not have any difficulties when learning the language while the other (90%) have. (20%) of them have linguistic ones, they provided us with examples, like the lack of vocabulary, spelling mistakes, pronunciation, grammar use, and because of the lack of reading. Another (20%) show that they have cultural difficulties, they stated that since English is a foreign language for them, so they cannot adapt well its cultural background, and it is hard for them to understand idioms and proverbs in English since they study only basics and the target culture is limited in the classroom. The last (10%) of them have both linguistic and cultural difficulties, they claimed that since the language and its culture is something do not exist in their daily life, so learning it is considered as a challenge.

Question three: Do you use English in your daily life ? Mention the purposes.

Categories	Number	Percentage
The use of English in the classroom	05	50%
The use of English in social media	02	20%
The oscillating use of English	02	20%
The non-existence of English	01	10%

Table 3.22 : The Use of English in Students' Daily Life

The statistics in the table above show that (70%) of the learners use English in their daily life, (50%) in order to be effective learners and to be able to practice it well in the classroom with a good pronunciation. (20%) of the students use English in social media because it is considered as a universal language. (20%) of them rarely use English because they consider it as a foreign language, and they should not use it outside the university, and the minority of them (10%) do not use English in their daily life.

Question Four: When using English, do you use the English cultural context or cultural context of your native culture?

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Categories	Number	Percentage
English cultural context	05	50%
Context of native culture	02	20%
Both of them	03	30%

Table 3.23 : Students' Use of the Cultural Contexts

Half of the students (50%) use the English language in its cultural context, they state that they do not want to spoil their English, and they want to look like English people when speaking the language, they gave the following examples of using proverbs and idioms to demonstrate the importance they give to the cultural context of English : “ *Christmas come early today*”, “ *Shake a leg*” , “ *I’m like a fish out of water*” , “ *not my cop of tee*” .They suggest that in their context the meaning will not work. (20%) of them use their native context of their native culture, they stated that they translate some idioms from Arabic into English, and it is just a foreign language, when it comes to context, it will be theirs. (30%) state that they use both of them; it differs from their speaking with teachers, friends, foreigners, etc. Furthermore, depending on purposes, for example when talking about science, it is the target culture context, but in issues of religion, it will be their context.

Question five: Do you think that learning English language affects your culture positively or negatively ? Explain and give examples

Categories	Number	Percentage
Neither positive nor negative effect	02	20%
Both negative and positive effect	04	40%
Positive effect	04	40%

Table 3.24 : Students' Views about the Effect of the Foreign Culture

The data obtained reveal that (20%) of the students think that learning English as a foreign language affects their culture but neither positively nor negatively. They see that it depends on the learner and his acceptance to a certain degree, and he should not imitate blindly. They state that people who adopt the foreign culture and say that they are open-minded and accept the foreign culture as it is, in fact they do not accept their own culture and hate it, because each culture has its negative and positive aspects. (40%) of them see that the effect is both negative and positive. Positive by being a bilingual person, and a cross-languages speaker. Negative sometimes by forgetting expressions from our mother language and say them in English rather than Arabic. The other (40%) see it as a positive effect, they claimed that the difference is not always bad, and the more we know about other cultures the more we appreciate ours with its difference, and we can take from it the positive aspects.

Question six: Do you think that the target culture and your culture are in opposition?

How ?

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Categories	Number	Percentage
The difference	05	50%
The opposition	05	50%

Table3.25 : Students' Comparison between the Target Culture and their Native Culture

Half of the students (50%) see that their culture is different from the target one but not in opposition with it, expected to be good and bad, rather in the way of thinking, behaving, beliefs or religion, each one has its own perspectives, and sometimes they share the same aspect, and there are some points where all cultures meet, so they are not in opposition but different. The other half (50%) state that they are in opposition, and for this reason we are studying a new culture, and they gave examples of respecting time, accepting diversities.

Question seven: Does learning about other cultures constitute a threat on learners' cultural identity? And do you feel that you are losing your culture?

Categories	Number	Percentage
No	02	20%
Yes	06	60%
Sometimes	02	20%

Table 3.26 : Students' Evaluation of their Cultural Awareness

From the table above, the data show that (20%) think that learning a new culture does not constitute a threat on learners' cultural identity, and it makes the learner adapt his culture and reinforce it, and they do not feel that they are losing their identity. (60%) of them state that it constitutes a threat when the learner is easily affected, in their way of clothing or way of talking, and they state that the learner is going to forget about their own identity when dealing with a new one, and by imitating it blindly, so when the learner is not aware, they dive in the new culture and forget about their own. (20%) of them declare that sometimes it does, depending on the learners' personality.

Question eight: Do you think one needs to protect their culture when learning about other cultures? How

Categories	Number	Percentage
Yes	07	70%
The presentation of the native culture	03	30%

Table 3.27 : Students' Attitude towards Dealing with a The Target Culture

The table presents that the majority of the students (70%) are likely to protect their culture when dealing with a new one, because they think that when they protect their culture, they are protecting their identity. (30%) of them state that it is not a kind of protection but presentation of their culture, in order not to mix between the two variables, because each culture has to prevent its own qualities.

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Question nine: How do you define your cultural identity? Is it the same like the other cultural identities? How

Categories	Number	Percentage
The mixture between the cultural aspects	06	60%
The sense of belonging	02	20%
A way of thinking	02	20%

Table 3.28 : Students' Definitions of the Concept of Cultural Identity

(60%) of the students define cultural identity as being a mixture of every cultural aspect including religion, beliefs, customs, traditions, language and ways of eating and clothing. (20%) of them see that it is a sense of belonging, presenting who we are , and the things that we share in society. The other (20%) define it as being a way of thinking and differs from one to another.

Question ten: What do you suggest for an effective learning about one's culture and the target one ?

Categories	Number	Percentage
The obligation of mastering the native culture	07	70%
The awareness of the differences between the two cultures	02	20%
Adapting the target culture as a new one	01	10%

Table 3.29 : Students' Suggestions for an Effective Learning about Culture

Throughout the results summarized in the table above, (70%) of the students suggest that the learner should know his culture well and read about it before facing a new one. (20%) of them state that learning a new culture may be surprising , so the learner should be objective and aware of the differences between the two cultures and be ready to learn about a new one, understand it well in order to be a good communicator and in order to be able to communicate effectively cross- culturally, and develop positive attitude. (10%) of them say that in order to have a good learning of language and its culture, the learner must leave his culture apart and focus on the target one and adapt it.

3.6. Discussion of the Results of the Interview

After having analyzed the data collected through the interview, it appears that students' answers of the questionnaire have been confirmed, concerning the difficulties they face while learning the language, including cultural and linguistic ones, besides, most of them state their use of their cultural context rather than the target one. In addition, most of them acknowledged the differences between the two cultures, and the way they express themselves in relation to their native culture as they see that it presents and protect their identity. It should

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be noted that students claimed that they prefer to use some expressions as proverbs and idioms in the target cultural context in order to keep the right meaning and well convey the message. Concerning the effect of the target culture on their identity and native culture , the majority of our participants stated that it can affect their learning of the language positively, and can reinforce their performance in English, and it makes them appreciate the differences more. Our participants are aware of the way they react to a new target culture by dealing with it objectively without neglecting their own.

3.7. General Discussion

From the analysis of the data obtained from both questionnaire and interview, we extended the following conclusion. First, our participants seem to show a high motivation to learn a foreign language with its culture. Yet, this motivation does not prohibit that they face many difficulties either linguistic as the lack of vocabulary, spelling mistakes, grammar use or cultural ones including the understanding of idioms and proverbs, and they stated that this can be due to the lack of readings, or even since the they are dealing with something which does not exist in their daily life, so for them it constitutes a challenge since learning the culture in the classroom is limited. Secondly, EFL learners tend to develop a positive attitude towards the target language and its culture in order to have a cultural awareness and facilitate their learning and in order to have a good performance in English, and they tend to be objective when dealing with the differences between the two cultures. Yet, they confirm that a good learning of new culture is connected with a strong acknowledgement of the native culture first .Thirdly, most of our informants showed that they are aware of the influence of the target culture and their appropriation of the target culture is in most of cases done unconsciously, and they tend to protect themselves from the negative effect. Furthermore, most of them tend to recognize the differences and the similarities between the two cultures. Additionally, the vast majority of the participants agree on the fact that language and its culture are interconnected, and knowing more about the culture can enrich their performance in the classroom, and they showed a great understanding and tendency to use English in its cultural context regarding their native one in their daily life.

3.8. Recommendations

The results obtained from our participants' responses were of a great importance to our research. They revealed that the appropriation of the target culture appears when there is a well understanding and awareness of the native culture first. Accordingly, dealing with two languages with their cultures is a very complex task to take.

First, the EFL learner should be ready to adapt a new culture which can be completely different from his own. Second, the learner should be aware of the differences between his own culture and the target culture, regarding their negative and positive sides, and understand that the difference is not always bad, and there is some points were all cultures meet. Second, the learner should reinforce the cultural background of his native culture, before learning about a new one. Third, the EFL learner should respect his identity by well presenting their culture while facing a foreign one.

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Moreover, in order to have a successful intercultural communication, the learner should embrace the culture of the foreign language with acceptance, learning about it and understand it, without imitating it blindly. This will make them able to get involved in the language and this will reinforce their performance in the classroom.

3.9. Conclusion

Throughout the data analysis and the interpretation of the data obtained from both questionnaire and interview, different results can be demonstrated and this what leads to give answers to the research questions. The students' responses which they provided us with, showed that they are aware of the importance of learning new cultures, and it has been noticed that most of them recognize the differences between the target culture and their native one. The data gathered explain that the effect of the target culture can not constitute a threat on learners' own culture and identity because the learner is conscientious about the different sides of the cultural aspects. In the end of this chapter, we provided some recommendations that may be helpful for the learner when dealing with a new culture.

General Conclusion

Developing students' ability to communicate successfully and appropriately with native speakers of English represents the major goal of teaching culture in the process of teaching English as a foreign language. Culture teaching helps students to develop the skills needed for adequate communication, and raises their attention to all differences in order to make them flexible and ready to tolerate ways of doing things that are different in their culture. Therefore, this research tried to investigate to what extent culture teaching can affect the learners' native culture's background, and tried also to establish an intercultural sphere between the two cultures.

In this study, the researcher aimed at shedding the light on the most important elements to explain the research problem such as the concept of culture and some relating elements, and it investigated how the learners are aware of the difference between the target culture and the native one, and the way they compare between them. Thus, it aimed at knowing the importance of learning a new culture and its role in developing the learners' communicative competencies and enhancing their cultural awareness or improving their language abilities.

This work comprised three chapters. The first chapter dealt with the theoretical part dealing with the concept of culture, and some relating aspects, it shed light on the importance of learning a new culture rather than the native one and the different component of culture and its characteristics, regarding the important barriers for a successful communicative competence, the close relationship which exists between language and culture, and also the foreign language learning and its relationship which the cultural identity. The second chapter dealt with the research methodology used for the data collection required in this study and the approaches which have been chosen in order to collect the information needed to reach our research goals. Furthermore, it comprised a description of the participants involved in this study. The third chapter presented the analysis and the interpretation of the data obtained through the data gathering tools, and it is concluded by recommendations that attempt to establish an intercultural sphere between students' culture and the target one.

The participants seem to show a high motivation to learn about a foreign culture. However, they tend to face many difficulties either linguistic or cultural. The students stated that this can be due to the lack of readings and that are dealing with something which does not exist in their daily life. EFL learners tend to develop a positive attitudes towards the target culture that help them to learn better perform well in the classroom. Yet, they confirmed that a good learning of the English culture is connected with a strong acknowledgment of the native culture first. The obtained results showed that students are aware of the importance of learning a new culture and its importance in developing their communicative competence, enhancing their cultural awareness and improving their language abilities.

The first hypothesis of this research, which stated respectively that learning English as a foreign language including its culture plays an important role, as well as it develops and

improves students' cultural awareness , was confirmed. Additionally, the second hypothesis which stated that the foreign culture content constitutes a threat on learners' own identity was disconfirmed and invalidated, since they consider the impact of the foreign culture as positive because they tend to be objective when dealing with a foreign culture, and by dealing with it they tend to reinforce their native culture.

All in all, this research provides valuable insights about the significance of learning about the target culture and how it develops students' cultural awareness, but the topic is vast and therefore requires keeping the door open for further research. So, hopefully this piece of research will pave the way for future investigations.

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Appendix 01:

Questionnaire

This questionnaire is an attempt to investigate the effect of the foreign culture on learners' own culture. We would be very grateful if you could devote some time to answer the questions. Your answers will be wholeheartedly appreciated. Be sure that the answers you provide will certainly remain confidential and will only be use for research purposes.

Please, tick (x) the appropriate answer(s) or provide full answers.

Section one : Personal information

- 1- Gender : Male Female
2- Age :
3- Level : Master 1 Master2
4- System : Classical LMD

Section two : Language Learning

1-Do you have difficulties in speaking English ?

Yes No

2-Why did you choose to study English ?

It is a universal language

In order not to have no difficulties in communication when traveling abroad.

To learn about the English culture.

Other

Section three : The use of English in daily life

1 -Do you use English in your daily life ?

Yes No

2-When you speak English do you use expressions or words from your own culture ?

Yes No

3-In your daily life do you use expressions from the target culture ?

Yes No

If YES : consciously unconsciously

Section four : The target culture and learners' culture

1-Do you think that learning about other cultures is important ?

Yes No If YES,

Why ?.....

2-In speaking English,do you use it :

In it's culture's context In your cultural context

3-Do you find it easy when studying about other cultures ?

Yes No

Justify.....
.....

4-Do you think that learning the English language affects your culture ?

Yes No If YES,

How ?.....

5-When learning about other cultures, do you use what you learnt in your own culture?

Yes No

6-Can you convert words or expressions from the target culture and relate them to yours ?

Yes No

Section five : Cultural identity

1-Should the foreign language learners be aware of the difference between their own culture and the target one ?

Yes No If YES,

why ?.....

2-Do you think that in order to have a successful learning of English you must forget about your own culture ?

Yes No

3-Do you think that the effect of the foreign culture is negative more than positive ?

Yes No

Explain.....
.....
.....

4-« Learning other cultures constitutes a threat on learners own culture and identity » Explain :

.....
.....

5- What is cultural identity ?

.....
.....

6-In your point of view,how do learners react to the target culture ?.....

.....

Appendix 02:

Interview

This interview investigates the effect of the foreign culture on learners' own culture. We would be very grateful if you could devote some time to answer the following questions. Be sure that the answers you provide will certainly remain confidential and will only be used for research purposes.

- Why did you choose to study English ?
- Do you have difficulties speaking English ? Can you mention the difficulties ? linguistic ! cultural , give examples
- Do you use English in your daily life ? Mention the purposes, please !
- When using English do you use expressions from the target culture ? Give examples !
- Do you think that learning the English language effects your culture positively or negatively? Explain and give examples !
- Do you think that the target culture and your culture are in opposition ? How ?
- Does learning about other cultures constitute a threat to learners' culture (cultural identity ?) And do you feel that you are losing your culture ! why?
- Do you think one needs to protect their cultures when learning about other cultures ? How
- How do you define your cultural identity ? Is it the same like the other cultural identities (target culture) ? How ?
- What do you suggest for an effective learning about one's culture and the target one ?