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University of Mostaganem ABD EL HAMID IBN BADIS.

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Department of English.

Master 2 Dissertation



**The Importance of
Teaching English Language
Culture to Young learners**

**Case of study : Second Master Students of English at
Abdelhamid Ibn Badis Mostaganem University**

Master Degree in Psycholinguistic Issues in Learning English.

Submitted by' :

Laidi Fatima

Supervised by' :

MRS. Adnani

Members of the Jury

Mrs Ali Chaouache Lamia

Mr Tiguia Chrief

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Dedication:

I dedicate this work to all the members of my family especially my parents and to my husband Mansouri Ilyes for his support.

Acknowledgement:

Writing a thesis is a very difficult journey and without the help of many people I could not finish it. So, First and foremost, I would like to express my highest graduate to my inspiring supervisor Mrs., **Adnani** for her guidance, advice and patience in reading and reviewing this thesis. I am much grateful to her, since without her encouragements and support this research would have not been completed.

My appreciation also goes to the member of jury who has accepted to read and evaluate my work.

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Abstract:

This study regards the importance of teaching the culture of a foreign language to beginners. The aim of this research is to find out how language culture enhances the learning of that language for beginners. In order to conduct this research two tools used to collect data. A questionnaire which was given to thirty first year middle school pupils and an interview which was addressed to three teachers from the same middle school. This research was divided into three different chapters each one has specific purposes. The results of this study suggest that teaching the language culture is very important for a better learning of foreign language to young learners i.e. first year middle school.

Key Words: Language culture , Foreign language , Beginners.

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Other Resources:

1- <http://www.teachingenglish.org.UK>

2- <http://exchangesstate.gov/englishteaching/form/archives.htm>.

Appendices:

❖ Appendix A: Questionnaire:

- Please read the following questions carefully and tick the appropriate answer.

1- Age :

2- Gender:

Male ☐

Female ☐

3- Do you like English?

Yes ☐

No ☐

4- Are you interested in learning English?

• It is international language.

☐

• It is a part of your study.

☐

• You want to communicate with foreigners in the future.

☐

5- How do you find learning English?

Yes ☐

No ☐

6- What did your teacher teach you about English people?

Way of life ☐

Customs ☐

Habits ☐

Behaviors ☐

Foods ☐

Others ☐

7- Justify your answer?

8- Do you think it is important to learn about English way of life?

Yes ☐

No ☐

9- Why or Why not?

10- Learning English people helps you to?

- Get knowledge about their culture.
- Know how English people use language.
- Understand their behaviors.

☐
☐
☐

11- What are the methods used by your teacher to teach you about English life?

- Textbook
- Just Explanation
- Photos
- Videos

☐
☐
☐
☐

12- You prefer learning through pictures and photos make your understanding easier?

- Strongly agree
- Agree
- Disagree
- Strongly disagree

☐
☐
☐
☐

13- Justify your answer?

استطلاع :

الرجاء قراءة الأسئلة التالية بعناية ثم اختر الإجابة الملائمة.

1- السن :

2- الجنس:

أ ☐

ذ ☐

3- هل تحب اللغة الإنجليزية؟

لا ☐

نعم ☐

4- أنت مهتم بتعلم اللغة الانجليزية :

☐

• لأنها لغة عالمية.

☐

• لأنها من مواد الدراسية.

☐

• لأنك تريد التواصل بها مع الأجانب في المستقبل.

5- هل تواجه أي صعوبات في تعلم اللغة الإنجليزية؟

لا ☐

نعم ☐

6- ماذا يدرسكم استاذ اللغة الانجليزية عن البريطانيين :

☐

الثياب

☐

• طريقة العيش

☐

التصرفات

☐

• العادات

☐

أشياء أخرى

☐

• الطعام

7- برر إجابتك؟

8- هل تعتقد أن تعلم طريقة عيش البريطانيين أو الأمريكيين لها أهمية؟

☐

لا

☐

نعم

9- لماذا نعم ولماذا لا؟

10- دراسة عن حياة البريطانيين يساعدك على؟

☐

• معرفة ثقافتهم

- معرفة كيفية استعمال اللغة الإنجليزية. ☐
- فهم تصرفاتهم. ☐

11- ماذا يستعمل أستاذك لتعليمكم حول حياة البريطانيين ؟

- الكتاب المدرسي ☐
- الشرح فقط ☐
- صور ☐
- فيديوهات ☐

12- تعلم اللغة الإنجليزية عن طريق الصور يساعد في الفهم بسهولة؟

- جد موافق ☐
- موافق ☐
- غير موافق ☐
- جد غير موافق ☐

13- برر إجابتك؟

Teacher Interview:

- 1-** How long have you been teaching English?
- 2-** What did teaching English Culture include?
- 3-** Do you think that teaching English culture is important for learners?
- 4-** To what extent do you include teaching culture in class?
- 5-** What do you use to teach them about English Culture?
- 6-** Please could you tell me how can these methods help, learners to get knowledge about English language?

General Introduction

Teaching a foreign language is considered as an important step in any educational system. It cannot be reduced to the direct teaching of linguistics skills such as phonology, morphology, syntax...etc. and the perfect use of language skills (listening, speaking, writing and reading). Teaching and learning a foreign language is also having the cultural knowledge of the target language in order to use it correctly from very different aspects. Taking the case of Algeria, teaching a foreign language which is English start from the first year middle school where the pupils are still young learners. This level is considered as important step for a better learning of English language. So, teachers of this level should be aware of how to teach English to those pupils .ie he/she should look for the most effective ways of teaching English in order to make their students able to use that language correctly in the future. According to Byran , Morgan et al ...,Knowledge of the grammatical system of a language [grammatical competence] has to be complemented by understanding of culture – specific meaning [communicative or rather cultural competence " (1994:2) As it is believed by some researchers a full mastery of language does not just mean understanding the rules and using the four skills perfectly. It also required a full mastery of the culture that a foreign language must include learning the communicative competence as well as the linguistics skill So, starting point of this work is the curiosity to find out if this view is correct. In another word this thesis is about the importance of considering culture of foreign language an essential part of teaching that language to learners.

The focal point of this dissertation is to know if really cultural knowledge of target language is essential part, and how it influences the use of that language in the future. In order to figure out if this hypothesis is true, the researcher chooses English language since it is learned in Algeria as a foreign language. The participants who included are pupils of first year middle school. They are considered as beginners since they learn English for the first time. In this stage they learn pronunciation, vocabulary, rules and tenses in order to use English correctly. So, it is the perfect stage to work on it, in order to achieve the research goals which is understanding the role of culture in the process of teaching English language, and if it is really important as well as the learning of linguistics skills. For the purpose of conducting this research, there are a set of questions which are formulated. These questions will be used to drive the current study.

In order to conduct this research there are three questions were asked by the researcher. The first question is what is the role of cultural knowledge in teaching a foreign language? The second one is to what extent learning language culture is important for beginners in order

to learn English? The last question is what are the different methods that the teacher may use to teach cultural aspects of English language to beginners?

To answer these questions, there are a set of hypothesis that are suggested as tentative answers to the questions above. Hypothesis number one is having the knowledge of English language is important because it help the learners to improve their English in the sense that through this knowledge those beginners will be able to recognize the culture of the language they are using. The next hypothesis is when teacher include teaching the culture of English as well as vocabulary, grammar and pronunciation; the learners may be able to improve their communicative competence since they already dealt with the way of live of English native speakers. So, knowing how to deal with different situations and communicate either with native speakers or non-native ones easily. It may be no more difficult thanks to the language culture that they had thought in schools. The last one is the teacher may a specific method in every English class to facilitate the learning of English culture for beginners and increase their way of thinking while using it.

So, to carry out this study research work, the researcher adopted two different methods of investigation which are: questionnaire and interview. First tool is the questionnaire which was directed to first year middle schools pupils (beginners). It consists of 13 questions, 10 are close ended and 03 open ended. It was given to 30 students from different classes and they are beginners. The questions were formulated in a simple way to be more easy and clear so they can answer theme, and it is in Arabic language since these pupils just start learning this foreign language i.e. English. Second means is interview which was directed to teachers: two women and one man. It consists of 10 questions.

More explanation and clarification will be in chapter two.

This thesis study comprises three chapters. Chapter one is an introductory part. It deals with the literature review. The first chapter is divided into four sections. The first section will include several points and it will shed the light on culture definitions and types and its characteristics. The second one is about culture and human behavior and what the relationship between them is.

The third section is entitled Cultural knowledge; it talks about teaching English culture. The last one is entitled beginners. It is the shorter section because in this part will just define the term beginners work with. Finally, it will mention their characteristics according to different scholar. The second chapter is about different elements among

them the tools are used in order to conduct this research. It will include the description of both methods of investigation. It also mentioned the population is selected to work with. Finally, it will process the data that will be gathered. The third chapter is about the discussion of the finding where the results obtained from the two tools will be presented. In addition, there will be some suggestions about how to include language culture in the process of teaching that language to learners.

Finally this thesis will be closed by general conclusion, appendices and references.

1-1 Introduction

This chapter is an attempt to present a theoretical background concerning the importance of teaching a foreign language culture to beginners i.e. young learners. So, this chapter tries to shed the light on the different theories which are related to this issue and the information provided is mainly related to what the practical part of this study handles. This chapter deals with a number of points that can be seen to divide the chapter into four interrelated sections and these later will provide a detailed of the most pertinent literature relating to teaching of English culture to beginners. So, the first section is about culture and its types which are presented according to different sources. It also defines the characteristics of culture that make it very unique. The next sections talks about human behaviors and how culture in shaping these behaviors. This part shows the relationship between culture and behavior and how culture influence the human way of thinking and behaving. The third is about language and culture, and as the first section the researcher will strive to discuss different theories which are related to teaching English culture and what is it impact on learning English as a foreign language. However, the fourth section is about beginners and in this part the researcher will define the term beginners i.e. the level of those learners, age and some characteristics of those young learners.

1-2- Culture:

The term culture was first used by the pioneer English anthropologist Edward B Tylor in his book, primitive culture, published in 1871. He defines culture as the full range of learned human behavior patterns. He claimed that: *"Culture is that complex whole which includes knowledge, belief, behavior, art, law, morals, customs and any other capabilities and habits acquired by man as a member of society."* (Edward B.Tylor,1871)

1-2-1 Definition of Culture in Psychology :

Broadly speaking the term "culture " is defined by several psychologist and in this thesis, the researcher will try to shed light, the most recent definitions. So, according to Seelye culture is a very broad concept embracing all aspects of human life (1993,p 15). Seelye claimed that culture is the characteristics of particular group of people, defined by everything from language, religion, cuisine, social habits, music and arts. It is also the beliefs and values of people in in specific society. Ruth Benedict state that culture is what binds people together. He said that culture is all the accepted and patterned way of behavior of a given people. It is that facet of human life learned by

people as a result of belonging to some group. It is that part of learned of learned behavior shared with others. Not only does this concept include a group's way of thinking, feeling and acting but also the internalized patterns for doing certain thing in certain ways, i.e. not just the doing of them.

1-2-2 The Characteristics of Cultures:

Culture basically consists of the various groups which a person belong. It is not scientific concept rather than it is social one. It is unique to the human race.

According to V de Roberts who said: "*Culture is the body of thoughts and knowledge, both theoretical and practical, which only man can process.*" So, culture is a unique procession of man. It is a unique qualify of man which separates him from the lower animals, culture includes all that man acquires in his social life. To understand the meaning of the concept of culture, we have to know what the characteristics of culture are in order to understand its nature.

Culture has many characteristics; it is social, learned, shared, based on symbols, dynamic and gratifying.

- **Culture is social:** Culture does not exist in isolation; it is a product of society. R.Redfield who defined it as "*an organized body of conventional understanding manifest in art which persisting through tradition, characterizes a human group.*" So, culture develops through social interaction and no man can acquire culture without association with others.
- **Culture is learnt** Culture is not inborn, it is learnt often called "*Learned way of behavior*". Children are not born with knowledge of culture. They are raised by adults who guide them in their own cultural ways and according to their beliefs. Culture is not learned only from parents or family members, but from friends, teachers, and media and even from strangers who influence human cultural learning. The process of learning is known as enculturation. The process of learning culture is unconscious.
- **Culture is shared:** Culture is not something that are individual alone can process. Culture in sociological sense is shared, for example, customs, traditions, beliefs, ideas, values, moral ...etc all are shared by people of group or society. Because we share culture with other members of group, people are able to act in socially appropriate ways as well as predict how others will act.

- **Culture is transmissive:** Culture is transmissive as it is transmitted from one generation to another, using symbols. A symbol is something that stands for something else. Symbols only have meaning when people in a culture agree on their use. Language, money and art are all symbols. Language is most important symbolic components of culture; it is the main vehicle of culture. Language in different forms (verbal and non verbal) makes culture possible for the present generation to understand the achievement of earlier generations. Transmissions of culture may take place by imitation as well as by instruction.
- **Culture is continuous and cumulative:** Culture exists as a continuous process. In its historical growth, it tends to become cumulative. Sociologist Linkon called "*the social heritage of man*". It becomes difficult for us to imagine what society would be without culture.
- **Culture varies from society to society:** Every society has a culture of its own. It differs from society to another. Culture of society is unique to itself as a result cultural elements like customs, traditions, morals, values, beliefs are not uniform everywhere. Culture varies from time to time also.
- **Culture is dynamic:** Culture is dynamic because people are dynamic. Since a culture is made up of the people that belong to it, it is constantly reformed by those individuals. From generation to the next, ideas are transmitted and translated. Sometimes an idea can stay quite similar as it is handed down to the next generation. More often, there are subtle changes that creep into the ideology of group i.e. what works as well in the past may not work as well in the future. Culture is a response to the changing conditions of the physical world. So, all cultures change, otherwise people have problems adapting to changing environments.
- **Culture is gratifying:** Culture provides proper opportunities for the satisfaction of our needs and desires. Human needs both biological and social are fulfilled in the cultural ways. Culture determines and guides various activities of man. Thus, it is defined as the process through which human beings satisfy their wants as B.malinowski defined culture when he said " *it is the handwork of man in the medium through which he achieves his ends*" i.e. all cultures have to provide for the physical, emotional and

social needs of their members, enculturate new members resolve conflicts and promote survival for their members.

1-3 Culture and Human Behavior:

Although cultural theories define culture in different ways, many definitions share some features, culture is often used to refer ideas, beliefs, representation, behavior patterns and practices, as Hofstede claimed “*Culture is the collective programming of the mind which distinguishes the members of one group category people from another.*” (1994,5). Matsumoto also said “ *Culture is a set of attitude, values, beliefs and behaviors shared by a group of people, but different for each individual, communicated from one generation to the next.*” (1996,16). According to them culture could affects the human behaviors and the way he interact with others and how interpreted things and concepts.

1-3-1 The Effects of Culture on Behavior:

“ *culture is a fuzzy set of basic assumptions and values, orientation to life, beliefs, policies, procedures and behavioral conventions that are shared by a group of people, and that influence (but do not determine) each member’s behavior and his/her interpretation f the “meaning” of other people behavior.*”
(Spencer-Oatey 2008:3)

According to Hofstede (1991,8) although certain aspects of culture are physically visible, their meaning is invisible “ *their cultural meaning...lies precisely and only in the way these practices are interpreted by the insiders*” i.e. one gesture may be interpreted in different ways from one culture to another because the culture of a specific group of people. The culture that a person belongs to has a prominent role in how he interact with other people, he can easily notice the difference when people meet for the first time. The personal character play the biggest part in the interaction, also the place where the person has been growing up is actually influencing his approach to other.

Another aspect that has to be taken into consideration in non verbal communication; according to culture the person belong to gestures, space distance from him to other people , a physical contact may vary a lot.

1-4 Culture and Foreign Language:

Language is one of the most important carriers of culture and reflects the latter. Without language, culture would not be possible. On the other hand, culture is the basis and one of the most attributes of language and it has great influence on the language. The purpose of learning a foreign language is to learn to communicate in the target language, to learn the customs and traditions of the speech community. So, if there is no culture, language will not be occurring.

1-4-1 Language Definitions:

*"Language is system of arbitrary vocal symbols
By means by which a social group cooperates"*

Bloch & Trager (1942,5)

Language is set of connected items (sounds, words and sentences) which operate together. It is means of communication by which people use sounds and symbols to express their ideas, emotions and needs. Because according to Sapir (1921,8) when he said that language is a purely human and non instinctive method of communicating ideas, emotions and desires by means of voluntarily produces symbols.

1-4-2 Definition of Foreign Language:

A foreign language is not the native language of large member of people in particular country or region. It is learned in specific area where that language is not generally spoken among citizens of that place. It has no official status within a country. For example: English in Algeria a foreign language because Arabic is the official language used by people and government.

Kruchén in 1982 said: "*There are two distinct ways of mastering a foreign language, and they are acquisition and learning.*" Learning is usually conscious and depends on instruction and study, according to Keith Johnson in 1996, learning a foreign language is just like when a person learns a habit. The learners don't have to think about this process which develops automatically by practicing, because Johnson said: "*practice makes perfect, so the more you practice, thoroughly you learn*". Foreign languages are typically taught as school subjects for the purpose of communicating with foreigners or for reading printed materials in that language, state by (Richards & Schmidt, 2002:206)

There are not widely used as a medium of instruction in education or as a means of communication of government and media.

1-5 Teaching English as Foreign Language in Algeria:

Teaching English became part from most educational system. It is language chosen by people from different nationalities to be learned since it is the most commonly spoken language all over the world. According to Andrew Banks statistic English has official status in at least seventy five countries with total of over two billion. Around 750 million people are believed to learn English as foreign language. It is consider as international language due to historical reasons like the Great Expansion of Britain's during the colonial age. And because of the Unites States of America is the leader of the world both in technical innovation and economic developments. English is learned in many countries like Germany, Norway, Denmark, Nigeria, India, and Netherland...etc. In Algerian education system, English is learned as a foreign language, learners start taking lessons in this language from the first year middle school to achieve different goals, as Richards and Schmidt., state that foreign languages are typically through as school subject for the purpose of communicating with foreigners or for reading printed materials in that language. (2002,206)

1-5 -1 The Relationship between Culture and Language:

" A language is part of culture and culture is part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture " (Brown : 1994,165)

So, In this quotation Brown tries to summarize the strong relationship between culture and language. According to Wei (2005:56) language has a dual character: Both as a means of communication and carrier of culture. In a word, culture and language are inseparable as Jiang state (2000:328). Cultural values are both reflected by and carried through language. Accordingly, it is inevitable that the way of thinking and expressing influence by the native culture will be unconsciously transferred to the target language during the intercultural communication.

The relationship between language and culture is dynamic. Firstly, language is an important part of culture. It is the primary vehicle by which a culture transmits its beliefs, value and norms. Secondly, language is influenced by culture i.e. the language four skills: listening, speaking ,reading and writing all of them are influence by culture as results, culture is the basis and one of the most important attribute of language and

exerts great influence on the latter. If there is no culture, language will be like water without a source.

1-5-2 The History of Teaching Culture:

The role of cultural learning in the foreign language classroom has been the concern of many teachers and scholars because most of the sociologists, anthropologists and linguists argue on the importance of culture in learning a foreign language. “*Language and culture are inextricably tied. Culture is negotiated in large part through language, and language codifies many cultural assumptions and values*” (2001,40). Because, in foreign language teaching, teachers usually focus on the language points while neglected the importance of culture introduction in language teaching. So, most learners know a great many of words and grammar knowledge well, but they lacked the ability to use the language properly, when those learners communicate with foreign people, they may make a lot of mistakes. Yet, its validity as an equal complement to language learning has often been overlooked. Until now, there are two main perceptions have influenced the teaching of culture. One of them is used to the transmission of cultural information.

1-5-3 Teaching Foreign Language Culture:

In foreign language teaching, teachers usually focused on the language itself while neglect the importance of culture introduction in language teaching. So most learners know a great numbers of words and grammar knowledge well, but they lacked the ability to use the language properly. Many researchers try to solve this problem. Byram is one of these researchers. According to Byram foreign language education should include for fundamental components, namely, language learning, language awareness and cultural experience. In addition to that, combine the use of learner's first language and foreign language which is learned through both comparative analysis between the mother tongue and foreign language, and through new cultural experience. Kramsch (1993) claimed that the teaching of culture in foreign language has taken two main directions; one has focused on cultural information, statistical information, institutional structure and facts of civilization. Both Byram and Buttjes shared the same view about cultural content as prime motivation for language learning.

1-5-4 Teaching culture in EFL Classroom:

Teaching culture of English culture to learners is not an easy task, since they have no previous experience or back ground knowledge about this foreign language i.e. English. Making learners aware of the important traits of English community help them to realize that there are no such things as superior and inferior, and there are difference among people of distinctive culture i.e. teacher have to show his learners the differences between both Algerian and English culture. In order to help them to gain knowledge about the English culture which is very important to learn and use this language easily. Both Wang(2008:4) and Kramcsih (1993) argue that a foreign culture (Algerian culture) should encourage the learners

interaction with native speakers or text will require them to construct their own meaning rather than having educators simply transfer information about people and their culture and therefore non native speakers (Algerian learners) should have opportunities to make their own meaning and to reflect on both the English culture and their own.

1-5-5 The Impact of Culture in English language Teaching:

According to the standards of foreign language learning and teaching (National Education Project, 1999: 43). The true content of the foreign language course is not the grammar and the vocabulary of the language, but the cultures expressed through that language.

Culture is very important in the teaching of foreign language since it reflect many different aspect of the society. Many researchers Gritter 1996, Tawares and Cavalcanti 1996 and Allen 2004 state that the teaching of culture is most effective when students discover the foreign language culture rather than having gust information i.e. learning about grammar, vocabulary and pronunciation to develop the four skills is not enough for learning a foreign language, culture consider as the most effective part of any language. When it comes to the teaching and learning of foreign language Gao (2006:59) present it, the interdependence of language learning and cultural learning, is so evident that one can conclude that language learning is culture learning and consequently language teaching is cultural teaching. He further states that foreign language teachers should be aware of the place of cultural studies in foreign language classroom and attempt to enhance learner's cultural awareness and improve their communication competence. According to Tomalin (2008), the international role of the English language and globalization are the two main reasons to teach culture as a fifth language skill, in addition to listening, speaking, reading and writing. Teaching language culture involves understanding how to use language to accept differences, to

be flexible and tolerant of way of doing things which might be different to each learner. Tomlin 2008 further argues that teaching of culture in EFL should include culture knowledge (knowledge of culture's institution, the big C), cultural values (the psyche of the country, what people think is important), cultural behavior (knowledge of daily life behaviors, the little c) and cultural skills (The development of intercultural sensitivity and awareness)

1-5-6 Cultural influence on English language Teaching :

For better understanding about the importance of culture, we need to know to what extent cultural background knowledge influence both language learning and teaching and how culture affect the learners four skills such as listening, speaking, reading and writing

besides the translation from the mother tongue to the language, they are studying i.e. English language in this research and studies show that culture has a deep influence on language.

A/ Culture Influence on Vocabulary:

Vocabulary is the most important organ of language. Without this organ any language could not exist and speaking will be meaningless. Harmer argue with this idea, when he said “ *If language structure makes up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh*” (1993:3) . So, reaching self vocabulary is obligatory in order to express ourselves both in oral and written forms, although vocabulary is influenced by the cultural differences, because each culture use the same vocabulary differently. For further explanation, the meaning of color differ from one country to another taking the case of China. The white color is a symbol of pure, noble and moral goodness, although the bride cannot wear a white dress in her wedding like in western countries. She wear a red traditional dress instead of white color which is wearied only in funerals when family member or relative dead. It means that culture is a comprehensive composite which abundant implication and each factor in, it may be exhibited on words using. So, learning vocabulary while paying attention to cultural factors is vital and crucial

B/ Cultural Influence on Listening:

Learners try to develop their listening abilities to improve their speaking skills as well as the other language skills. They often complain during this process that although they spend lots of time in learning and practicing their abilities of listening comprehension, their process is not satisfactory. They use different methods and techniques to achieve their goal; like spending a lot of time listening to tapes records to facilitate their learning process. But they still cannot understand them. Studies have shown that the most important reason to this failure is the lack of the necessary background of the language they have learned. Listening is closely related to the culture, politics and the economy of the target language i.e. if the materials that the learners is listening to are closely related to the cultural background knowledge, he is not familiar with defiantly, it will be difficult for him to understand the meaning, for example English learned heard this sentence “Edward Kennedy went downhill since Chappaquiddick”. He will not understand the meaning even if, he understand the sentence structure. First if he didn’t read about Kennedy one of the greatest presidents of the Unite States of America, he will not know him. Second, because he did not reorganize the president he won’t know that Chappaquiddick is the name of place in America, where he had an accident. The above explanation show how important the role that culture plays in our listening ability.

C/ Cultural Influence on Speaking:

Just like listening, the ability of speaking is not a matter only concerned with pronunciation or intonation .People need to read about the target language culture for better understanding also for a successful communication. Learners should spend a lot of time emphasizing on the practical use of the language and try to use the materiel which come from the daily life. This can help them use proper sentences in proper context. Otherwise even if one may have been well trained in the linguistic aspect of the language, he may make mistakes or have misunderstanding for the sake of lacking related cultural background knowledge i.e. Each country has its own culture that affect people way of living, thoughts and behavior which are reflected in their use of language that’s why the learners have to pay much attention to the context in their oral communication. They are saying, to whom they are saying it, when and where they are saying it. All this questions help them to avoid misunderstanding and misbehavior.

D/ Cultural Influence on Reading:

Larzen – Freeman & Long, 2000: P 193, state that the process of reading is not simply b the repetition and reappearance of the language knowledge with the learners

already have but, it is a complicated process under the stimulations of outside information to decode, reorganize, analyze, judge and infer the materials through the cognitive system. Learners should catch the non- verbal information, such as background information about humanism history, geography and the traditional local customs...etc. Linguistic knowledge can affect one's reading, but cultural factors play a more important role in the reading process, most of the true and serious reading barriers are not only from the language knowledge itself, but also caused by the cultural differences information words, sentences and our mother tongue language. Cultural differences exist in background information, words sentences and text structures, all of which are going in reading process. Sometimes we find that the learners may recognize and understand the meaning of each word in the text, but he still not so clear about the meaning of the whole sentence paragraph. So, learners should always pay attention to the cultural influence in reading.

E/ Cultural Influence on Translating

The difficulty in translation mainly lies in the understanding of cultural background knowledge includes many aspects, such as art, history, geography, philosophy, science...etc. It is widely believed that translation is a greatly influenced by culture. In translating, the learners should have enough knowledge about both the target and the source language. Otherwise the translation would not be understood by the other speakers. For example, if someone said to you, I was Frankenstein and you did not get the meaning when you translated to your mother tongue, you only understand that. Frankenstein is a person name. But if you know that Frankenstein was a young medical college students who invented a monster, but that monster ate him. Learners would understand that Frankenstein suffer from his own invention or action i.e. because learner has the cultural knowledge about this person, he could recognize the meaning of the sentence he heard. So, the success in translating this sentence does not solely depend on understanding it structure, but it determined by the knowledge of the cultural load the two terms carry respectively.

3-5-7 Technique for Developing Cultural Awareness:

There are many opinions about what techniques should be used in the classroom in order to develop cultural awareness in learners. O' Dowd (2004) argues that literature and drama have been found to be very effective for making learners sensitive to alternative cultural perspectives. Learners are encouraged to reflect on their culture on the basis of their own experience. The fact that these analyses take place in English lessons and learners use to explain their own culture to people from other cultures makes this different from teaching in

other subjects. Among other techniques culture capsule which draw learner's attention to comparison between the home and the target culture. This technique uses visual aids which illustrate the difference, and a set of questions to stimulate class discussion.

1-6 Beginners :

This section will clarify first what is meant by the term beginners i.e. definition of beginners according to different sources and also precise their age. Then, it will present the characteristics of young learners. In addition to all that, it will deal with other interrelated elements.

1-6-1 Definition of Beginners (Age and Level):

The term beginners have so many different definitions. In oxford dictionary, it is defined as a person who is just starting to learn something and cannot do it very well yet i.e. inexperienced person. Another definition is that a beginner is a person who has begin a course of instruction or is learning the fundamentals. In addition to that beginners also defined as person who is inexperienced and novice. So the definition of beginners varies from one source to another.

In this thesis the term beginners used to refer to first year middle schools pupils when the learners started learning English for the first time. Those learners are between 11 and 13 years old. They start learning English as a foreign language after they study French as a second language in the primary school.

So, in this study the researcher chooses the term beginners to refers to the level of the learners are concerning with this research.

1-6-2 Characteristics of young Learners (First year middle school pupils):

Because this study is concerned with the teaching of English language in Algeria, first year middle school pupils are the participants for this thesis i.e. those learners are beginners since they have just start learn English for the first time. Those learners or beginners have several characteristics that make them differs from the adults one.

- **Involuntary attention:** young learners have involuntary attention and memory which mean that their mind will be engaged with semantics – topic or situation – but will not focus on the linguistic code. Brunifit(1991) said that

young learners have more opportunities than adults , they are learning all the time without having worries and responsibilities than adults. In addition to this, they that their brain is more a adaptable which facilitate the learning.

- **Limited attention:** Children have a short attention and concentration span, while learning grammar is more like an exact science, it required concentration. Moreover, young learners tend to focus on their attention on the end of words, and add suffixes before they notice the existence of and begin using prefixes and preposition.
- **Limited experience:** young learners have limited life and learning experience. Adults In comparison bring in a wealth of background knowledge and a long history of learning experience on which the teacher can effectively capitalize to facilitate their learning (Pratt – Johnson ,2006:14).
- **Mechanical memory:** Beginners are quick to learn words (this concerns not only language but also all other kinds of knowledge as well as behavior and skills). But, slower to learn complex phrases and structure which poses the necessary of a constant repetition and recycling thereof.
- **Motivation:** Young learners rarely have clear motivation; they may come to class simply taking it for granted or because they like the teacher. They will all at once be

less able to assume responsibilities for their learning to use the metacognitive strategies of focusing, planning and evaluation (oxford, 199:16).

- **Inability to observe regularities and causal relations:** Children capacity for a conscious learning forms and grammatical patterns is still relatively undeveloped. Children capacity learning forms and grammatical patterns is still relatively undeveloped. Young learners need the ability to infer and generate grammar also rule they have studied and they have to identify causal relations between various occurrences. In order to develop these abilities they are obliged to repeat it several times.
- **Weak memory:** Human memory consists of three phases: registering, storing which is based on repetition and recalling which based on active repetition. In order to be able to say that we have learnt a given item successfully. All this stages must be available.

1-6-3 Techniques for Teaching English to Beginners:

Broadly speaking in teaching English to young learners, teachers should be aware of how to teach those beginners and he/ she should choose the appropriate technique that match with the given activity. Joan Kang –Shin have identify a specific technique that the teacher could follow in teaching English to his /her young learners:

A/ Learners of this level prefer to learn from concrete things: The teacher has to be flexible in his way of teaching rather than depending only on the textbook. Teacher has to supplement activities that are related pupils learning styles since each pupil has a preferable way of learning. For example, some pupils learn using their eyes (learning style) ; images, pictures , relia in teaching something is very helpful and easiest than learning through textbooks. According to those learners understanding is better when they could see and observe things. Then, learning through hearing (Auditory learning style). The use of records, music and audio aids develop their listening skills as results, it will lead to a better oral communication.

B/ Moving from an activity to another one. According to Scott and Ytreberg (1990) teachers of young learners should create a balance between the activities. It aim to develop their use of learning skill: listening, speaking, reading and writing either as individuals or pair work. Teachers should move from the most complex activities to the easiest one because young learners have short attention span. So, for a better learning the teachers should not be stick with one type of activities for language time.

C/ Using stories and context familiar to pupils. The use of stories and context in home country or culture can help young learners to connect English with their background knowledge, which is limited since they still young and haven't enough experience. Teachers could use L1 stories to teach something about English culture.

D/ Using the mother tongue language as a recourse when it necessary. The teacher can use learner's first language (L1) i.e. Arabic according to the Algerian pupils (first year middle school learners). It used to explain something that teacher could not make it clear for learners. But, teacher should be careful in order not to becoming too reliant on it i.e. this technique should be used as the last solution for explanation.

So according to Joan Kang Shin, these are the most effective techniques for teaching English to beginners. Shin has claimed that teachers should choose what to teach to those

learners according to their level. I.e. they should simplify the learning program as much as it is possible.

1-7 Conclusion:

So, this chapter was concerned with the theoretical part of this thesis, this chapter was divided into four sections. The first section is entitled culture and in this element, the researcher spoke about several points among them definitions of culture and its types whereas; the second section was about the relationship between culture and human behaviors and to what extents it affect the human personality. Then, the third section deals with language and culture. It talks about culture teaching and how it impact and influence language skills. However, the last section was about term beginners and in this section the researcher started by defining the term beginners. After that, it identifies the characteristics of young learners and the last element in this section was teaching English to beginners. So, this is a summary of the theoretical part of this study and the next chapter will be on methodology in the sense that in this chapter the researcher will speak about the practical part of this work.

2-1 Introduction :

In this chapter the researcher will present the research methodology and procedures used in this study to investigate the research problem and to answer the research question that have been mentioned before which are: what is the role of cultural knowledge in learning a foreign language? To what extent teaching language culture is important for beginners in order to learn English? And what are the different methods that the teacher may use to teach cultural aspects of English language to beginners? So, this chapter will speak about different element among them the tools used which are questionnaire and interview. It includes a kind of description about these two tools. After that, it will speak about the participants of this study i.e. the people participated in this work, and finally the researcher will obtained from different tools ...etc.

2-1-1Research Procedure:

2-1-1-1Population :

The general objective of this study of this study is to know how cultural knowledge could be important for beginners to a better English learning. In order to achieve this objective, 30 students were chosen from first year middle school of Kheir Eddine i.e. 30 students from different classes. This population is made up of 18 females and 12 males. On the other hand, three teacher from the same middle school also participated in this study.

2-2 Data collection:

2-2-1 Research Instrument:

In order to conduct this research work and collect the needed data for this study, two different methods of investigation are chosen. A questionnaire is used with learners; an interview is used with teachers.

2-1-2 Description of The Questionnaire:

It is the first tool used in order to carry out this work. The questionnaire allows the researcher to collect a maximum in short period of time and it help to describe, compare and explain the information. And as it has several advantages, it has also disadvantages such as the uncertainty of the correctness of the interpretation and comprehension of the questions by the informants. The questionnaire was addressed to a population of middle school in Kheir Eddine “Amour Mohamed

Middle School". The questionnaire was given to thirty pupils from first year middle school in Arabic language, it contains 13 questions, 10 close ended questions and 03 open ended questions. It required twenty minute to be filled out individually.

In this questionnaire each question has an objective that the researcher aims to achieve this questionnaire where in Arabic because the participants are pupils who just start learn English. So, it will be difficult for them to answer question in English. For this reason the researcher translate the questions into Arabic before give them to those learners to answer it. The first question is about "Age" the objective of this question to know the pupil's age. The second question concerning the gender, its objective is to know the number of participants in term of males or females. The third question is "do you like English?" the objective of this question is to know if the participants like English this will motivate them to learn and try to use it correctly. The fourth question is "Are you interested in learning English?" The researcher wants to figure out the reasons behind learning this language. The fifth question which is "Do you find any difficulties in understanding the way of using English language". The sixth question is "Did your teacher teach you about English people? The objective of this question is to figure out if their teacher teaches them about English culture by illustrate culture components to them. The next question asks the participants to justify their answers. Then, learners were ask to answer the question "Do you think it is important to learn about English people way of life? The researcher aims to know the participants opinion about the importance of learning English culture.

The ninth question is "why, why not? "The aim behind this question is to know why the participants found English culture or not in their learning of this foreign language. The following question i.e. question number ten" learning about English people helps you to" the participants have three answers to tick the appropriate one to each one. This question aims to show the point of view of each learner about how the learning English culture helps him/ her to learn English itself. Question number eleven is "what are the methods used by you teacher to teach you about English life?" This question aim to identify the methods and the way of teaching used to teach English culture. The next question is "learning English through pictures and photos make your understanding easier?" The objective of this question is to gather the participant's opinion about the use of pictures in their learning. The last question "justify your answer, it aim to know if this tool "pictures" are helpful or not.

2-2-3 Description of The Interview.

It is the second tool used during this research. It consists of 07 questions. In this study, the respondents are three English teachers. They were contacted and asked if they would like to be interviewed and all of them gave their consent.

According to Trots (2005), it is necessary to have a completely representative sample from a population in a qualitative study. The most important thing is that the respondents are as efferent as possible from each other, so the answers that are obtained reflect many different ideas and opinions. The teachers that participated in this study have different experiences. Besides, two of the three respondents are women, and only one man and they are all from the same middle school. The interview is confidential and gives only the professional formation of the respondents mentioned before.

In any interview, there are two main way of collecting data. There are either by taking notes or by recording. Each interview took around 15 minutes. So, as it had mentioned before; the interview contains 10 questions and each one them has specific objective. The first question is “how long have you been teaching English for?” The objective of this question is to know if the interviewers are experienced and novice. The second question is “How do you find teaching English to young learners? The aim behind this question is to know the teacher opinions about teaching English to beginners. The next question i.e. number three is “what did teaching English culture include? The objective of this is to know what the aspects of English culture included are. The fourth question is “Do you think that teaching English culture is important for learners?” Through this question the researcher wants to figure out the teacher opinions about the impact of culture in the learning of English language. The fifth question is “ To what extent do you include teaching culture in class?” from this question the researcher want to know to what extent English culture is being teach in classroom. The next question is what do you use to teach them about English culture?” The objective behind this question is to know what are the methods and techniques used by each teacher to teach learners about the culture. The last question is how the method used help learners to get knowledge about English language?” This question aims to know to what extent these methods are helpful.

3-2 Data Analysis:

3-2-1 Analysis of The Questionnaire:

- **Research Question01:** Age of the participants.

Age	11	12	13
Number	03	25	02
Percentage	10%	84%	06%

Table 2-1: Participants Age.

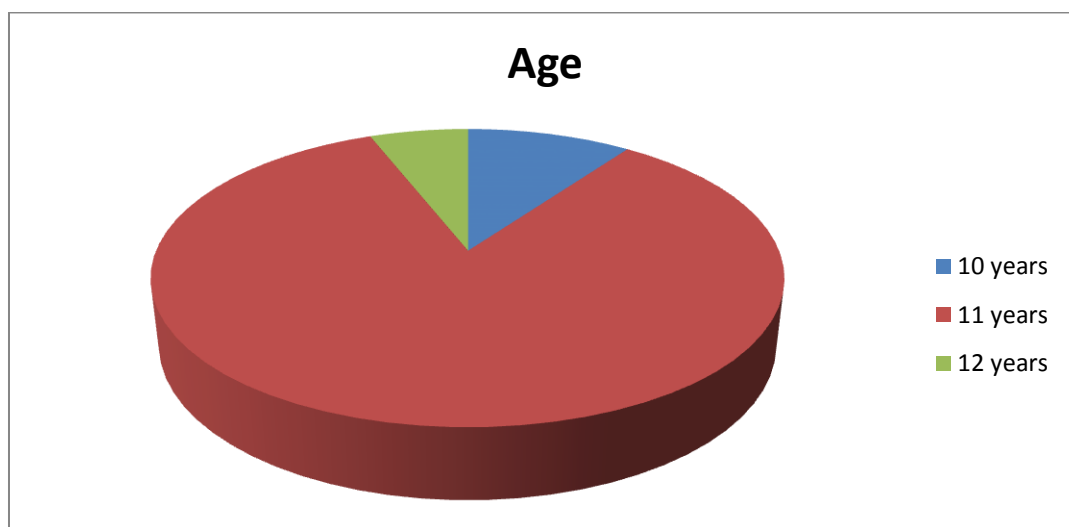


Figure 2-1: Participants Age.

- From this table we notice that all of the participants are from 11 to 13 years old.

- **Research Question02:**

Gender	“Male”	“Female”	
Gender	Male	Female	Total
Number	12	18	30
Percentage	37%	63%	100%

Table 2-2: The Number of Male and Female Learners.

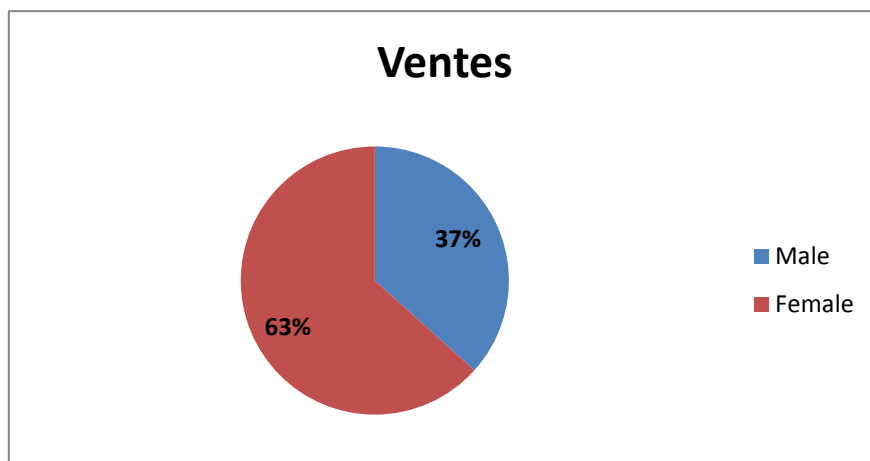


Figure 2-2 : The Number of Male and Female Learners.

- From the figure above, we notice that 63 % of participants are women and only 37 % of them are men.

- **Research Question 03:**

“Do you like English language?”

Participants	Yes	No	Total
Possibilities			
Number	27	03	30
Percentage	90%	10%	100%

Table 2-3: Learners Like/ Dislike English Language.

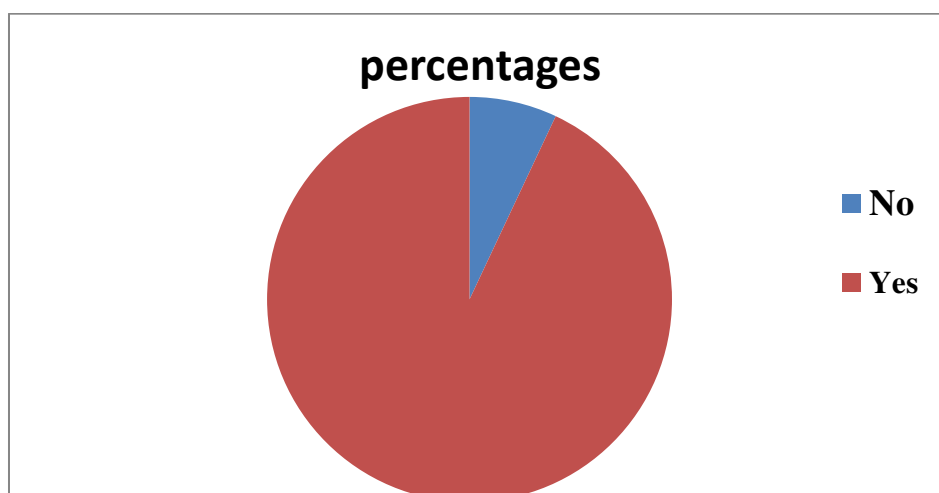


Figure 2-3: Learners Like/ Dislike English Language

- As it is shown in the figure above, we notice that 27 participant like English language while only 03 participants didn't like it.

- **Research Question 04:**

“What are you interested in learning English?”

Participants	It is international language	It is a part of your study	You want to communicate with foreigners in the future
Possibilities			
Number	19	16	20
Percentage	63%	53%	66%

Table 2-4 : The Reasons behind Learners are interested in Learning English.

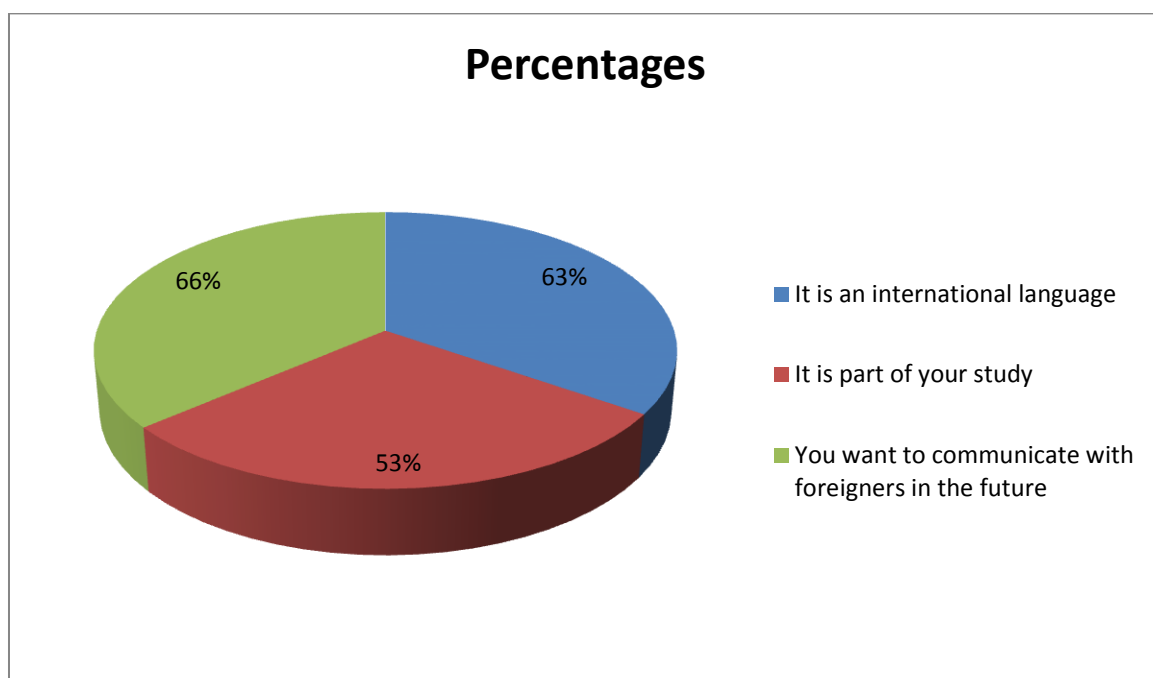


Figure 2-4: The Reasons behind Learners are interested in Learning English.

- From the table and the figure above we notice that the participants are interested in learning English for deferent reasons 66% of them wants to learnt it in order to communicate with foreigners in the future, 53% of them are interested in because it is one of the syllabus of their study.

- **Research Question 05:**

“Do you find difficulties in learning English?”

Participants	Yes	No	Total
Possibilities			
Number	28	02	30
Percentage	93%	07%	100%

Table 2-5: Participants Finding Difficulties in Learning English Language.

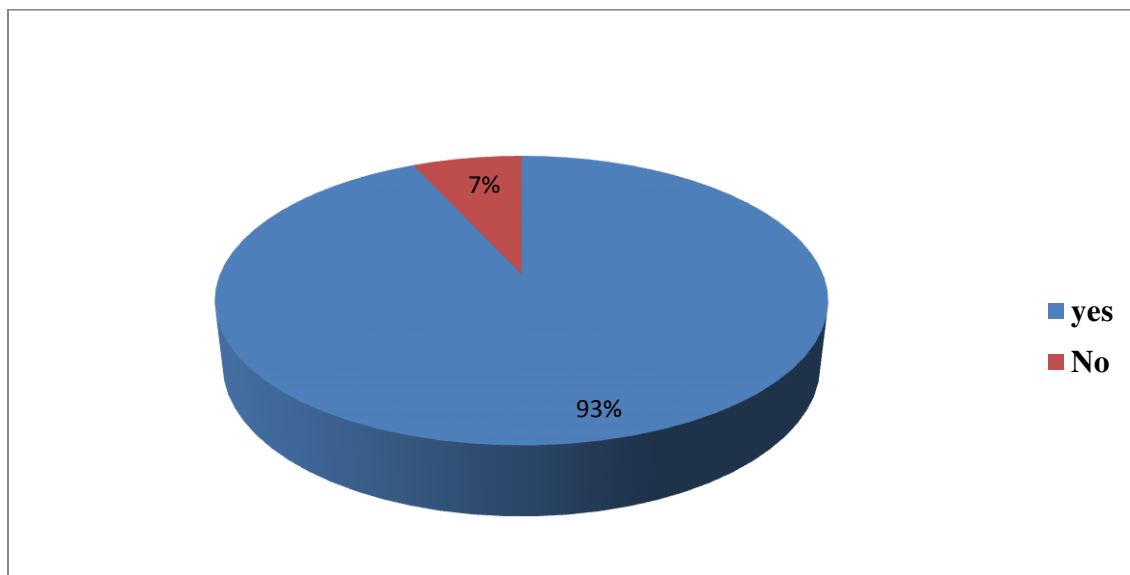


Figure 2-5: Participants Finding Difficulties in Learning English Language.

- From the figure above, we notice that the majority of the participants i.e. 93% of them find any difficulties in learning English and only 7% of them didn't find any difficulties in the process of learning English.

- **Research Question 06:**

“ Did your teacher teach you about English people?”

Participants	Way of Life	Habits	Foods	Customs	Behaviors	Others
Possibilities						
Number	10	20	27	11	15	00
Percentage	30%	25%	27%	29%	26%	00%

Table 2-6: Parts of Culture Included in the learning of English.

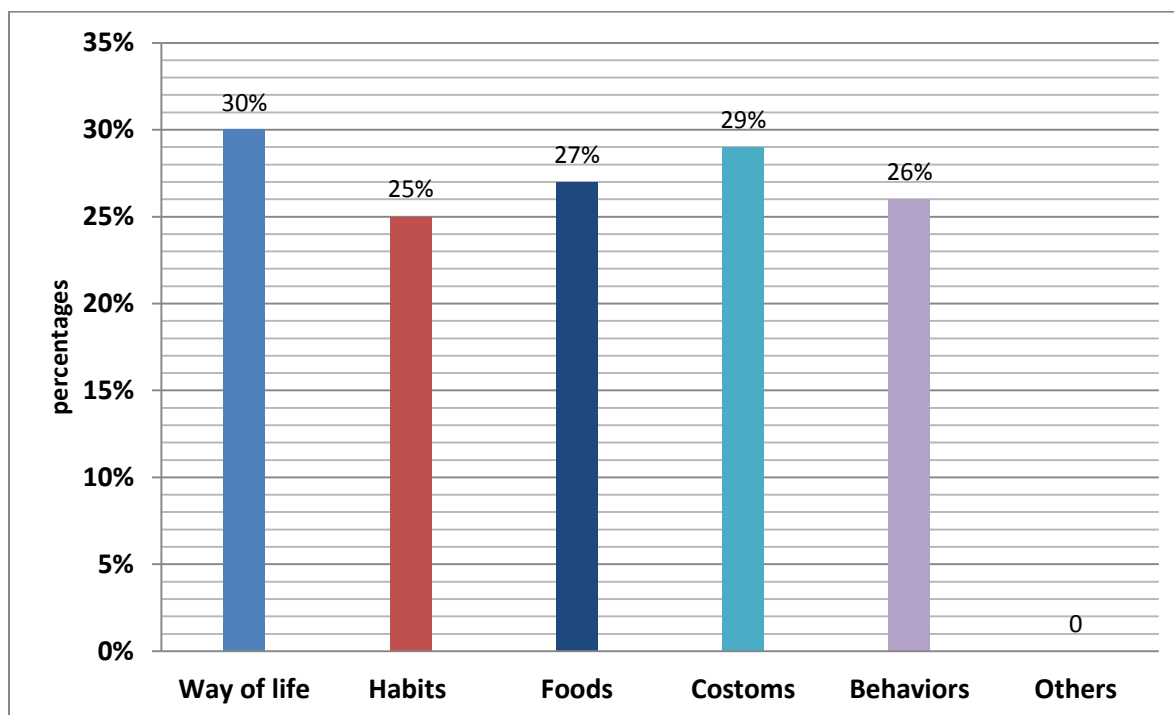


Figure 2-6: Parts of Culture Included in the learning of English.

- From the histogram above, we observe that the participants agree that all these aspects included in their learning process of English language. They ticked more than one answers. 30% of them says way of life, 25% of them said it habits ...etc.

- **Research Question 07:**
“ Justify your answer?”

Participants Possibilities	They are in the textbook	They are important	Total
Number	15	15	30
Percentage	50%	50%	100%

Table 2-7: The Participants Points if Views about what their Teacher teaches them.

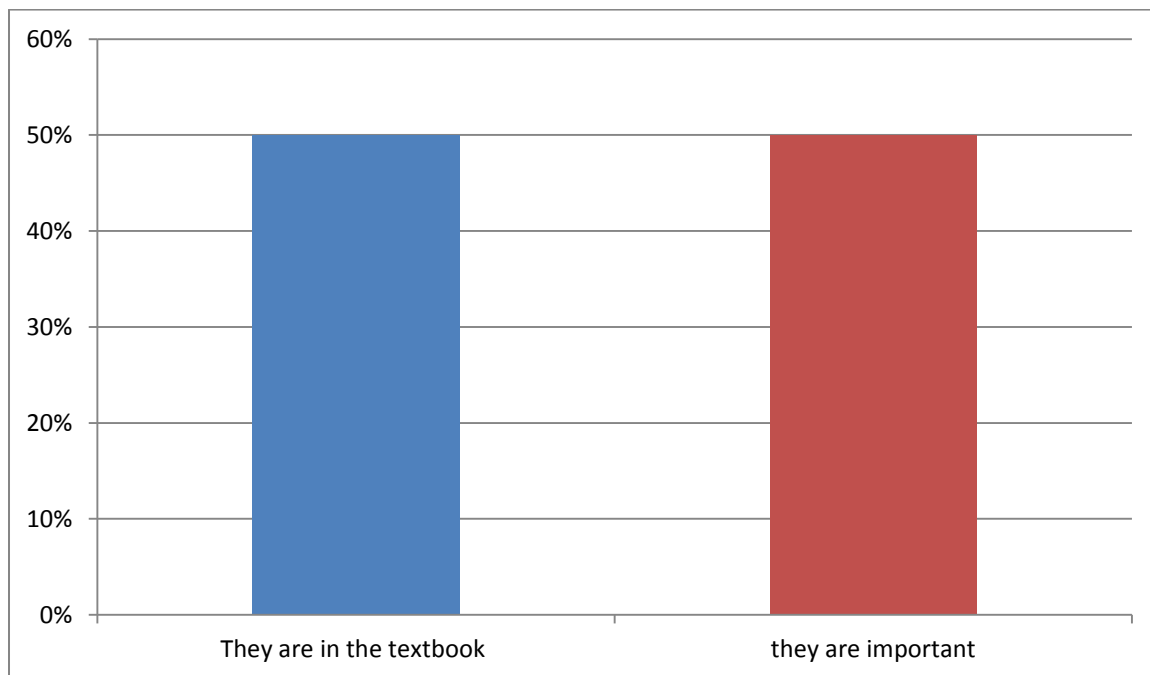


Figure 2-7: The Participants Points of Views about what their Teacher teaches them.

- The figure above shows that 50% of participants think that their teacher teaches them English culture because they are part of their textbook i.e. included in the units while the same number of learners think that those things are important that's why their teacher teaches them.

• **Research Question 08:**

“Do you think it is important to learn about English way of life?”

Participants	Yes	No	Total
Possibilities			
Number	29	01	30
Percentage	98%	02%	100%

Table 2-8: The Participants' opinions about the Importance of Learning about English Way of Life.

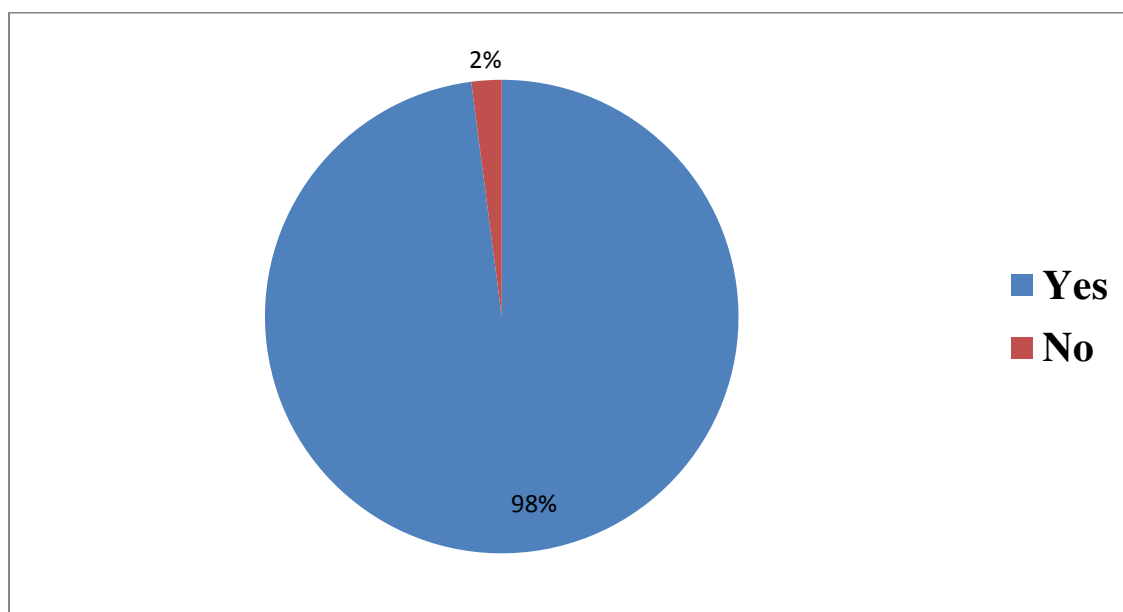


Figure 2-8: The Participants opinions about the Importance of Learning about English Way of Life.

- These results clearly show that most of the participants i.e. 98% of them agree on the importance of studying about English life in their learning process of English, while only 02% of them find that is not important.

• **Research Question 09:**

“ Why or why not?”

Participants Possibilities	It give knowledge about target language	It give knowledge about English people	It shows the difference between English people and us (Algerians)
Numbers	15	20	05
Percentage	50%	60%	5%

Table 2-9: The Reasons behind Finding Culture important in Learning English.

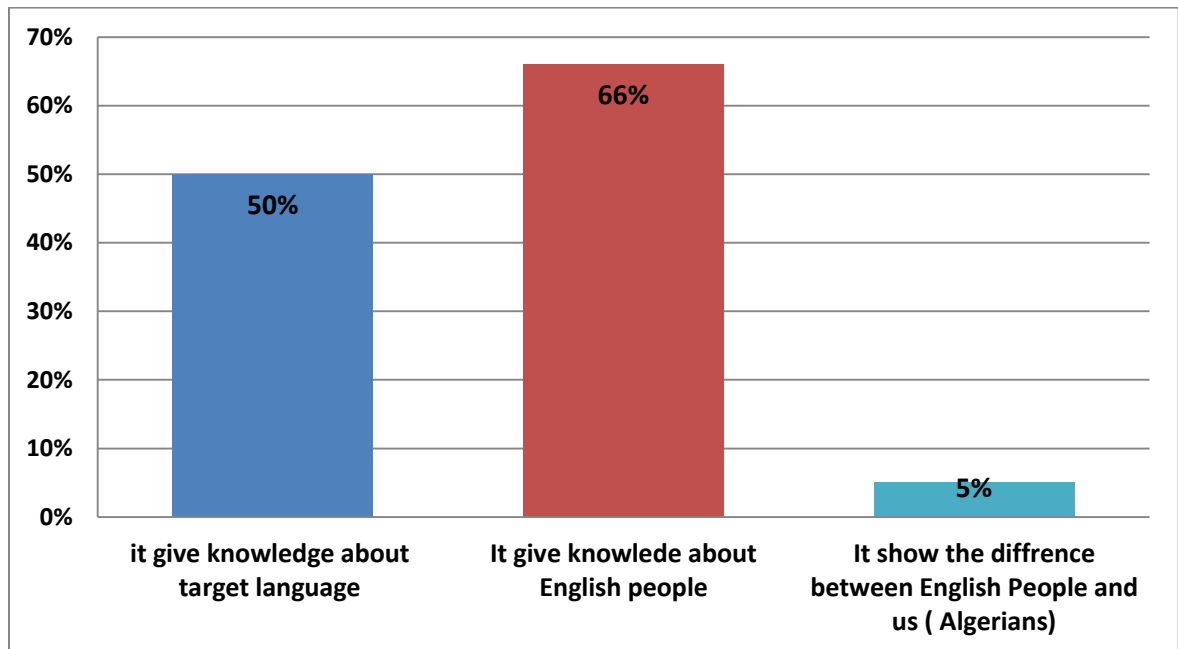


Figure 2-9: The Reasons behind Finding Culture important in Learning English.

- From the figure above, we notice most of the participants found culture is important because it give the knowledge about both the English language and the English people.

• **Research Question 10:**

“ Learning about English people help you to?”

Participants	Get knowledge about their culture	Know how English people use language	Understand their behaviors
Possibilities			
Number	10	12	08
Percentage	33%	40%	26%

Table 2-10: The Points of Views of Participants about how Learning about English People helps them.

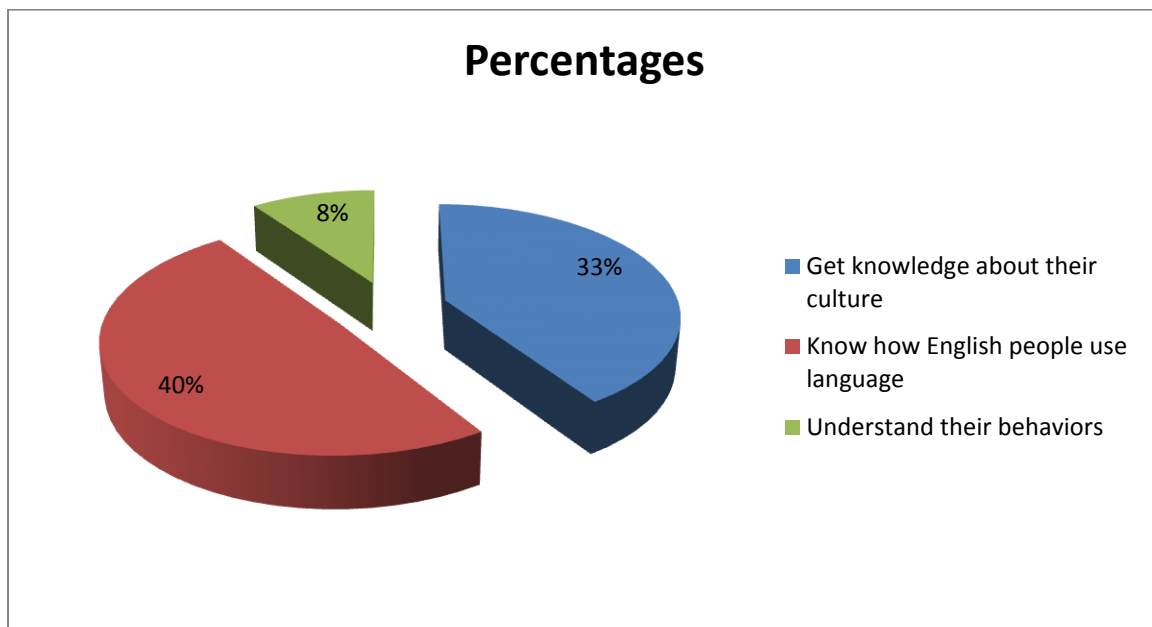


Figure 2-10: The Points of Views of Participants about how Learning about English People helps them.

- The table and figure above show that 40% of participants think that learning about English people helps them to know how English language use and 33% find it helps them to get knowledge about English culture.

- **Research Question 11:**

“What are the methods used by you teacher to teach you about English life?”

Participants	Just Explanation	Textbook	Photos	Videos
Possibilities				
Number	15	03	19	17
Percentage	50%	10%	63%	56%

Figure 2-11: The Methods used by Teacher in Teaching English Culture.

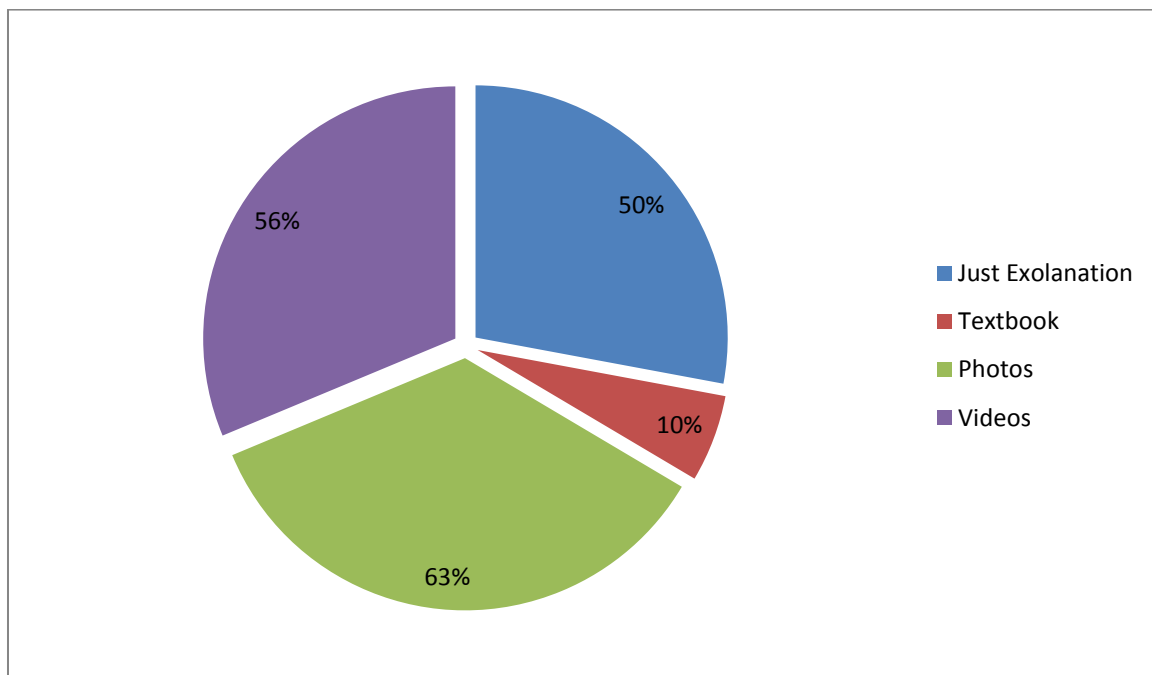


Figure 2-11: The Methods used by Teacher in Teaching English Culture.

- From the sector, it appears that teachers did not just explain the lessons they depends on photos and pictures and also use videos in order to explain or teach something concerning English culture.

• **Research Question 12:**

“Learning English through pictures and photos make your understanding easier?”

Participants	Strongly Agree	Agree	Disagree	Strongly Disagree
Possibilities				
Number	20	09	01	00
Percentage	66%	30%	04%	00%

Table 2-12: The Participants opinions about the Benefits of Learning through Pictures.

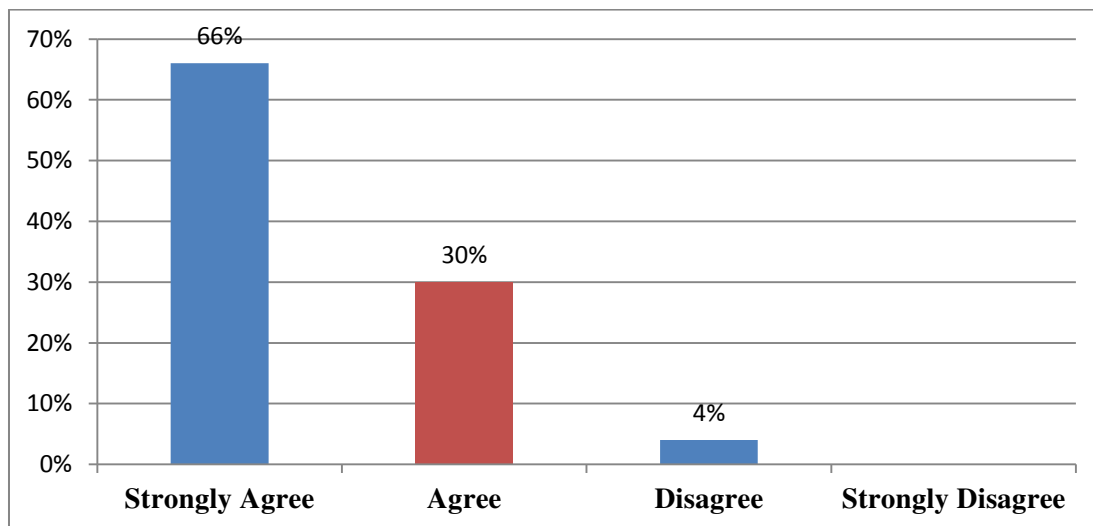


Figure 2-12: The Participants opinions about the Benefits of Learning through Pictures.

- The figure above, shows that most of them strongly agree on the use of pictures in their learning since it make the understanding more easier.

- **Research Question 13:**
“ Justify your answer?”

Participants	It make the lesson interesting	It is easy understand what it means	It grapes our attention
Possibilities			
Number	11	10	09
Percentage	36%	34%	30%

Table 2-13: The Reasons behind the Participants Prefer learning English through Pictures.

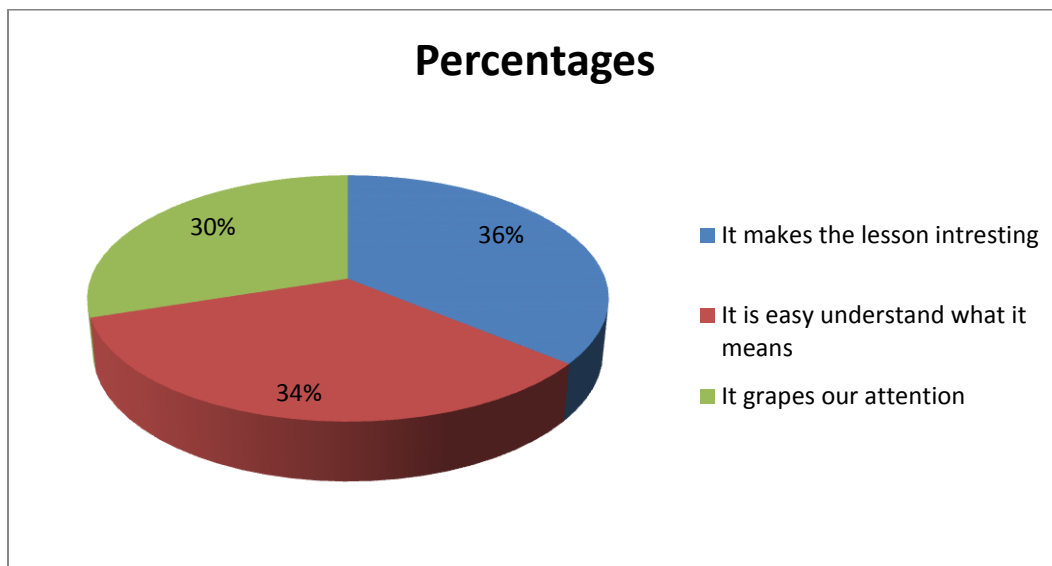


Figure 2-13: The Reasons behind the Participants Prefer learning English through Pictures.

- This table shows the pictures make lesson interesting (36%) of participants agree on that answer, while 34% of participants find pictures easy to understand.

3 Conclusion:

As a summary of this chapter we can say that in order to collect the needed data , the researcher used tow tools. The first means was a questionnaire which was given to thirty students from different English classes of first year middle school. The questionnaire consists of 10 close ended questions and 03 open ended questions. This tool used to know if studying English culture helps them to learn the English language itself. The second tool was an interview done with three English teachers of the same school. It is used to know the teacher point of view about the importance of teaching English culture to beginners as well as grammar and vocabulary of this foreign language. So, through these instruments, the researcher conduct a final result which is that learning the culture of English language is helpful and important for learners to improve their communicative competence and be aware about the culture of the native speakers of that language .In addition to that teacher should always include teaching English culture in their lessons since it make the learning of a this foreign language more easier when the pupils have the cultural knowledge of this language. So, this was a general summary of chapter two, now we all move to the third chapter which will be about the finding or results obtained from these two tools i.e. in this chapter, the researcher will present the finding and discuss them. Finally, in this chapter some suggestions about teaching English culture will be provided.

3-1 Introduction :

This chapter is needed to present the results of the study and the discussion of the study. It has been stated before that in collecting the needed data concerning the Importance of English culture in the teaching of English language to beginners i.e. first year middle school. The researcher uses two methods which are questionnaire and interview. After collecting the data, the researcher was formulating the results based on what is in chapter one i.e. theories and on the analysis of data obtained from the three tools in order to answer the research questions that stated before.

3-2 Data analysis:

In the following paragraphs the researcher will present the data obtained from the two tools i.e. questionnaire and interview.

3-2-1 Questionnaire Finding:

Questionnaire is the first tool used by the researcher in this study; it was given to thirty pupils from first year middle school. The pupils belong to three different classes. There are m girls and boys, from 11 years old to 13 years.

How those learners find learning English? What is the importance of learning about English culture? What are the methods used by their teacher to reach the; about The English culture? These questions and others were answered through this questionnaire. So, through this later the researcher notices that the majority of the participants (90%) like English and they are interested in learning that language for different reasons. Besides, 93% of them find difficulties in learning English. In addition, according to them their teachers teach them about English way of life, habits, foods, customs and behaviors. Moreover, through this questionnaire the researcher notice also that the half of the participants (50%) of the; think that it is important to learn about English way of life because they are included in the textbook while the rest of 50% of the participants think it is important because it facilitate the learning of English which is a foreign language for them to know how English people use language while only 5% said that it show the difference between English people and us (Algerians).

In addition most of them agree that their teachers use different methods to teach them about English people, they may use the textbook, the explanation m pictures and photos, audios and videos...etc. 66% of the participants strongly agree on the use of

pictures and photos to teach them about English culture and 30% of them agree on the use of pictures and photos in classroom; because according to them they are very helpful since they did not have great background knowledge about how English people live.

3-2-2 Interview Finding:

As we have mentioned earlier, the interview was addressed to three teachers from middle school. The first interviewee is a woman, she has been teaching English for twelve years, the second teacher is a man has been teaching English for more than twenty years and the last teacher is woman, she has been teaching English for ten years.

According to the three teachers teaching English to young learners i.e. who study English for the first time is more difficult than teaching English language to adults ones because adult learners have a background and knowledge about English language and they also have developed others competencies, whereas young learners may not have any idea about English language. Besides, they said that since English language is a new subject for young learners, they are always find difficulties in learning English. In the interview the three teachers said that in teaching any foreign language, the culture of the language must be included in order to give the learners an idea about the language he is studying. According to them, giving lessons about English way of living is very helpful since language is part of culture, we cannot ignore to include culture in the teaching of English language. As results, all of them said that any English teacher should include teaching culture in English classroom as much as possible. Whereas each one of them prefer to use different methods to teach English culture. They may use traditional methods like oral explanation and the textbook, or use the modern tools like audiovisual aids as photos, pictures, audio, videos...etc. According to them each method could help the learner to get knowledge about English culture, because they will know how English native speakers use their mother tongue language.

And finally they ended the interview saying that teaching English culture must be part of teaching English language itself, because of the importance of learning culture in the process of learning English as foreign language for young learners who have just start learn this language.

3-3 Discussion of the Findings:

There are two instruments dealing with the analysis of the data collection, and in this study the researcher collect different kinds of data, first is data gathers from questionnaire, the second is the data that the researcher got from the interview. In addition, we collect data from thirty pupils of the first year middle school and three teachers from the same middle school.

Based on the data obtained from the questionnaire and interview, we can say that the teaching of English culture is very important for the learning of English language itself. In the case of the interviewees including culture help the learners to get knowledge about English native speakers; in addition, the learners take an idea about how English language use in the context. According to teachers when the learners learn about English way of life, foods and habits help them to t get ideas about the English culture, as results the learning of English as foreign language is easier.

Moreover, from all the results obtained from the two tools we can say that culture is very essential part of language and we cannot separate the learning of language from the learning of sometime.

3-4 Suggestions:

Teaching of the 21st century language classroom try to integrate digital media together with unique learning into instruction to create a rich meaningful environments, in which the learners interact with new authentic data; as a results the learner will be able to build his own understanding of a foreign culture. So, technology has become a very useful tool used by teachers in order to enhance the learning of foreign language culture.

3-4-1 Technology:

“ The digital revolution is far more significant than the invention of writing or even printing. It offers the potential for humans to learn new ways of thinking and organizing social structure”

Douglas Engelbard(1997)

Various researchers support the use of technology in the learning of language culture. Technology offers several tools that can be used in culturally diverse classrooms to give learners a more engaging and interactive tool to express and share their culture with others. When teachers integrate powerful technology tools into their instruction, learners are allowed to personally interact with real life data. According to many researchers like Hall 1997, Lier 2002 and Stoller 2006 Classroom activities that are not contextualized and attached to real life issues,

activities and concern, do not help the learner to learn how to use a second or a foreign language correctly. For that reason, foreign language teachers used one of these tools to teach their learners about the target language culture they are studying.

- **Power point Presentations:**

It means a presentation program. It is included in the standard office suite along with Microsoft Word or Excel. It is a kind of audiovisual aids where the teacher uses a kind of different slides with different colors through this aid, he could perform any lesson. This slides grapes the learner's attentions and make the learning process easier. The teacher could present any aspect of culture like foods, costumes and traditional habit, using real life photos and pictures and gave them the correct information.

- **Digital Story Telling:**

It is anther technology tool that can be implemented in culturally diverse classroom to enable learners to get information about the different things related the target language culture they learn. The teacher has to use Microsoft movie Maker to create such product to his learners. It may take time to prepare it but, it is very effective because, young learners prefer to learn things through such methods and tools.

- **Videos:**

The term video is defined by several scholars among them Sherman who defined videos as " *The selection and sequence of massages in an audio visual context. It allows teacher to introduce any aspect of real life into language learning environment, and thereby contextualized the learning process*" So, video is another technology tool which combine sound and vision. The role of video is to accelerate comprehension of foreign language and lead to better communication. Videos are very helpful in teaching a foreign language besides; they consider as enjoyable tool that make the learners paying attention to what the teacher want to transmit.

3-5 Conclusion:

As a summary of this chapter we can say that through this part the paper, the researcher has tried to present the results obtained from the two tools which are questionnaire and interview. After that, the researcher has discussed the finding where the focus was in the research questions. Finally, we closed this chapter with some suggestions about teaching language culture to young learners because through this investigation, we have noticed that the majority of young learners face problems in learning English as foreign language easily.

General Conclusion :

This thesis is about the importance of considering culture of language an essential part of teaching that language to young learners who have just start learning this foreign language. Through this work the researcher has tried to know the role of language culture in the teaching of a language itself. In order to conduct this study the researcher used two tools questionnaire and interview because we needed to get data from learning perspective and teaching perspective.

So, as we have mentioned earlier this thesis comprises of three chapters. Chapter one is about the theoretical part of this study and it was divided into three sections, the first section was about culture, the second section was about culture and human behavior, third section was about teaching culture and finally the last part was about beginners. Chapter two was concerned with the practical part of this study and in this chapter the researcher presented the tools used in this research which are questionnaire and interview. Besides, the researcher analyzed the result of the questionnaire in term of graphs and tables. The last chapter was about the discussion of finding and suggestions. In this chapter the researcher tries to summarize all the data obtained from the two tools i.e. what she got as the data from the practical investigation. Moreover, the researcher gave a set of suggestions concerning teaching language culture to beginners.

The finding of this study proved that teaching culture will help learners in learning a foreign language – English language in this study- In addition, learning about English culture reach the learners knowledge about how to use that language that they have just start learning it, since they are pupils of first year middle school. Moreover, the above summary of finding indicates also knowledge helps the teachers in explaining to the learners how English used both in verbal and non verbal communication. So, what can be learned from this research investigation is that teaching language culture in foreign languages classroom is very important since it facilitate the learning of target language.