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EFL Learners' Attitudes Towards The Role of Cultural Diversity in Improving Learners' Performance in Acquiring the Foreign Language

Dissertation Submitted to the Department of English in Partial Fulfillment of the Requirements for the Degree of Master in Language and Culture

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AbstractI

The present study aims at investigating the attitudes of EFL learners about the role of culture diversity on improving the learner's performance to acquire English as a foreign language. first year master degree student were taken as a case study. For accomplishing he work, a prescriptive research method has been conducted, which took place during the academic year (2018/2019), focused on describing learners' attitudes towards the role of culture diversity on improving the learners' performance in acquiring English as a foreign language .

For that reason, to collect the research data needed, a questionnaire was distributed to students. Analysis and discussion of the results have shown that learning about different cultural background significantly improves first year master degree learners' performance in acquiring English as a foreign language .accordingly, it is recommended that EFL teachers should be in touch with culture diversity and become aware and accept different cultural backgrounds and encourage tolerance about the others' cultures ,and specifically its role and importance for enriching learners language repertoire as regard intellectual capacity and performance. Culture diversity should equally be incorporated in teaching materials.

Key words: culture -diversity-performance-EFL-target-language.

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DedicationIII

With all love that covers my heart, I dedicate this work:

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To my nephews: ” **Abdelhafidh -Touta -Hamza** .

to all my relatives.

List of abbreviations**IV**

EFL : English as a Foreign Language .

FL : Foreign Language .

SL/L2 :Second Language .

TL :Target Language .

N :Numbers of students .

% :percentage .

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General Introduction

Nowadays, learning a foreign language is considered a universal tool for developing better understanding diversity and tolerance to otherness, and people use language as a mean of communication with others from different cultures and ethnicities.

The acquiring of a foreign language becomes compulsory in order to discover the world around us, and to obtain a foreign language learner should be with an open-mind to others and accept the differences of the other cultures.

The major change come in the domain of education where the lack of intercultural competence is one of the main obstacle that foreign language learners' encounter in EFL classes; it is often identified as the outcome between the learners' culture and the target language culture; differences that may cause learners' disappointment. In the absence of intercultural competence, and in an effort to maintain their psychological aspects and comfort, foreign language learners' keep some distance and gradually develop a negative attitude that can influence their learning motivation as well as efforts.

The Algerian learners of English have technically been exposed to the English basic knowledge and its cultural concepts since the age of 19. This presumes that they have not been familiar with other culture and peculiarities of the English-speaking communities.

EFL learners at the university where they are not introduced to the cultural differences, so they will face difficulties where some notions may very often be seen as shocking. The real problem of EFL learners in Algeria lie in their former phases of education which do not help them to develop analytical abilities and performance, to search explanations about the foreign language's culture in formal contexts develop value judgments. Hence, they do not make distinction between the objectivities of learning a foreign language and considering its cultural differences.

Teaching a foreign language with its various cultural differences can be very effective to enhance learner's performance in improving the target language and might encourage students to acquire new vocabulary items in an enjoyable way at the same time enrich their cultural awareness over time.

1.Statement of the problem:

Culture is the lens through which we evaluate everything around us; we evaluate what is proper or improper, normal or abnormal, through culture. In addition, cultural diversity helps learner's language recognize and respect "ways of being" that are not necessarily our own, so that as the students interact with the target culture and its differences they can build bridges to trust, respect, and understanding across cultures. Furthermore, diversity makes the learner's level a more improved to acquire the foreign language and enhance their abilities and will have a new way of thinking and it is more adaptable strategies that enhancing learning among students and makes teaching and learning process easier and more fun. It also allows the teachers to use a combination of teaching different cultures in an enjoyable way to improve efficiency in the classroom. In the present century, it is very much necessary to foster the students' performance through teaching cultural differences to arouse the interest of the students and give much importance to the language to easily taught and learned. Fant (2000) claims that multicultural education enhances a teaching and learning approach which is ideal for the aspirations of the present education system,

Albeit that advantages of multicultural education remain debatable. The problem; however, is that EFL learners at the university of Abbes Laghrour Of Khenchela, who experience slow vocabulary development encounter serious troubles regarding this aspect of language and they are likely to have poor performance in acquiring the foreign language during their studies and find difficulties in communication fluently by using English language.

Consequently, culture diversity seems to be an affective and enjoyable way to foster students' performance to improve the foreign language. Hence this research tries to demonstrate culture diversity as an effective means that would improve the student's performance and enhance the quality and flexibility of learning as well.

2.Research questions:

To achieve the aims of the present study, we set out to answer the following questions:

- 1.Does culture diversity enhance learners' performance?
- 2.How important are cultural differences for EFL learners'?
- 3.Do learners encounter difficulties in term of cultural knowledge mastery?

4.What impact would culture diversity have on students' performance in acquiring the foreign language beyond the classroom?

3.Objectives of the study:

-To highlight students' and teachers' attitudes concerning the role of cultural differences in ameliorating students performance.

2.To examine how Abbes Laghrour Students of English improve their performance in this language by the use of culture diversity.

3.To encourage both learners and teachers to implement culture diversity during their sessions.

4.Background of the study:

Improving a learners' performance is ought to be very substantial as well as important more than any other skills,however, culture diversity has a broader focus on the students' performance and skill of interpreting and analyzing cultural issues where differences must be visible among the learners' target language culture and make the students more aware to otherness. Also,allow learners to connect and engage with it and build communities as well. That's why the issue of developing learner's performance on acquiring the foreign language becomes one of the most important subject that is opened for debate by many researchers. Thang (2006) claims that culture differs to other individual differences that can either hamper or help facilitate success in language teaching. He describes that culture differs according to individual differences and performance in acquiring the foreign language and consequently cultural differences help in facilitating success in language teaching. In the same veiw, Byram(1991) also adds that studying and learning a foreign language requires also to be interrelated to its target culture as well,he presents an approach to combine the teaching of a second language with its target culture and they must to take into account the learner's first language and culture, emphasizing the importance of comparing the two cultures activities and differences that enforce the FL learner's critical view towards both of them for a better understanding of the target language, so learning the foreign language cannot survive without their cultural differences and culture and language are inseparable and to teach language is to incorporate the teaching of cultural differences of the target language. Furthermore, Holmes (2001) affirms that cultural environment in which it develops influences the vocabulary and grammar of a language and also influence our perceptions,values, beliefs and attitude. yet,EFL classrooms are in need to these interactive atmosphere, wherelearners can be

involved in a dynamic interaction with cultural differences so as to use and practice the target language for specific authentic goals. Throughout our academic years we spent in our department, we have noticed a lack of teaching cultural differences in culture diversity in teachers' sessions. Teachers just make a learner aware about British and American culture and they neglected totally the others' culture that can accurately enhance the learner's competence and performance in improving FL. That's why we decided to conduct such as research to look for reason of not combining learning the target culture of FL with other cultural differences, and also see if really culture Diversity's integration enhance learner's performance in improving the acquisition the foreign language or not.

5. Significance of the study:

This study is significant for students because through learning cultural differences, EFL students will get an enjoyable way to learn the target language and improving their performance. The results of this study, hopefully, will improve their vocabulary storage. It is significant also for teachers, they will try to evolve teaching the learners cultural differences in their classes as a teaching the learners cultural differences in their classes as a teaching style by making students more aware about the others' culture and accept all cultural differences and be tolerant with it beyond the classroom wall, in order to improve their students' performance in acquiring easily the foreign language.

6.Operational definition of terms and variables:

1.Culture diversity:is the quality of diverse or different cultures ,and the phrase cultural diversity can also refer to having different cultures respect each other's differences.

2.Attitudes:generally, attitude is a behavior a person adopts toward other people, things, incidents or happenings. In literature,the term “attitude “can be referred as perspective or tone of the writer he adopts in a certain work.

3. Foreign language:

abbreviated as FL a Foreign language is a language originally from another country and it is totally different from his/her mother tongue.A foreign language is also a language not spoken in the native country of the person belong to. For example ,an Algerian speaker learning a new language can say thatEnglish is a foreign language for him/or her.

4. Performance: may be defined as all the activity of a given occasion which serves to influence in any way of the other participants. When an individual or performer plays the same part to the same audience on different occasion, a social relationship is likely to arise.

7. Overview of the methodology:

In order to discover the Importance of using culture diversity to Improve students' knowledge of Improving their performance and achieve the aims of the research; a descriptive method is than opted for. Because it just describes the state of affairs as it exists; an experimental method will be not used in the research because there is nothing to be tested. The research findings may provide a theoretical frame work for future researches that may opt the experimental one.

-For the needs of the present study, we used an attitude questionnaire administered for EFL students and an interview delivered for teachers at the department of English at Abbes Laghrour University of Khenchela enrolled for the academic year 2018/2019.

The questionnaire directed to fifty (50) first year students chosen randomly from the whole population aims at knowing about their attitudes towards Imposing of them perform once through learning culture diversity. The teachers and interview administered to (10) teachers gives us idea about their attitudes with regard to the role of culture diversity in enhancing the students' performance in acquiring the foreign language.

8. Structure of the dissertation:

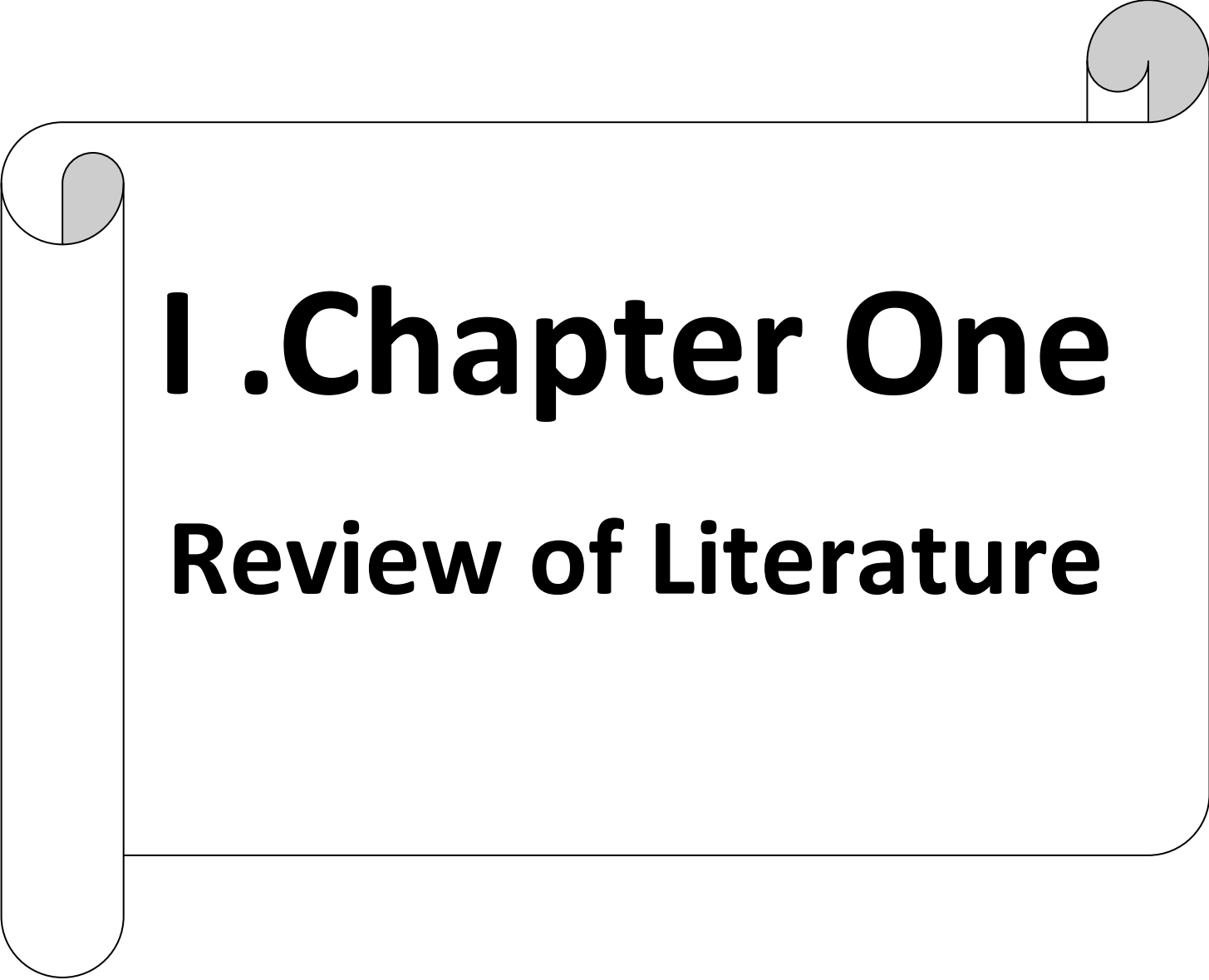
This study is divided into main chapters, theoretical part which is devoted to literature review and the field work. Firstly, we proceed with chapter one that contains two main sections.

The first section deals with culture diversity and foreign language learning. It tries to trace the history of such strategy and discusses their theoretical foundations. It also attempts to shed some light on their implementation inside the language classroom. Additionally, section two addresses the necessity of learning culture diversity in a second language, different methods, strategies and techniques. It entails the discussion of some problems and difficulties that students encounter along the way.

In the practical part, we discuss the research design and the analysis of the obtained results.

Firstly, we deal with the research tools which will be analyzed and discussed from the attitude questionnaire.

Furthermore, at the end, to suggest forward some relevant recommendations on using culture diversity for improving learners' performance in acquiring the foreign language.

A decorative graphic of a scroll with a light gray background and a black outline. The scroll is partially unrolled, with the top and bottom edges showing a gray inner layer. The text is centered on the unrolled portion.

I .Chapter One

Review of Literature

I. Chapter one: Review of the literature

SECTION ONE: Language and Culture

1. INTRODUCTION:

Since ancient times, philosophers, anthropologists, and linguists highlighted the relationship between language and culture, searching for how cultural differences express themselves and are created via various forms of linguistic practice and discourse, how culturally different conceptual systems and world views are contained in the semantic and pragmatic systems of the various languages and how language development and socialization contribute to the development of cultural identities and cultural models of the world. Language is a means of expressions. We express our feelings, emotions, thoughts, needs, and desires in words, symbols and gestures which is considered as language. Language can be defined as verbal, physical, biological innate, and a basic form of communication. Currently, English is the most widely spoken language in the world. Due to its spread starting with the colonization period and continuing with the economic and political power of U.S.A, it has been used for different purposes around the world such as commerce, tourism, science and education. People from all around the world continue to reach their different aims. A critical question arises in terms of English Language teaching at this point, that is, whether to teach 'culture' along with English or not. The question of teaching 'culture' along with English has been discussed by some scholars from the fields of applied linguistics and sociolinguistics for nearly two decades. There are four views regarding the issue. The first one states that 'target language culture' s.

Should be taught along with English to acculturate language learners into the cultures of English speaking countries (Byram, 1990; Byram And Fleming, 1998). The second view states that there should not be any teaching of the target language culture together with English in the countries where English is an institutionalized variety (Krashen, 1985, 1986; Krashen and Nelson, 1996; Canagarajah 1999). Other two views also reject the idea of teaching 'target language culture' along with English. However, while one of the views supports the teaching of 'local culture in English language teaching (Kramsch and Sullivan, 1996; McKay, 2003), the other view holds the position that English has become a lingua franca and it should be taught in culture-free context. (Alptekin, 2005; Jenkins, 1996, 2000, 2002, 2005; Seidlhofer, 2001).

In this section some light will be cast on culture and language. It is started by defining the concept of culture and language, then the relationship between culture and language ,importance of culture in language teaching ,teaching culture in EFL classroom, the benefits of teaching culture in acquisition the foreign language textbooks and intercultural learning in addition to the concept of diversity, culture diversity in learning language, characteristics of culture diversity, the benefits of understanding culture diversity in education and besides to that discussing cultural diversity in the classroom.

The chapter also covers some useful recommendation on how to teach students from different cultures.

2.The concept of culture:

Culture is a set of learned human attitudes practices. The term of culture was used for the first time by the prominent figure English anthropologist Edward B.Taylor(1871)he claims that culture is a set of knowledge, belief, art, morals, and any abilities and habits obtained by people as a member of the community. Since Taylor's time, has been growing concern about the notion of culture and has become the basic focus of anthropology. Culture is considered as strength mean for people's existence.

Culture also involves the way people act and understand the world around us. Then it can also differ within a community, region, countries and this is what make them unique. According to Hinkel (1999), we are not exaggerating when we say that there are nearly as many definitions of culture as there are fields of inquiry into human societies, groups, systems, and behaviour. One definition is, at best, oversimplification and, at worst, insufficient. It is best to consider several definitions that can have applications at different times and in different contexts (Geertz, 1973). As in the definition of the English anthropologist E.B. Tylor (1903) as quoted by Rysager (2006:40): *'Culture and civilization, taken in its wide ethnography sense, is that complex whole which includes knowledge, belief, art, morale, law, custom, and any other capabilities and habits acquired by man as a member of society'*. Some definitions emphasize what is called 'material culture'- the arts, traditional dress, culinary practices, and clothing of the community- which is found only in 'cultured circles' (Hudson, 1996 :70), i.e. in opera houses, universities and the like. Other definitions focus on the ideological and social aspects: the ideas, beliefs, and knowledge of groups: *'...the material for the reconstruction of culture is ever so much fragmentary because the largest and most important aspects of*

culture leave no trace in the soil; language, social organization, religion- in short, everything that is not material.... (Boas 1982 [1940] :250). Our operating definition is that culture may be taken as *socially acquired knowledge* (Hudson, 1996:71).

It is the all integrated pattern of human behaviour of a given society, learned and shared by people as a result of belonging to a particular group, it includes knowledge, meanings, thoughts, communications, languages, practices, beliefs, views, values, attitude, customs, art, cooking, clothing, courtesies, rituals, law, manners of interaction and roles, relationships and behaviours of a racial, ethnic, religious, or social group, that categorized under either material culture, social culture or ideological culture. Thus, culture is every part of daily interaction with other members of the society from the choices they do about what to wear and have to eat, to the ways they behave with the colleagues at work, with the family and the friends... everything that makes us humans different from animals.

3. Definition of Language:

Language is a human property and it is a perfect means of expressing thoughts, feelings, desires...etc. Similarly the American linguist Edward Sapir(1921:8)has defined the concept of language and he claims that “language is purely human and no instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols“ It is also crucial to distinguish between the dichotomy of “language“ vs “a language“.

The former refers to the human faculty to acquire and use a complex system of communication (like: sounds, gestures,) Noah Webster American dictionary (1828) Gave precise definition for the term “language“ that is the ability of human beings to speak in which they are genetically endowed with psychological structure that enable them to speak. While the term “a language “as contrast to “Language “is a shared linguistic system used by group of people.

3.1. The relationship between Language and Culture:

Language is an evitable part of culture, that is, a part of the socially inherited arrangement of practices and beliefs that determines the texture of our lives. And it also reflects culture. Linguists and anthropologists recognized that the forms and uses of a given language reflect the cultural values of the society in which the language is spoken. *Language does not exist apart from culture.* (Sapir, 2005[1921]: 221).

Language and culture are inseparable elements and both of them have been seen to have posed great difficulties for scholars to define. In addition to that, there seems to be an inevitable relationship between these two concepts. Wardhaugh (2010) claims that the nature of the relationship between language and culture has become a great issue between people from different cultural backgrounds. On the other hand Shaul and Furbee(1998) states that language and culture are systematic to a large degree and are thus observable and describable. These authors added that whereas the systematic description of language is called linguistics and the description of cultures is called ethnography.

Furthermore ,many authors have pointed out that language and culture are closely related(Ardila.R 2008;Brown,2007; Tang,1999, Kramsch,1998;Kuang,2007).For example: Adila-Rey(2008).Maintained that language and culture are relatively linked to each other(p.335).Likewise,Brown(2007)pointed out the relationship between language and culture “Language is a part of culture, and culture is a part of the language; the two are intricately interwoven so that one cannot separate the two without losing significance of either language and culture. In addition to that the acquisition of a second language is also the acquisition of a second culture (pp.189-190).

In the same vein ,Kramsch(1998)claims that language is the main means whereby people conduct their social lives and when it is used in context of communication and it is linked with culture in different and complex ways. Tang(1999) went even further by equating the concept of language with that of culture. In other words, this author states that language is synonymous with culture .Another author , however, considers language and culture one as the container of the other. Besides Kuang (2007,p.75)adds that language is the carrier of culture and culture is the content of language. Furthermore, language is even regarded as the product of culture ,as Muir(2007)asserted that language is just one of the various cultural products.

Wardhaugh(2010)states that there are three main claims concerning the relationship between language and culture. Firstly, it is claimed that the structure of a language determines the way in which speakers of that language view the world. Secondly, a relatively weak version is that the structure of a language does not determine the world-view, but it is still greatly influenced in predisposing speakers of a language toward adopting a particular world-view. Thirdly, it is also claimed that there is a little or no relationship between language and culture. Finally, language is a system of symbols that is seen as having itself a cultural

significance. Relatively linked to each other. Furthermore, the speaker expresses themselves through the use of language, and they see their language as a sign that expresses their social identity. Besides, language and culture are so close that they are being identified as synonymous as (Scarcella, Oxford, 1992) has claimed. On the one hand, language is used to express people's cultural thoughts, beliefs and to communicate; On the other hand, culture is embedded in the language. The interwoven relationship between language and culture can be summarized by Brown (2000, p.177) and he claims that "A language is a part of a culture and a culture is a 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, so the two are inseparable.

3.2. Importance of culture in language teaching:

According to Wei (2005;56) "Language has a dual character both as a means of communication and a carrier of culture". Language without culture is unthinkable. Brown (1994, p.165) describes the relation between language and culture as follows: "A language is a part of culture and culture is a 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". In a word, culture and language are inseparable. When it comes to the field of teaching and learning, as Gao (2006) presents it, he claims that the interdependence of language learning and cultural learning is so evident that one can conclude that language learning is culture learning and language teaching is cultural teaching (p.59). Gao furthermore states that foreign language teachers should be aware of the place of cultural studies in foreign language classroom and to attempt to enhance students' cultural awareness and improve their communication competence.

Wang (2008), likewise, asserts that foreign language teaching is foreign culture teaching, and foreign language teachers are foreign culture teachers. In another vein and 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's skill, in addition to listening, speaking, reading and writing. Besides the fifth language skill teaches you the mind and technique to adapt your use of English to learn about, understand and appreciate the values, ways of doing things and unique qualities of other's cultures. It involves understanding how to use language to accept differences, to be flexible and tolerant of ways of doing things which might be different to yours. It is an attitudinal change that is expressed through the use of language. Moreover Tomalin (2008) argues that teaching culture in EFL classes should include cultural

knowledge (knowledge of culture 'institution ,the big C),cultural values (the 'psycho' of the country ,what people think is important),cultural behavior (knowledge of daily routines and behavior , the little c),and cultural skills (The development of intercultural sensitivity and awareness ,using English language as the medium of interaction.)

4.Cultural influence on foreign language teaching'

Linguists and teachers used to emphasize the learning of the provision of information about the society or the societies where the language is spoken. Grammar is the important element and the rest is just background. grammatical system rather than Later, linguists become aware of the impact of cultural dimensions in foreign language learning. many interpretations given of it by learners from different cultures, *illustrate well the potentially intercultural place of the non-native speakers attempting to learn another person's language and culture.* (Kramsch, 1998: 17).Then we believe that information about social institutions, history, geographical features of the country -family structure, education systems, political parties, regional industries for example: is a necessary background for language learning. '*...language acquisition research cannot (yet) make reasoned statements about the contents of foreign language teaching since it does not yet have a grasp of the connections, relevant to the contents, between communicative action and foreign language way of life...*' (Lebenswelt 1987:118).

Language teaching practice often assumes that most of the difficulties that learners face in the study of English as a foreign language are a consequence of the degree to which their native language and culture differ from English. Culture is not static, it evolves as people conduct their daily lives, it denotes a body of shared knowledge, that is, what non-native speakers '*must know in order to act as they do, make the things they make, and interpret their experience in the distinctive way they do*' (Quinn and Holland, 1987:4).For understanding the importance of culture we need to know to what extent cultural background knowledge influences language learning and teaching, and how can we take advantage of that influence. To account for the roles culture plays in language learning and, it is significant to demonstrate the functions it may perform in the components of language learning and teaching ,such as listening, speaking, reading, and translating.

4.1. Cultural influence on vocabulary:

The vocabulary is the basic Language is the carrier of culture and language without culture is unthinkable component of language. In other word, the cultural differences will relatively effect on the vocabulary, and the explanation of vocabulary will reflect the cultural differences as well. For example, in Chinese “White” denoting a couloir, often associates with “pure, noble and moral goodness”., and” the bride” is dressed in white during the wedding in most western countries. In China the bride must wear red in the traditional wedding, definitely not white. Because for them red means «Happiness, good luck, flourishing and prosperous”. Furthermore, in the future people will only wear white in funerals when one's family member or relatives is dead.

Moreover, White in China, is associated with “pale, weak and without vitality”. Thus, learning a foreign language implies not only the knowledge of its grammar rules and the denotative meanings of words but it involves much more, such as the cultural differences phenomena, the way of life, habits and customs, history and everything that is contained of culture. In a word culture is comprehension composite with abundant implication, and each factor in it may be exhibited on words. Hence learning vocabulary, while paying attention to cultural differences is vital.

4.2. Cultural influence on listening:

In foreign language learning particularly in training their listening ability to understand better, learners often complain that although they spend lots of time in learning and practicing their ability of listening comprehension, so their progress is not satisfactory .to achieve this end, they do everything what they can.Some, forexample, buy tape records to facilitate their learning process in an attempt to improve their listening ability and spend several hours in it every day. But when they meet new listening materials ‘they still cannot understand them the reason for this may be different, but some of them have been identified. Among them are their small vocabulary, weak grammar and vague pronunciation. But a relatively more important reason is that they lack the necessary cultural background knowledge and differences for the language they have learned.so listening skills are closely linked to politics economy, education and cultural differences of the target language.

In judging one 's listening ability, we are in fact considering his comprehensive ability, including the English level, intellectual range, analytical and imaginative ability, etc. We may

have this kind of experience: when we are listening to something where the events involved are familiar to us, no matter what they are. For example, news, sports, stories, lectures; or art, science, or economy, it is relatively easier for us as learners to understand. Even if there are some new words in it, we can guess the meaning in the context. On the contrary, it will be difficult for the learners to understand and if the materials we are listening to are closely related to the cultural differences background we are not familiar with. Sometimes the materials may be easy and we can get easily the pronunciation of each word from the tape, but the lack of necessary cultural differences background knowledge may hinder their understanding. If, for example, a student comes across a sentence like: Edward Kennedy went downhill since "Chappaquiddick". He will not find it difficult to understand the structure of the sentence. But if he does not know that "Chappaquiddick" is the name of a place in America and is used in this sentence to refer to the traffic accident. Kennedy suffered, they cannot understand the real meaning. From the above explanation we can see how important the role that culture plays in our listening ability: culture is one of unalienable attachments. It can hinder our progress of listening, and it can also help it. So we should notice the existence of culture and try to take advantage of it.

4.3. 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 a lot to understand the cultural background knowledge of the target language; only in this way they can communicate successfully with the others. So, in the training of oral English, teachers should emphasize the practical use of the language, and try to use the materials which come from the daily life. This can help people 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 to cultural background knowledge. For this, the experience of a young interpreter is a case in point: There is a young interpreter whose pronunciation is standardized and natural. The first time was appointed to accompany a foreign guest, he tried to do everything he could to show that he was enthusiastic, kind, considerate, and competent. He tried to be attentive as possible by saying "you come this way." "You sit here." "Do not go too fast." "Follow me". «Do not be late». But the next day, he was shocked to know that the foreigner did not want to go with him, because the foreigner thought that the young interpreter was not polite. In the foreigner's eyes, that the interpreter is not helping him, but scolding him.

as a child. There is no problem in the interpreter's English, but the lack of the cultural background knowledge makes him incompetent for this job. The story is simple ,yet it says something important In the course of oral communication,speakers should pay much attention to the context ,I.e. what you are saying ,to whom you are saying it ,when and where you are saying it ,etc

4.4. Cultural influence on reading:

The reading process is not simply the repetition of the language 's knowledge that the learners already have, but it is a difficult and complex process under the stimulation of outside information to decode, recognize, analyze, judge, and conclude the material through the cognitive system. Moreover, it is important for the learners to catch the non-verbal information ,such as: the background information about the human beings ,cultures, geography, and the ancient civilizations and their traditions and customs ,etc. .Language's knowledge can effect on the learner's reading ,but cultural factors plays a more important role in the reading processing EFL classroom ,and most of the real and serious reading obstacles are only from the language knowledge itself ,but also caused by the cultural differences between the target language and their mother tongue .

Cultural differences exist in background information, words, sentences,and grammar syntax and all of these are going to become obstacles in reading matters. Sometimes we find that the learners understand the meaning of each words in the text, but they still not so clear about the content of the whole sentence or text. So, the knowledge of the language itself cannot solve all the problems in the reading process. People's works are always related with the culture of their nations, especially related to allusion or usage, that the learners are not familiar with, that reminds them that they should pay attention to the cultural influence in the reading process in EFL classes.

4.5. Cultural influence on translating:

It is widely believed that translation affect in culture. In the process of translation, the translator should have enough knowledge about the cultural differences about both the target language and the source language. The obstacles in translating basically lie in the understanding of cultural background knowledge. Furthermore, the cultural differences knowledge contains of many aspects including, such as, art, history, geography, philosophy, science, etc. Forexample, when someone says: "I was not Pygmalion" "I was Frankenstein

“There are two points that make us fall in misunderstanding one is "Pygmalion", and the other is "Frankenstein". We can say that they are the names of two persons, but who they are?! In fact, Pygmalion is the king of Cyprus in Greek fairy tales. Once he carved a statue of a gorgeous young Lady, and he fell in love with "her". Because of his pious live, Aphrodite, the goddess of love gave the statue life, and at last, «Pygmalion "got married with her. In other word, «Frankenstein " was a character in M.W.Shelly's ."Frankenstein", who was a young medical college student. Once he invented a monster, but that monster ate him. So from the above background knowledge ,we can say that " Pygmalion " means " to enjoys one's own creation ",While " Frankenstein "means " to suffer from one's own action ".So the success in translating this sentence does not solely depend in understanding its grammar syntax but is completed by the knowledge of the cultural differences load the two terms carry respectively .

5.Teaching culture in EFL classroom:

Significantly, it is not an easy task to teach culture in EFL classroom. Teachers should be competent enough and have a tendency to cultural background knowledge. In other words, they have to make students aware of the significant features in the target culture helping them realize that there are no such things as superior and inferior and there are differences among people of different culture background, as well. In this respect, Kramsch (1993) also claims that a foreign culture and one's own culture should be places together in order for learners to understand a foreign culture. Learner's interaction with native speakers or text provide them to construct their own meanings rather than having educators simple convey information about people and their cultures.

furthermore, foreign language 's learners should have opportunities to make their own meanings and to reflect on both the target culture and their own culture. Kramsch (1993)refer to this as establishing a "Sphere of interculturality". Moreover ,Straub (1999)claims that educators should always have in mind when teaching culture is the need to raise their student's awareness about their own culture and the other's culture to cultivate degree of intellectual objectivity essential in Cross-Cultural analyses. In the other hand ,Straub (1999) (as cited in Wang ,2008,p.4)states that Teachers and programmer developers are asked to take the learners' sociocultural background into consideration in choosing materials and pedagogical approaches for particular contexts of teaching since ignoring the students' norms and expectations and thus a lack if consideration of differences in cultures of learning can lead to subsequent failure in foreign language in EFL classroom.(Cohen,1996;Eistein

&Bowman,1986) also claim that Mastering in a foreign language needs learners mastery of the cultural contexts in which significant social acts occur because it transform warm feelings and solidarity among interlocutors and is categorized in the social use of language .In another vein ,Liddicoat(2000,p.51) (as cited in Paul,2004)claims that language's learners need to understand what native speakers mean and they use the language ,even if they do not chose to replicate native speaker's behavior.

5.1. Interaction between culture and Foreign language learning:

Rivers(1981) claims that culture instruction should have at least seven goals:

- Making students of the way people act, the effects of social variables such as age,sex,and social class on the way they speak.

- How people in the target culture used words and phrases; being critical about the target language culture.

- Developing skills necessary for locating and organizing materials about the target culture.

- these goals have been recognized by different researchers, whether culture can be taught in the language classroom is still a controversial issue.

- Krashen(1982)argues that the classroom setting is not an appropriate place to acquire either language or culture.

- Robinson and Nocon(1996)highlight the importance of living in the target culture and purpose that culture learning in the classroom is only «cognitive boundary crossing" which leaves learners previous experiences unexamined and unchallenged. The foreign language classroom underestimates what the learners already knows and believes, it cannot become a suitable place for teaching culture.

- The place of culture teaching in language classroom is straight forward.

Teachers should find ways to implement the elements of context which influence language use (Byram (1988) Byram and Kramsh(2008)).Bada(2000)emphasize the importance of teaching culture in foreign language classroom, when language learners are not exposed to cultural elements of the target society, they seem to have problems in communicating meaning with the speakers of that society.

- Culture does need to be dealt independently of language, because studying language, directly brings about awareness of the target culture and people's behavior in that target culture.

- _The need to study culture by claiming that for foreign language learners, language seems senseless if they know nothing about the people who speak the target language and the

country in which the language is spoken(Pulvemes(2003)).

_Learning a foreign language is a challenge to figure out the nature of other people. It is not possible to imagine language learning independent of culture. (MC Deviant (2004). As language reflects human nature for studying language exposes learners to target culture. This interaction of what students and teachers bring to the language classroom influences the way foreign language culture is taught. The classroom itself has its own cultures, and the teacher should pay close attention to cultural variation within the language classroom.

Culturally, responsive teachers are those who arrive at an all-encompassing understanding of cultural diversity within the classroom and within the foreign language such as understanding requires teachers to emphasize cultural differences in the classroom as a starting point to lead students to develop Cross-Cultural awareness. The teacher can further elaborate on foreign language culture, and the similarities and differences between student's own culture and the target culture. In order for teachers to be culturally responsive, they need to reflect on their own definition of culture, and how culture influences students and teacher behavior.They should seek ways to make use of cultural diversity .Culturally responsive classrooms recognize culturally diverse students and enlighten the way for these students to make necessary connections among themselves and the target language culture.(Montgomery,2001).Preparing culturally responsive teachers is seen as a part of foreign language teacher training. Teachers have their own reasons that block them from implementing the teaching of culture in foreign language classrooms.

5.2.Guidelines for teaching culture in EFL classroom:

Integrating foreign cultures in EFL classroom is one of the important issues that Algerian universities should be taken into consideration because it has a big influence in the learning and teaching process specially learning about different culture to improve language proficiency. Lessard Clouston (1997) takes into consideration the dynamic nature of cultures and he formulated some guidelines for this purpose. Furthermore, Lessard .C has considered the importance of developing knowledge about the foreign culture together with other skills significant for mastering communication and attitude in the foreign culture. He claims that cultural awareness is significant for enhancing learner's understanding of the effective nature of the target and student's local culture.

From methodological point of view Teachers must adopt systematic and structured method so the learners benefit most when the courses add the cultural aspects of the language teaching

are well programmed and improved. In other words, the teacher's function in the learning and teaching process is compulsory and he can influence on learner's attitude towards culture learning.

In this respect Moran (2001, p138) claims that the teacher has also to listen to learners and emphasize with them and he should share this own cultural experience with their students in order helping them enter and accept the other's culture. As well as, it is obvious that the teacher has a central role in developing cultural awareness of his learners. He supplements that learners with core materials to integrate cultural objectives into the learning process will enhance education. In addition to that, teacher needs to be aware of the fact that every learner is individual and has his own cultural background. In another vein, Ellis (2003, p17) also states that teacher has to encourage active reflection and cultural comparison in order to develop met cognitive awareness which includes cultural awareness about the other's culture.

6.Cultural Awareness:

In addition to the shared purposes in language awareness and cultural awareness, represented in their interest in general and specific learning, as well as their interest in the relationship between language and culture, the cultural awareness is also concerned with non-linguistic aspects of culture as developing learners' competence from monoculture to intercultural. Practice of comparison, either by the teacher or the learner, is similar to the work of ethnographer. They look for understanding the cultural phenomena even from the viewpoint of the other culture. In this process, they acquire new schemata and intercultural competence. *'Cultural awareness teaching should, however, involve both viewpoints making the learners both ethnographers and informants'.* (Byram, 1989: 143)

In sum, the cultural awareness examines the foreign culture for several purposes such as providing an opportunity to a comparative study of the foreign language and learners' mother tongue by using the foreign language in its culture. Learners start reflecting on their own cultural concepts and they may start looking to themselves as others do and changing their cultural competence. The cultural awareness component is dependent on language learning as well as the cultural experience component in the other. and language awareness in one hand,

6.1. Techniques for developing cultural awareness:

There are many views about which techniques should be used in the classroom in order to ameliorate cultural awareness for foreign language's learners .In this respect, O'Dowd(2004) claims that" literature and drama have been found to be very beneficial for making learners sensitive to alternative cultural perspectives" .In another vein ,Planet and Byram (1999) have considered importance of learner _centeredness in intercultural teaching and they claim that this principal should ensure that learner 'sown culture is not deal with as an abstract notion but the focus is put on learner's involvement in it and the fact that this analysis take place in English lessons and the students use such techniques which they would used to explain their own culture to people from other cultures, make this different from culture teaching in other subjects.

Byram (1999) also states that teacher should start to affect on learner's own culture and only later introduce the foreign culture. Furthermore, the principles in which learners are supposed to discover their own knowledge applies even to dealing with the target culture. Techniques for developing intercultural competencesupported by Byram is comparative approach which ,as he claims, have " provide a double perspective but not to evaluate to see which is better ".In addition to that, this double perspective can reached by fronting phenomena from the target culture and putting focus on interpreting own ways of doing as not " natural" but"cultural".Moreover ,the comparative approach contains evaluation in the terms of enhancing the familiar, «comparison makes the strange, the other ,familiar and makes the familiar ,the self ,strange and therefore easier to re-consider».

Teacher has to begin each discussion period with a presentation of one or more items in the target culture that are distinctly different from the students' culture. The discussion then focus on why these differences might cause problems and obstacles in EFL classes. Culture assimilators, developed by social psychologists for facilitating adjustment to a foreign culture, are used a brief description of a critical incident of cross-cultural interaction that would probably be misunderstood by the students. After the description of the incident, the learners are presented with four possible explanations from which they are asked to choose the correct one. If they make wrong choice, they are asked to seek extra information that would lead theme to the correct conclusion.

Moreover, Hoghes (as cited in Valdes 1986) claims that culture assimilators are supposed to be a good method to promote understanding of cultural information and emotional empathy. Besides to that, and among other techniques are culture capsule that draw learner's attention to

comparisons between the home and the foreign culture by presenting isolated elements about the target culture .This technique uses visual aids which illustrate the differences ,and a set of questions to stimulate class discussion. Culture problem solving covers presentation of a problem for the learners to solve and to evoke discussion about culture differences .Besides to that, participants read or hear briefly about a real-life problem. The problem should illustrate the topic or the theme of the discussion and can be set out quite elaborately with a number of points to discuss.

Both previously mentioned techniques are using discussion which should allow permit learners to express their own ideas. Furthermore, being based on real-life situations it is always welcome in a role play to use authentic aids from English speaking countries (for example train tickets ,and menus).Besides to that, drama is similarly beneficial for directly involving students in cross -cultural misunderstanding .In this technique selected members act out in a series of short scenes a misinterpretation of something that happens in the foreign culture and is clarified in the final scene. In another vein ,Bowen (2005)claims that among other techniques that can be used to teach culture can be mentioned Audio motor Unit or Total Physical Response, primarily designed as a listening exercise ,employs a carefully constructed list of oral commands to which students respond.Furthermore, these commands are arranged in such a way to make students act out a cultural experience.

6.2. Teaching materials for cultural awareness:

Different materials can be used in teaching culture in EFL classroom. As Durant (1997) lists nine sources of materials which he has considered to be of great efficiency. The source differ from interaction with members of the foreign culture ,recorded evidence of members of the foreign culture ,visits to the foreign culture,11the country's media ,data from ethnographic fieldwork, historical and political data ,surveys and statistics ,heuristic contrasts and oppositions to fashions and styles from the foreign country. In addition to that, he states that" literature, a very effective source of culture material, is missing here although this list is considered to be quite comprehensive.

Besides, it is a common issue that materials used in language teaching transform cultural biases. It means that they implicitly express attitudes towards the target and learner's own culture. Furthermore, in order to encourage intercultural point of view, materials should treat culture themes from at least two contrastive perspectives, so called two-dimensions.

Unfortunately, one -dimensional point of view is still more common as it is very hard for textbooks writers to avoid using culture-bound ideas.

6.3. Foreign language textbooks and intercultural learning:

Pulverness (2004, p28) claims that textbooks usually play a dominant role among materials used in the lessons. They serve as rich source of topics, texts, visuals and language as well as help to form syllabus of the course. In another vein, Kramsch(1994)states that Textbooks used in English lessons are primarily designed to simplify foreign language learning but because of interrelation of language and culture,text books are expected to include some aspects of target language's culture as well.

Furthermore, to become fluent in the foreign language, communicative competence is needed. It covers a cultural understanding of social behavior, routines and discourse nuances as well as society's norms and values. It establishes requirement for foreign language textbooks to include accurate representation of the target language culture. In this respect, Skoopinskaja(1992)suggests that there are two types of textbooks recently used: international or global and locally produced textbooks.

International or global textbooks are produced with international market in mind: it means that these textbooks are written to be as universally appealing as possible. They usually focus only on the foreign culture and international level of encounters. Moreover, these textbooks can represent either culture -specific or culture –general orientation. Locally produced textbooks, on the other hand , are written by non-native authors or in cooperation with non-native speaking authors .These textbooks are usually written in accordance with national curriculum and have approval of Ministry of Education of the particular country. Being written by local authors, they tend to introduce the target culture from local perspective and usually also include some aspects of the local culture.

In addition to that, Newby (2000) claims that the structure of culture teaching in textbooks should integrate knowledge, sociocultural competence and attitude. These three categories must be interrelated so they would reflect real -life situations where «gaining knowledge usually happens simultaneously with the ability to use this knowledge and develop attitudes related to it". Besides, Cultural information can be transformed through oral or written texts, photographs,maps,graphs,etc...

Gaining knowledge serves as a basis for developing sociocultural competence. On the other hand, Pulverness (2004) claims the importance of the comparative method in the learning process. This method, recommended by many scholars, employs analysis, comparison and contrast to be included in the treatment of culture content in textbooks.

In addition to that, Newby (2000) has suggested a variety of interactive tasks to develop sociocultural competence and learner's understanding of foreign culture. He supplements that learning a foreign language is considered a universal tool for developing better understanding and tolerance to otherness. Contrary to it, foreign learners often develop simplified and stereotyped views of the target culture. So, textbooks can challenge simplification by presenting stereotype attitudes of the target and learner's own culture and making them topics of discussions. Similarly, they can ask learners to perform tasks where they have to interact with the members of the target culture.

In this respect, Fenner (2000) has also suggested that when the learners being aware of equivalent stereotyped attitudes held by members of the target culture can assist a process of getting beyond a simplification and developing cultural awareness. Newby (2000) also states that there are many theorists who point out the extensive benefits of foreign language's textbooks while many other researchers and practitioners pose critical views on this subject. Pulverness (2004) considers textbook's topics and articles to be possible danger for learners as they might restrain teachers from expressing other point of view than that adopted by textbook writers. In addition to that, he claims that teachers should go beyond the textbook and provide learners with supplementary resources that would introduce cultural polyphony and will add value to the textbook. It is up to the teacher to diversify the range of perceptions to be available in EFL classroom.

Furthermore, Pulverness states that these supplementary materials should either compensate for cultural dimensions that are totally missing in the course book or take "student well beyond the usual end-of-unit gesture of now compare this with local culture/festivals/occupations etc in your country». Contrary to it, Textbooks are also being criticized for being too artificial in their presentation of the foreign language. Their lack of authentic material leads to an oversimplification of language and unrealistic views on real-life situations. Other possible problems are presented by Alpetekin (1993) who suggests that inclusion of foreign subject matter and social construct in FL textbook can lead to

misunderstanding due to learner's lack of cultural schemata and should be treated by explanation given by native-speaker instructor.

O'Dowd (2004) in his overview of textbooks 'criticism names researchers such as Porreca (1984), Clarke and Clarke (1990), Carrell and Korwitz (1994) and Renner (1997) who have demonstrated that many foreign language textbooks contain examples of gender biases, sexism, and stereotyping. O'Dowd (2004) also concentrated in his criticism on attempt of FL textbooks to pass off certain western values and communicative styles as being universal. Otherwise, there can be found a wide area of criticism on how culture is dealt with in textbooks, there are also many suggestions and guidelines on how to enhance the situation. Cortazzi and Jinclaim, in their series of proposals, the need of constant interaction between the cultural perspectives brought by a teacher, learners and a textbook.

Moreover, O'Dowd (2004, p66) also supplement that they demand a broader cultural content in textbooks as well as explicit intercultural elements discussing different cultural interpretations of linguistic and non-linguistic behavior.

Conclusion:

It is very clear from the above discussion that culture and language are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture. Furthermore, if any one of them is separated the other remains incomplete. Besides, in ESL or EFL classroom the students should be taught English with the culture associated with it so that the students can acquire the target language with cultural background and correspond in real life situations. It is observed that many students, who have excellent academic performance in English subject, sometimes, find it very difficult to correspond with native speakers or real-life situations. This might be the result of learning English without proper awareness of its culture.

Therefore, the role of culture that it plays in teaching and learning of English as a foreign language cannot be avoided while designing the course for EFL /ESL students. In addition, the teachers in EFL classes should keep in mind the importance of culture and must have a prior knowledge of the cultural knowledge of the course or lesson he is going to teach the learners. In addition to that. This chapter examines also the tremendous importance of integrating culture in foreign language classroom. Regardless of the impact of culture and how can it raise the level of awareness among learners in EFL classroom. Effective use and opportunities of integrating culture open door for both learners and instructors to empower the

educational process as well as to improve students' academic performance in new , enjoyable and advanced ways.

Section two: 2. The role of culture diversity in EFL Classroom:

1.Introduction:

Increasing globalization provides more interaction among people from various cultures, beliefs, and backgrounds than ever before. Furthermore Learners who wants to acquire the foreign language they consider themselves to be a part from a world-wide and being in a touch from people from all over the world since English is an international language .For this reason ,the EFL classroom must keep in touch different cultures in order to encourage the students to respect and valuing the other's differences to become more creative and open to change. Therefore, students must be aware with different cultures background since enriching EFL classroom with various cultures has become an important issue for education today. Furthermore, managing diversity remains a significant key concern, learners should being aware about distinct cultural background needed in EFL classes to make the process of learning and teaching with an enjoyable atmosphere. So teachers must be prepared to aware themselves and others within their classes to value and respect multicultural differences. Cultural diversity issues is now considered an important and key element and is projected to become even more significant in the future of education due to increasing awareness in the Algerian classroom. Moreover ,the awareness of culture diversity has received short shrift and as well as it has been very Largely neglected for many years in the teaching of a foreign /second language especially when compared to the other skills and aspects like grammar ,syntax, vocabulary, speaking, writing ,listening and reading .Recently ,the area of learning about different cultural background is no longer a neglected aspect ;however, it has moved to have a position of some importance in many teaching and learning strategies. This section is designed to discuss the role of culture diversity in acquiring a foreign language. It shed light on the different definition of culture diversity , its role in learning the foreign language and the benefitsof understanding cultural diversity in education .This section tackles also the importance of creating a multicultural environment in the classroom , factors that affect cultural diversity ,the relationship between culture diversity, language, and ,attitudes. Furthermore, shedding light for some recommendations and problems in teaching and learning cultural diversity.

2. Definition of culture diversity:

Is taken for granted that being aware about various cultures is widely accepted to be one of the main key for acquiring the foreign language and for enhancing the learners' performance, successful communication and one major element intercultural learning. It is defined differently by many experts in the field of language research and by many organizations that take into account this concern.

Loden and Rosener (1999) define cultural diversity as "that which differentiates one group from another". Furthermore, culture diversity (also known as multiculturalism) which defined as a group of diverse individuals from different cultures or societies. Usually, Culture diversity takes into consideration language, religion, race, sexual orientation, gender, age and ethnicity. In addition to that, culture diversity can be defined as a form of appreciating, accepting and respecting the differences in individuals. The differences can be focus on age, sex, ethnicity, sexual orientation, and social status.

On the other hand, The UNESCO universal declaration on culture diversity (2001) claims that "cultural diversity is a necessary for human kind as biodiversity is for nature". The UNESCO's organization also supplements that in this since of variety, it is the common heritage of humanity and it should be recognized and affirmed for the benefit of present and future generations. Cultural diversity is the equality of variety or various culture, as opposed to monoculture, or a homogenization of cultures. The phrase " culture diversity «is also used to mean the variety of human societies or cultures in a specific region, or in the world as a whole. From the definition above, the term of "culture diversity" is defined as the variety which includes language, region ,gender, age, cultures, sex orientation and different social status. It refers also to the acceptance, valuing and respecting the differences of the others' cultures.

2.1. The concept of diversity:

What does diversity mean? It is defined by (O'Reilly, Williams, & Barsade 1998, p 186) "Diversity is a subjective phenomenon ,created by group members themselves who on the basis of their different social identities categories others as similar or dissimilar». Furthermore, they supplement also " A group is diverse if it is composed of individuals who differ on a characteristic on which they base their own social identity ".

2.1.1. Teaching Learning and Culture Diversity:

People use language for purposeful communication and learning a new language and its use in order to communicate with speakers of the language. This understanding of language sees a language not simply as a body of know involves learning how to use words, rules and knowledge about ledge to be learnt but as a social practice in which to participate(Kramsh,1994). This context is not a single culture as both the target language and culture and the learner's own language and culture are simultaneously present and can be simultaneously engaged. Learning to communicate in an additional language involves developing an awareness of the ways in which culture interrelates with language whenever it is used.(Kohler ,2003).Language is often viewed as a complex system that reflects what meanings are attached to behaviors, and how they are expressed. The split between the teaching of language and the teaching of literate culture widened language acquisition became the acquisition of skills, of automatic verbal behaviors that were perceived as having no cultural value in themselves, but that could later give access to a national literature with unique cultural value (Kramsh,1995) therefore learners of languages need to learn about and understand cultures. Understanding culture as practices with which people engage becomes centrally important. Learning to be intercultural involves much more than just knowing about another culture; it involves learning to understand how one's own culture shapes perceptions of oneself, of the world and of our relationship with others. Learners need to become familiar with how they can personally engage with linguistic and cultural diversity.(Scarino and Liddicoat 2009).The expression East and West can constitute a problem as a means of introducing a discussion of cultural issues in language and literacy development.

2.1.2. Culture diversity in learning the foreign language:

Knowledge of different cultures is important for facilitating communication with people. Therefore learners of foreign languages need to learn about and understand different cultures background. Understanding cultures as practices with which people engage becomes very compulsory. This means that in the language classroom it is not just a question of learners developing knowledge about another cultures but of learners to coming to understand themselves in relation to some other cultures. This is why there is a contemporary focus on "Intercultural" or " cultural diversity".Hence,learning to be intercultural includes much more than just knowing about another culture: it involves also learning to understand how one's own culture shapes perception of one another, of the world ,and of our relations with the

others. So, learners need to become familiar with how they can personally interact with linguistic and cultural diversity. Liddicoat (2005) claims that there is another way to think about culture in language teaching which is the differences between a cultural perspective and an intercultural perspective. Therefore, the intercultural competence implies the transformational engagement with an additional culture of the learners in the process of learning in EFL classroom. In addition to that, taking an intercultural expectation in cultures in EFL classroom and during the learning and teaching process includes more than developing knowledge of the other people and their cultures. Furthermore, this means that the Foreign language's learners should appreciate, value, accept and respect the differences of the others' cultures.

2.1.3 the benefits of understanding culture diversity in education:

In addition to the aforementioned educational potential of teaching different cultures backgrounds for EFL in general.

According to Malika Farhadi claims that the multicultural education or culture diversity enriches the learners' objectives as follows the more diversity environments increase all students' level of critical thinking, raise levels of their knowledge and awareness, challenge assumptions, and raise level of their contact connections and communications, she states also that a multicultural learning situation brings with it a number of challenges that need to be overcome to create an effective learning environment for every student, these aspects such as communications, learning preferences (the manner information), social values that differ from culture to culture and all contribute to the learning environment. Malika also declared that teachers should pay attention to the actual diversity in the class and cultural interactions in the classroom, will observe daily verbal behavioral or environment conflicts that communicate hostility and insults towards people of a different race other culture ethnicity religion. She also states that teachers should be a conscious effort to bring in diverse perspectives represented in examples and teaching materials in their teaching and they must address multiple learning styles and interactive process. Moreover, she declares that there are five principles of pedagogical practices which foster students engagement across social and cultural differences:

First of all, teachers should balance and acknowledge both the emotional and the cognitive components of the learning process.

Secondly, they should acknowledge and support the personal and individual dimensions of experience, while making connections to and illuminating the systematic or structural dimensions of social interactions.

Thirdly, paying attention to different norms about social relations and communication patterns that emerge in the classroom or within small group interactions.

Fourthly, utilizing personal reflection and individual or group experiences tools for experiential student-centered learning.

Fifthly, teachers should explicitly value the development of awareness about different cultural backgrounds and social change as outcomes of learning process.

Farhadi Malika also claimed that multicultural education is broadly takes many forms and has an impact on every aspect in the learning process including staffing, curriculum, testing, disciplinary policies, students and community involvement.

2.2.1. Creating a multicultural environment in classroom:

Nowadays, Foreign language's learners must be aware about various cultural background during the process of learning the target language. Furthermore, educators need to keep informed on the current techniques and methodology regarding multicultural education .In addition ,the classroom require to reflect the diverse needs of the students. Creating a multicultural environment in the classroom is a significant strategy in the teaching and learning process. Now, more than ever, teachers and learners need to be aware about the advantages of creating an atmosphere that is beneficial for the students. The learners who receive the benefits of a good multicultural classroom environment are more likely to excel in the EFL classes.

Furthermore, teachers who integrate a diverse culture in the classroom are more tolerant to the need of their students. In addition to that, this creates a reciprocal understanding between teachers and the learners which in turn creates a positive learning atmosphere .Moreover, the learners must be with an open mind and non-judgmental. Hence, creating a multicultural atmosphere in EFL classroom is more than just pretty pictures. A teacher must be genuine and non-judgmental when dealing with learners. Besides, students should respect, appreciate and valuing the others' culture and being tolerant with the differences of the individuals.

2.2.2. Building a multicultural library in the classroom:

No matter what subject a teacher teaches, She or he needs to have a multicultural library in his or her classroom. Hence, this is a simple strategy to create multicultural classes. A variety of books from diverse cultures makes an ordinary EFL classroom an exciting one. For example, science books by Hispanic author could show students that people from various cultures have a place in the Algerian classes. Reading books about Chinese or African cultures sends the message to the learners to be with an open -mind, tolerant with the others' culture and aware about the differences that shape culture from all over the world and the ideas will present in the classroom. In addition to that, the best strategy to create a multicultural atmosphere in EFL classes is to simply celebrate differences amongst learners. There are various ways in which teachers can achieve this. Food fairs are a great way to celebrate cultural diversity. Once a month learners could make a dish that highlights the others' cultures and explain why the dish is important. Each learner could taste and learn about authentic foods. A different way to celebrate differences is to creating a gallery in which learners are given a poster board.

3.Supporting Culture Diversity:

Each learner or(pair)could create a poster that highlights the others' cultures. The teachers would hang each poster around the classroom. then the learners will walk around each poster and write a question about diverse culture. Questions about various cultures would answered by the learners who have been aware about by each difference. Moreover, the learners will have an understanding about diverse cultures. In addition,this is the best and the fast strategy for teachers and learners to gain and being aware and tolerant with the others cultures. Engaging students through supporting cultural diversity offers a fantastic perspective of various cultures and learning about different cultures can affect EFL learner's performance; However, more and more students learn about various cultures because of the awareness it provides. Thus engaging students to learn about different cultures help them increasing their level and their understanding to the world. Furthermore, supporting culture diversity enhance the acceptance about the other's cultures and improve culture awareness, thus the learners will be valuing, respecting and accept the differences of the individuals and welcoming ideas that are different from his/or her own. In addition to that, it supports the idea that every person can make a unique and positive contribution to the larger societies because of their differences Furthermore, where diversity is recognized, accepted and respected; Thus different cultural ideas are appreciated and valued;moreover,where contribution from both learners and teachers are encouraged ,thus they will be empowered to achieve their full potential and the differences

are celebrated. Besides, cultural diversity helps learners valuing and respecting «ways of being" that are not necessarily their own ,So that when the students interact with the other's cultures they can build bridges to trust ,respect, understanding and having different experiences across cultures. In addition, the learners meet to start thinking about the positive of different cultures and how surrounding themselves with diverse cultures can enrich their skills and performance. Thus, the learning about people of different cultural backgrounds can increase their horizons, they will have a better interpersonal dialogue and communicate efficiently.

3.1. Cultural Diversity in The Classroom:

In considering how best to provide support for diversity, Martell (2013) recommends that Teachers go beyond the assessment of their student's aptitudes, skills, and knowledge with respect to the subjects being taught. According to Martell,teachers must strive to use inclusive language examples as much as possible, because some differences are less visible and it is impossible to know every student's situation. Moreover Wighting (2005) and O'Donnell (2012) claims that teacher's reflection on their behavior, perspective, and attitudes towards cultural diversity classrooms is a key point. The need to understand the family uniqueness that encompasses ethnic,racial,Linguistic, and socioeconomic differences, as well as the unique structure and tradition of individual families, is crucial for the students and school success. This is especially important as our classes becomes more diverse and classes encompass unique blends of cultural differences backgrounds. In addition, this type of bias- free perspective recognizes and respects the different needs and values systems of the students. a bias-free perspective should be translated into practice by developing programs and curriculum that naturally integrate differences into everyday activities, and class or course materials.

Besides O'Donnell supplements that teaching different cultural background requires specific skills and reflective practices. Teachers have more complex tasks in their EFL classes than ever before. Moreover, Davis (2006) considers a diverse classroom as a forum that allows students of all ethnic and cultural groups to fully develop their talents and individual potential, and that enable learners to acquire the knowledge, skills, and attitudes needed to contribute to a healthy, Democratic, and pluralistic society. In another vein, Gay(2010,2013) and Grant (2011) talk about how the classroom teacher whose day-to-day work most directly affects the learning of students must implement instructional and assessment activities that promote students' support for diversity. Teachers should effectivelyhave prepared to involve

the benefits of diversity for schools and all students. The quality of an education system focus on the quality of its teachers, who directly influence learner's educational outcomes (Barber&Mourshed ,2007; Scheerens,ed ,2010). Furthermore, the teacher's competences for diversity including:

a. Teacher's personal characteristic: which includes values, attitudes, personality, level of flexibility/introversion ,locus of control ,self-efficacy ,general and verbal intelligence of the teachers.

b. Formal qualification and experience: teachers should have formal qualifications and continues working experience.

c. Methodological competences: Teachers must have the capacity to apply different learning strategies.

d. Pedagogical content knowledge: teachers should have pedagogical methods by which specificities of the subject matter are adopted and delivered to learners. In addition to that, Ellibers(2010)claims that teachers should also have relevant management and pedagogical skills to respond adequately to diversity through teaching .

e. Teacher's attitudes: should influence student's outcomes and can constitute obstacles for successful teaching in diverse classrooms, Gay (2010). Besides, European commission (2015) also claim that intercultural competences, should be including in the learning and teaching process and these involve valuing and adapting to diversity as well as the learners must be with culturally self-aware.

f. Research emphasizes: that teachers are the core actors in transmitting values and attitudes of tolerance and openness towards diversity (Van Driel et all ,2016).

2.4. Characteristics of cultural diversity:

-Cooperative versus competitive learning:"cultures differ in the degree to which they stress cooperation, and individualism" (Grossman,1995, p.324). In some cultures, cooperatively sharing information is encouraged and supported. However, cooperative learning is preferred over competitive learning which for many students presents significant problems should the classroom instruction be independent and competitive based.

-Active and passive learning:(Grossman,1995) viewed that cultures vary on how cooperative and competitive learning prefer to emphasize active and passive learning .students who prefer passive learning are taught to sit quietly, be attentive, and respond verbally only when asked or called upon in the classroom.

-Motivation: The extent to which a student is motivated to learn also has underpinnings in

cultural values and norms. for example, how the home supports learning is one of the key elements to motivation (Winzer& Mazurek ,1998).

Aggression: in different culture, behaviors associated with aggression(Nazarro,1981) tolerance of aggressive behaviors may vary across cultures.

Locus of control: refers to the extent to which learners perceive whether they are controlled by internal or external forces(Hallahan et al.2005) (Grossmen,1995) argued that students perceptions of locus of control vary significantly across cultures.

Acculturation: Diverse learners who are acculturating to a new educational environment may find this experience highly stressful and difficult to manage (Hoover& Collier,2004).

Learning style compatibility :(Winzer& Mazurek,1998) argued that a student's consistent preferences and patterns used to complete learning tasks reflect learning styles.(Grossman,1995, p.139) claims that diverse learners often experience difficulty with instruction" because their learning and behavior styles do not match their teachers' instructional styles». All too often, we see learners considered for special education due to their inability to learn or behave, presumably because of some deficit; in reality ,the suspected problem is a result of incompatibility between teaching style and learning style.

-Cognitive learning styles:(Winzer& Mazurek,1998) claimed that the manner in which student organizes and processes information reflects one's cognitive learning style. Consideration of cognitive styles is particularly relevant to diverse learners as research suggests that "there is a link between cultural background and approaches to learning" (Ovando,Collier,& Combs,2003,p.215).

Nonverbal Communication: (Winzer&Mazurek,1998) argued that much of our communication involves nonverbal elements such as gestures ,body language, eyecontact, facial expressions, or use a personal space. Nonverbal communication is culturally based,Nieto(1996) claimed that educators often fail to recognize nonverbal cues associated with different cultures.

Time and space concepts: (Hoover& Collier,2004) argued that the concepts of time and space vary across cultures. Time for some cultures is highly structured with a reality of its own. In regard to personal space, different cultures emphasize the use of space in various ways, (e.g., more or less space; close proximity; greater social distances) (Shade&New,1993).

Conclusion:

This chapter examines the tremendous role of integrating culture diversity in foreign language classroom. Regardless of supporting cultural diversity and building a multicultural library in EFL classroom. Effective use and opportunities of using cultural differences backgrounds open door for instructors to empower the educational process as well as to improve students' performance in acquiring English as a foreign language in new and advanced ways.

As a conclusion, we can say that studying a language cannot separated from studying culture since the learners' performance is one of the important parts in achieving skills of any language and understanding it. Furthermore, we can say that it is not enough when teaching Grammar or vocabulary or linguistics to provide learners with knowledge. But, it is more difficult and complicated process. In the process of learning a foreign language, learners need to be motivated and improving their skills and performance in order to better acquiring the foreign language, the teacher needs to change learners' perspectives and attitudes on learning English as a foreign language and makes them aware of different strategies that can assist them to achieve their needs which is being knowledgeable about different cultural backgrounds. He also has to take into account to seek for ways that encourage learners and create the desire to learn better. Hence, the teacher's responsibility appears in serving learners with such hints for helping them improving their level and enlarge their knowledge to acquire the foreign language.

Chapter Two:Method, Data analysis and Discussion

1.Introduction

This chapter deals with the method used to conduct the present study as it explains the process used concerning exploring the impact of using culture diversity as a teaching -learning strategy to improve " the learners' performance "in EFL classroom .To serve the needs of our research , we are going to cope with presenting and analyzing the gathered data that was collected through a questionnaire. The questionnaire was given to First year master degree. This chapter includes two sections. The first section encompasses the research design, participants and settings, instruments, data collection, and procedures for data analysis. The second section contains data analysis, results, and discussion.

2. Section one:

2.1. Research design:

This study applied by following a descriptive research by distributing the questionnaire designed to answer the study questions and that using various culture will improve learners " performance " in acquiring English as a foreign language. A qualitative research design was convenient for the study :thus ,qualitative research is a methodology that discusses the facts or links between variables .we would analyses a questionnaire given to students' attitudes and opinions as well as an interview give, to teachers towards the role of culture diversity as a teaching -learning method in improving students' performance in EFL classroom.

2.2.Participants and settings:

This study was hand during April 2018 at University of Abbes LaghrourKhenchela.In the department of English language and literature. The target population of thestudy is the students of First Year English Master Degree: due to a difficulty to deal with all students, asimple random sampling method was used. The total number of the students' population is one hundred and nine-teen students divided into two groups. The students are from different genders, males and females, aged 23 to 37 years old.

All samples respond to the questionnaire designed for collecting data. The first year English master degree students were chosen as a population, because, after two years , they will be future teachers, as well as students at this level should be aware about different strategy to manage their classroom and their learners to master and acquire the language very quickly, therefore we were urged to improve their performance and proficiency so as to communicate effectively and enhancing their level is very important and compulsory for that purposes.

2.3. Instruments:

2.3.1. Questionnaire description:

The learners' questionnaire is designed to obtain data concerning the students' opinion about the learning situations and their attitude towards the role of culture diversity as a teaching - learning strategy for improving their proficiency and performance in acquiring English as a foreign language. Hence, the attitude questionnaire consisted of twenty-four (25) items. The type of questions used are a combination of close-ended questions where the participants are asked to tick the appropriate answers and open -ended questions where they given the opportunity to provide their own answers or justification. The questionnaire includes items that organized in three sections, each section intended to investigate and provide particular information.

The first section includes general information which contains two items in order to gain background information about students in terms of purpose and motivation to study English .Section two contains items aim at exploring the students' attitudes towards studying the English with its target culture and discovering the relationship between the two. It seeks information about the students' frequency of learning English with its target culture as well as if it can the target culture affect in acquiring the foreign language and if it can enhance their language skills. Section three discuss Students 'attitudes toward the role of culture diversity in improving learners' performance in acquiring the foreign language, divided into four items where the stress is put on gauging students' awareness about the importance of cultural diversity in language learning and knowing students' difficulties when interact with the native speakers of English communities and when expressing their ideas; however, this section is actually the core of the questionnairebecause it affirms whether culture diversity is an effective strategy in improving the students' performancein acquiring the foreign language in EFL classroom from students' perspectives. This questionnaire was distributed to the individuals of the convenient sample with the aim of answering the research question " what are the different learners" attitudes toward the implementingcultural diversity and their effects on learners' performance in acquiring the foreign language ?

2.3.2 Data collection procedures:

we gather qualitative data representing participants and perception of intention to the role of culture diversity as a teaching -learning strategy in developing learners' performance in acquiring the foreign language through a descriptive method, because it is the appropriate one to acquire and gather data about this issue. Using data collection instruments of qualitative

methods would allow the researcher to put emphasis on the natural setting and the points of views of the research participants. Conducting a qualitative method provides an analytical as well as reasonable path for researchers to gather their data ,in other words qualitative researchers attempt to study phenomena based on impressions and thoughts that people lead to them (Denzin & Lincoln, 2005). Therefore, we have selected students of the first year master degree through a questionnaire and asked them for the sake of collecting data concerning their attitudes as well as to explore their perceptions towards the effect of implementing cultural diversity to improve the learners' performance in acquiring English as a foreign language.

2.3.3. Data Analysis procedures :

We opt for descriptive analysis to summarize and organize the data, also to define the important relationships and distinguish the differences or similarities within and between various categories of data, to answer the study questions ,the following methods were used with 75% ; 2- statistical analysis employed with 25% used in students' questionnaire to identify some statistical differences. However, after collecting data from the attitude questionnaire, we analyzed them in Microsoft office 2007.

Besides, all respondents learn about various cultures. The majority of learners indicate a great reliance to the role of cultural diversity in EFL classroom to communicate effectively in real life situations, as well as it is very beneficial to implement such strategy and they state that it is grateful to use them for learning in the classroom as learning tools ,the results were required to answer the research questions.

3. section two

3.1 Analysis of The Questionnaire

Section one: Background Information

Question item 01: are you motivated to study /learn English language?

A - yes ; B - no.

Options	Numbers	Percentages
A	40	80 %
B	10	20 %
Total	50	100 %

Table01: students motivation to study English language.

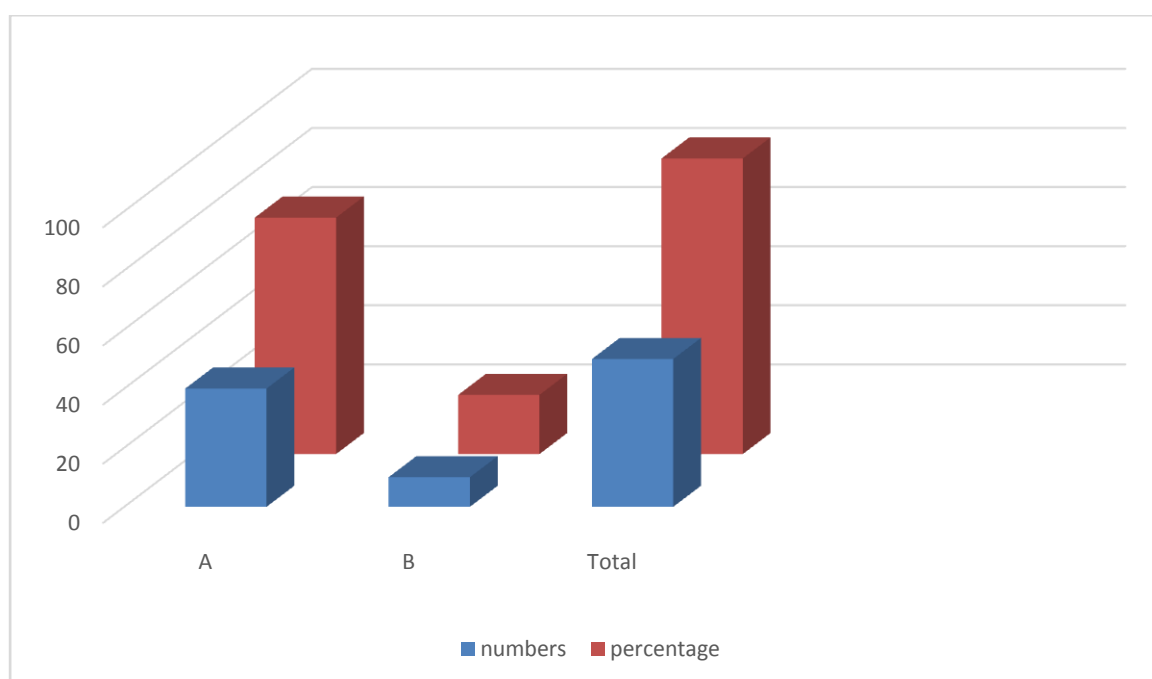


Figure 01: students motivation to study English language.

The following figure describes learner's motivation towards studying English language, forty (40) participants (80%) told that they are motivated to study English. the other (20%)who claim that they are not motivated to study English are those who haven't chosen to study English in the first choice but they find themselves obliged to learn it because there was no other choice for them .

Question item 02:

If yes for what purpose are you studying it? (you can tick more than one box)

a-like it ; b-for a future job ; c to understand others culture ; d communicate native speakers ; e - others (please specify).

Options	Numbers	Percentages
A	35	70%
B	2	4%
C	3	6%
D	5	10%
E	5	10%
Total	50	100%

Table 02: reasons behind students' motivation to study English language.

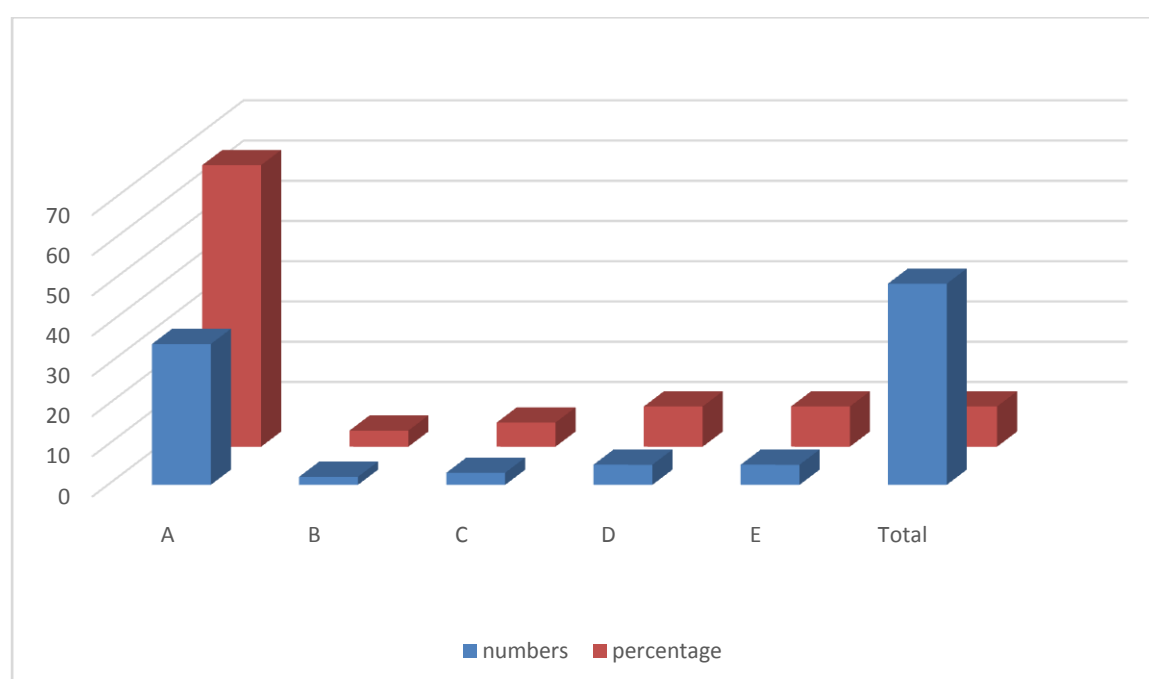


Figure 02: reasons behind students' motivation to study English language.

This question attempt to figure out students' main reasons for their engagement to study English. A quick glimpse to the table reveals that percentages of students (70%) argue that their preference of English language is that they like it ,for a future job (4%) and to understand others' culture (6%),and to communicate with native speakers (10%)are the main reasons behind their choice to learn the target language however ,others provide other reasons like to complete their study abroad, to master more than one language and culture ,to speak one of the largest languages throughout the world and to travel and develop their business.

Question item 03:do you face specific obstacles while learning English?

a=yes ; b - no.

Options	Numbers	Parentages
A	28	56%
B	22	44%
Total	50	100%

Table 03: students specific problems in learning English.

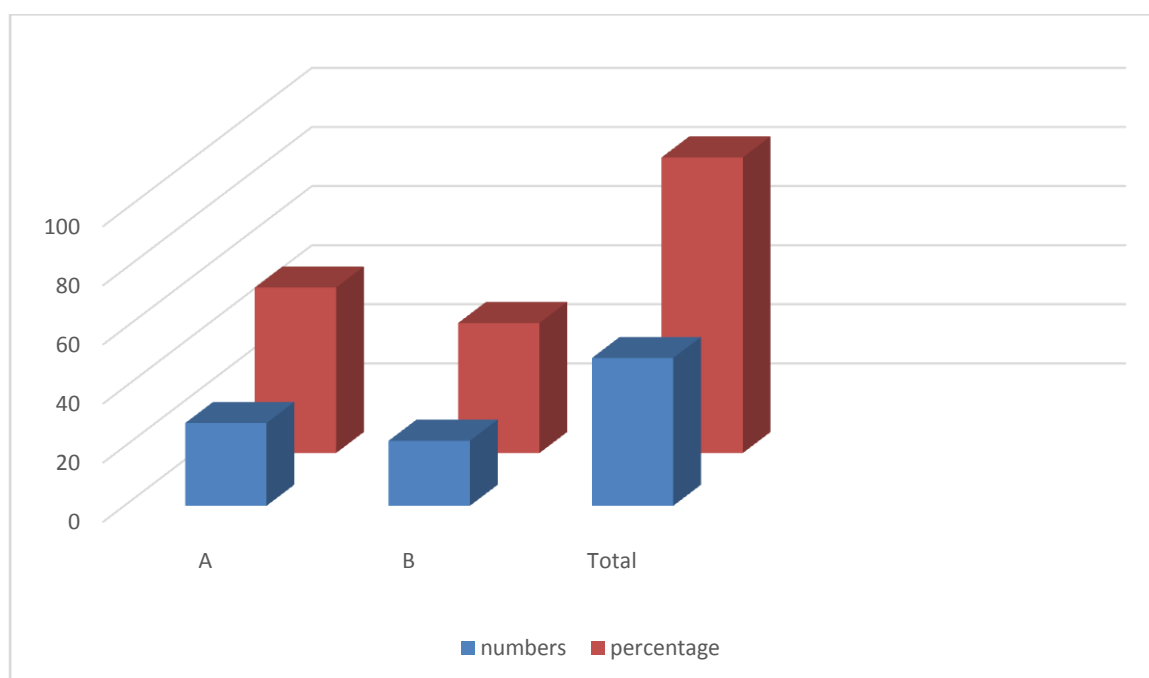


Figure 03: students specific problems in learning English.

Question describes learners' difficulties that they encounter when they learn the target language we observe from the results obtained that most learners (56%) claimed that they do not face obstacles in the learning process, they can acquire knowledge easily.

Student stated the following causes behind problems of learning the language:

The practice absence of English language outside the class.

Problems in grammar syntax and pronunciation.

The lack of motivation in the classroom.

The lack of practicing the new words learned.

We conclude that the majority of students face and encounter problems in acquiring English in EFL classes.

Options	Numbers	Percentages
A	12	24%
B	14	28%
C	24	48%
Total	50	100%

Table 04: students objective to learn English.

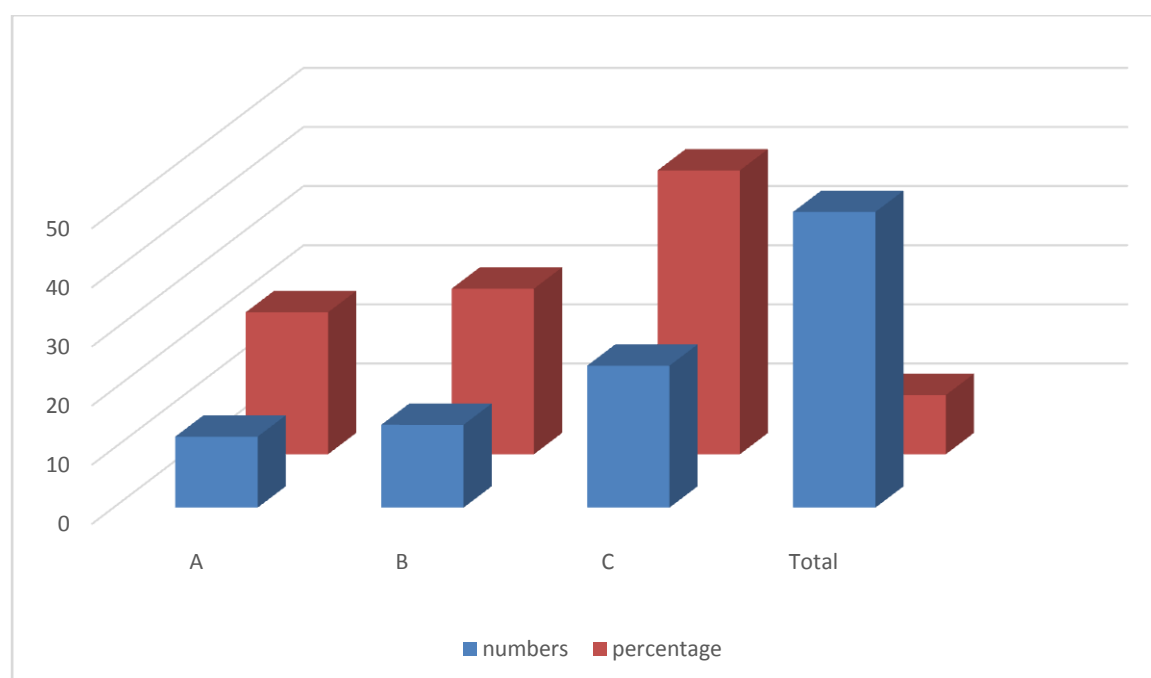


Figure 04: students objective to learn English.

Throughout the results displayed on the table and figure above , we observe that most of learners (48%)agree that learning about the others ‘cultures and in order to go abroad to complete their studies and they confirm that learning about various cultures can positively affect in acquiring easily the foreign language, while (28%)of leaners hold that they don’t learn the target language to have friends from different nationalities furthermore, twelve(12)participants (24%)told that they learn the target language to have friends from different nationalities and cultures ,and they claim that they learn it for this purpose because English is the language of the world.

Question item 04: you chose to learn English because it is the used language to communicate with all people abroad?

A - yes ; B -no.

Options	Numbers	Percentage
A	31	62%
B	8	16%
C	11	22%
Total	50	100%

Table 05:the objective from learning English as a foreign language.

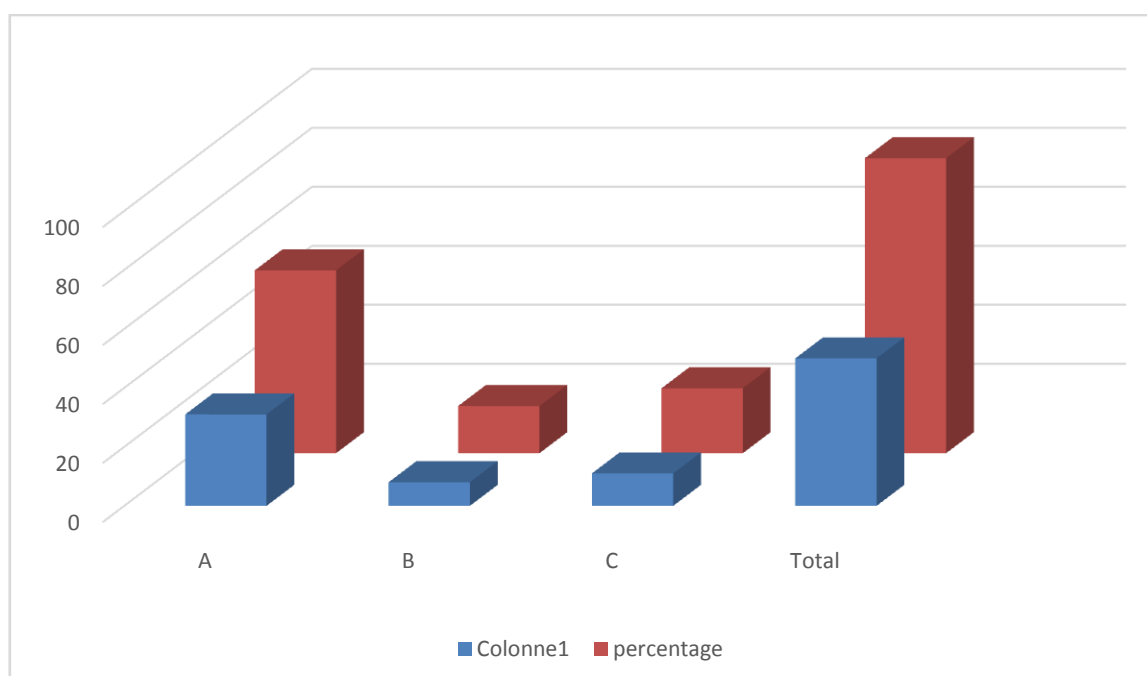


Figure 05: the objective from learning English as a foreign language.

This question attempts to figure out students' main objective for their engagement to study English, a quick glimpse to the table reveals that percentage of students (62%) argue that their preferences of English language for communicating with all people abroad from different cultures backgrounds. furthermore, the other participants (16%) said that they do not learn English language for this purpose, but just for future job , while the minority (22%) said maybe they acquire it for that objective and to complete their studies abroad and to develop their level.

Question item 05:you chose to learn English because you want to know about the culture of English native speakers.

A - yes ; B - no

Options	Numbers	Percentage
A	31	62%
B	11	22%
C	08	16%
Total	50	100%

Table 06: students purpose to study the target language.

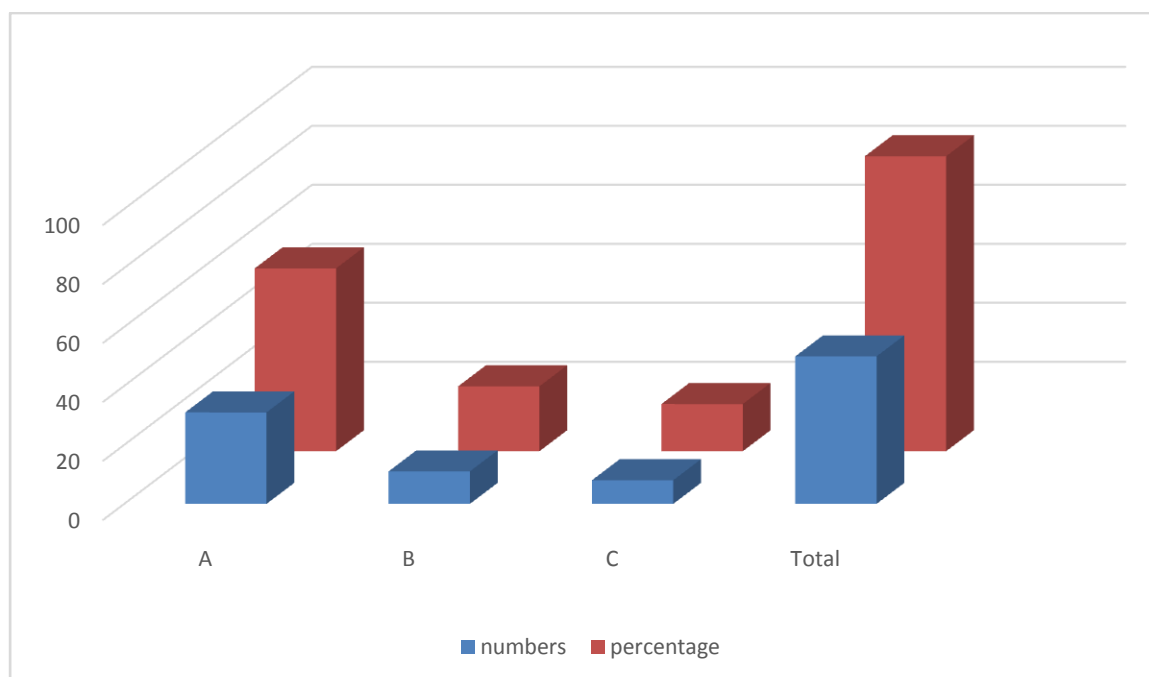


Figure 06: students purpose to study English.

This question investigates the students' perception of culture ,according to their positive answers towards ,thirty one participants (31) (62%) ;we can consider that they do not deny or reject the presence of the English culture in their studies , we can deduce that the majority of students want to know about the English native speakers culture, and they claim that linking the language with its culture can enhance the learners' level and performance.so its question was designed for two objectives :

First to have an idea about the students attitude in English and second, to emphasize the role of English outside the academic borders .however eleven (11)participants (22%)they reject

totally the importance of learning about the English native speakers and they neglect to link the language with the native speakers and they are not aware enough about their culture, whereas the least percentage of them (8) ;(16%)give a little importance to native speakers' culture, we can conclude that EFL students give much concern to the others 'culture depend on their attitudes towards the language itself , and they believe that learning English language requires learning about its culture.

As a result, learners who are interested to learn and master the language will give much importance to learn about its culture and the others' culture. However, those who gave small concern to the others' culture, they give only a little importance to it.

Question item 06:being in touch with English native speakers may be useful for the Algerian learners?

A -yes ; B - no ;c -maybe.

Options	Numbers	Percentage
A	36	72%
B	3	6%
C	11	22%
Total	50	100%

Table 07: the students' attitude towards being in touch with native speakers.

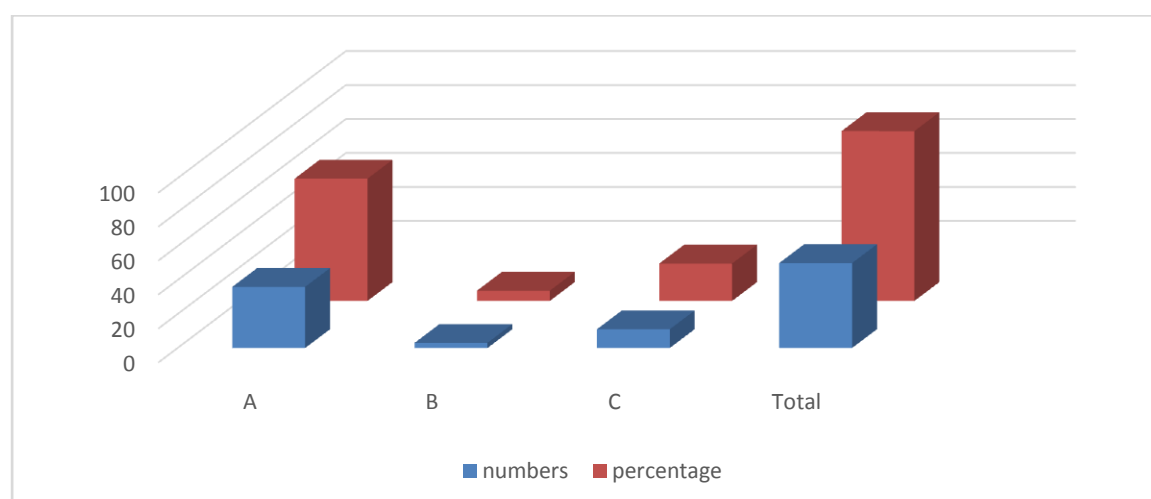


Figure 07: the students' attitude towards being in touch with native speakers

The results show students' attitude towards being in touch with the native speakers and if this one can be useful for the Algerian learners to enhance their performance to acquire the foreign

language. We observe that most students (62%) confirm that being in touch with native speakers may be beneficial for the EFL learners and is very useful in learning the target language. However (6%)of learners disagree that being in touch with native speakers is not something useful for the Algerian learners in addition to that (22%)students they states also that speakers maybe very helpful for EFL learners.

We can conclude that leaners who getting in touch with native speakers can be very beneficial for the Algerian learners to develop their level in acquiring the target language.

Question item 07: interacting with English native speakers make communication with them an easy task?

A -yes ; B - no.

Options	Numbers	Percentage
A	45	90%
B	05	10%
Total	50	100%

Table 08: the improvement of the students' performance through communicating with native speakers.

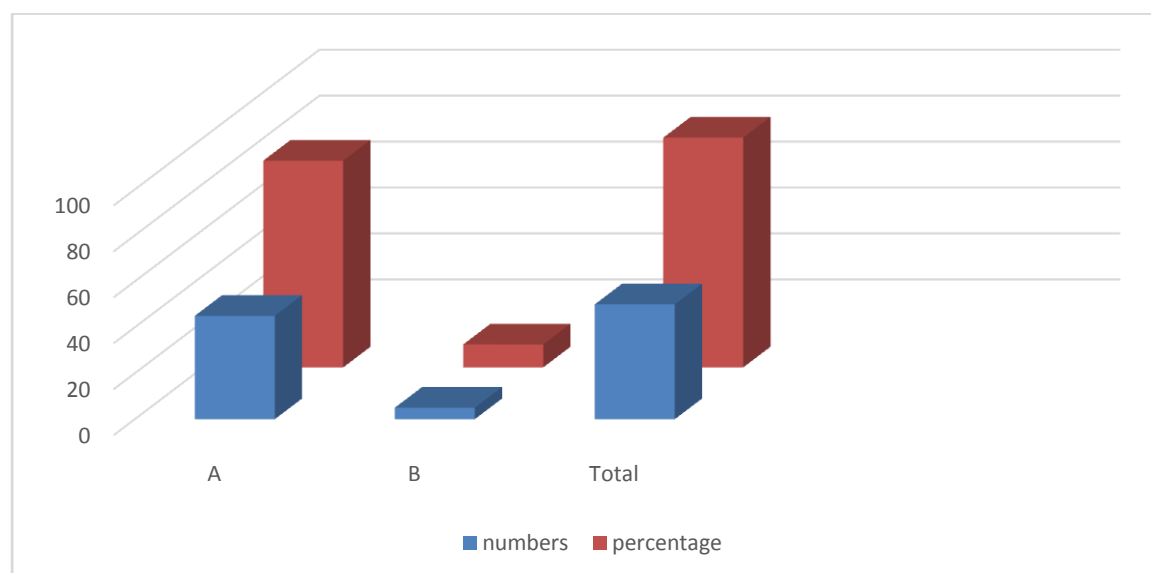


Figure 08: the improvement of the students' performance through communicating with native speakers.

Question item 08:do you think that culture and language are linked to each other?

A - yes ; B - no.

Options	Numbers	Percentage
A	39	78%
B	11	22%
Total	50	100%

Table 09: the relationship between culture and language in EFL learning.

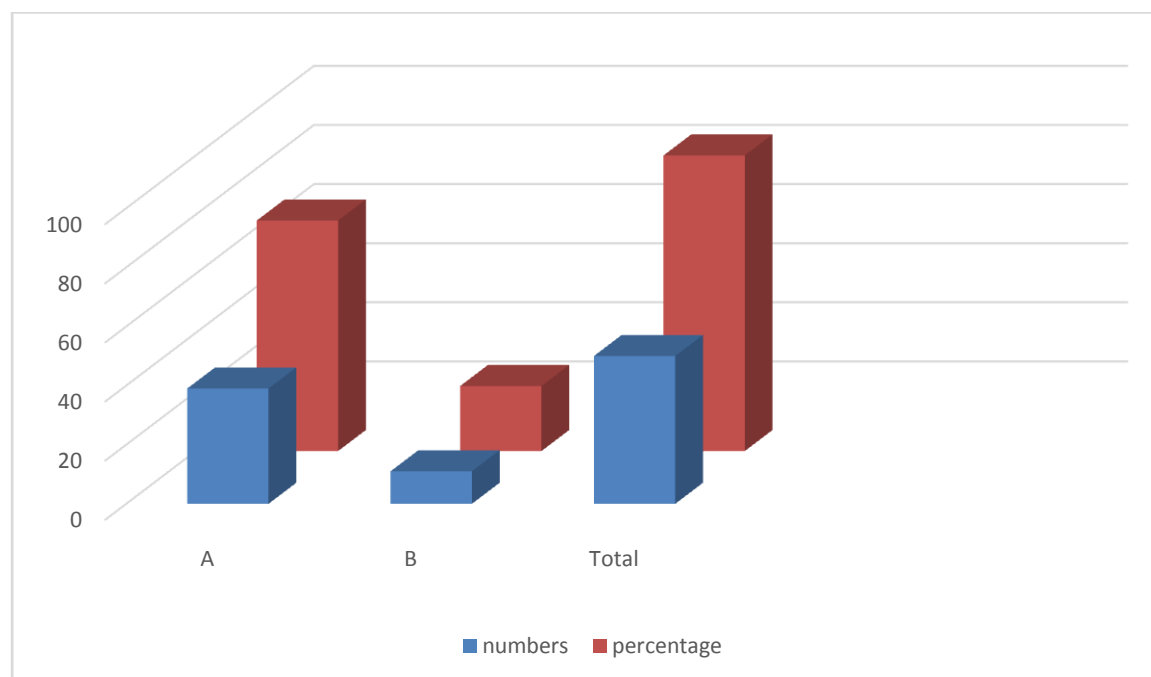


Figure 09: the relationship between culture and language in EFL learning.

This question is about the importance of culture and language in the learning process ,we notice that most students (78%)agree that there is a relationship between culture and language since language is a product of culture and they are unseparated and the majority of learners states that ,because language is the best way to express culture ,while (22%)of them do not agree that it exists a great relationship between culture and language ,we conclude that the majority of learners are aware about the importance of integrating the language with its culture and linking this two concepts in the learning process can help students ameliorate their level in EFL classroom

Question item 09: learning a foreign language implies necessarily learning its culture?

A -yes ; B - no.

options	numbers	percentage
A	37	74%
B	13	26%
Total	50	100%

Table 10: the importance of learning the target language with its culture.

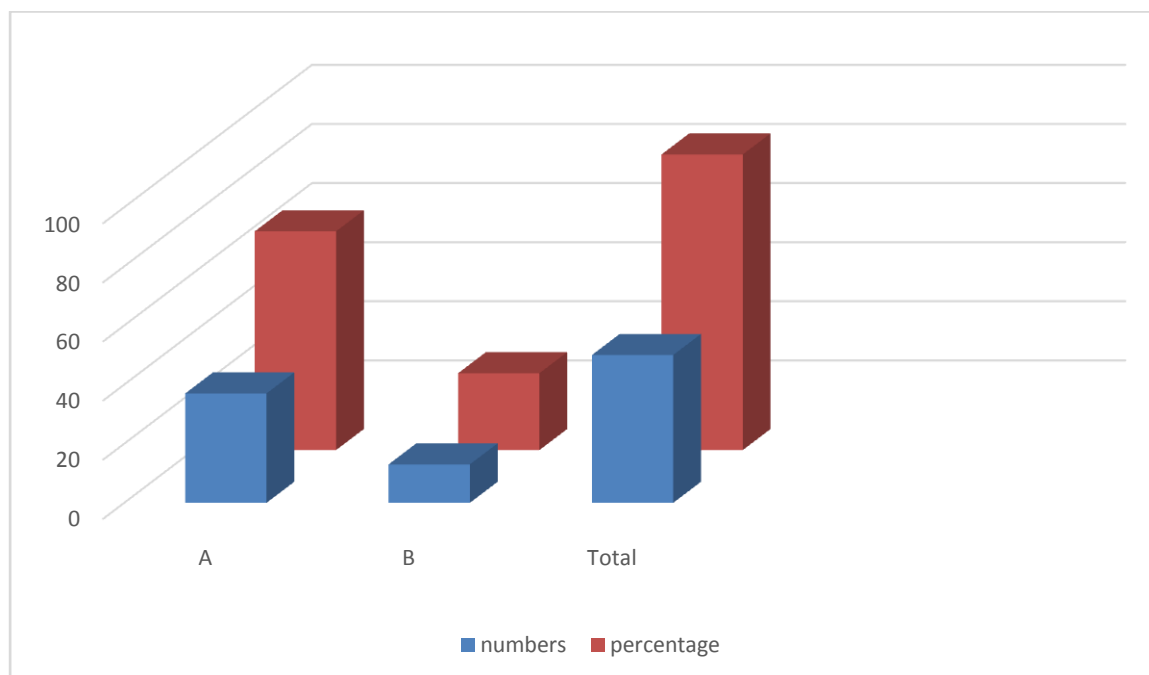


Figure 10: the importance of learning the target language with its culture.

We asked this question in order to know if the learners are aware about the others' culture or not and to know also if learning culture of the target language enhance the students' performance in acquiring the foreign language .so we observed from the result showed that (74%) of learners agree that learning a foreign language implies necessarily learning about its culture and is an effective educational strategy to improve the students' level and performance in the EFL learning , while (26%)of them claimed that integrating with its culture is not something beneficial in the learning process .we can conclude that the majority of EFL learners are aware about the importance of integrating the language with its culture and the advantages of learning about the others' culture as an effective educational strategy to help students improving their English level.

Section two: learners attitude towards the role of culture diversity in EFL classroom.

Question item 10:in your opinion, how can culture diversity be defined?

We asked the current question in order to know if the EFL learners are aware about the concept of cultural diversity. We noticed that most of the learners confirm that they really face difficulties in defining this term, and this is due to the lack of an awareness and tolerance with the others' culture. furthermore, they are not familiar enough about the notion of culture diversity in learning the foreign language while we found just few of students claimed that they do not have difficulties in this matter. This rate shows that culture improvement and awareness is a common problem that EFL students suffer from.

Question item 11:does cultural diversity has an influence on enhancing the learners' performance in acquiring English as a foreign language?

A - yes ; B - no.

Options	Numbers	percentage
A	25	50%
B	25	50%
total	50	100%

Table 11: the role of cultural diversity on influencing the learners' performance in acquiring English as a foreign language.

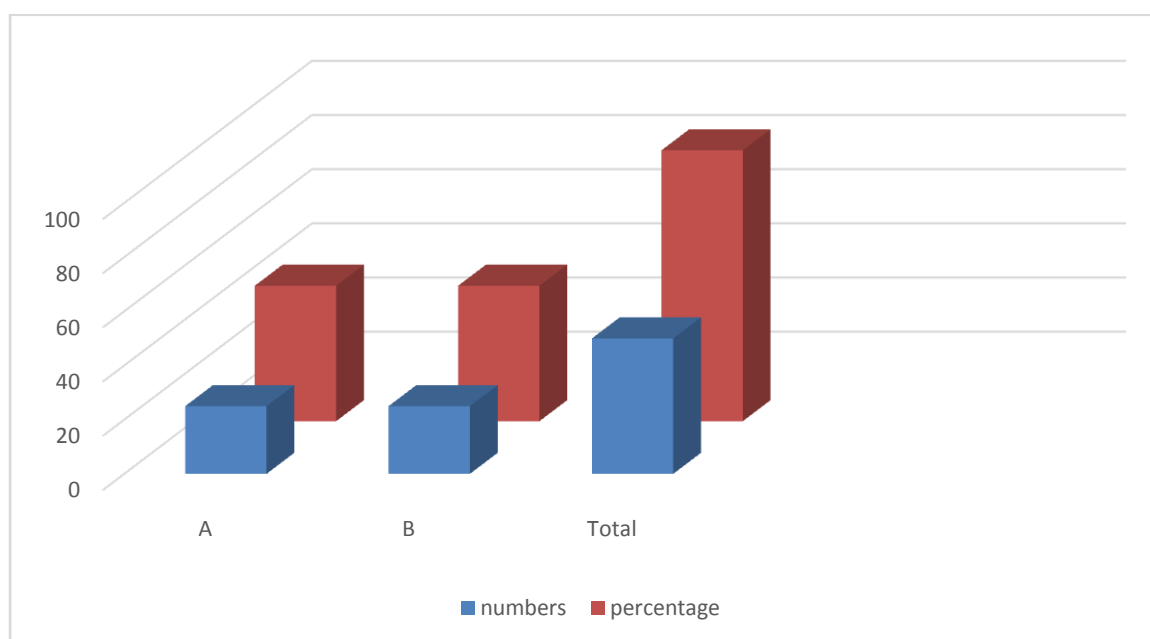


Figure 11: the role of cultural diversity on influencing the learners' performance in acquiring English as a foreign language.

From the figure above, we notice that the majority of students (50%) agree that learning about different cultural backgrounds has an effective impact in EFL classes and can improve the students' performance and the learning process, while (50%) of them totally disagree the idea that cultural diversity can improve the students' performance in acquiring English as a foreign language.

Question item 12: do your teachers make you aware you about the different cultures in the classroom?

A - yes ; B - no.

Options	numbers	percentage
A	29	58%
B	21	42%
total	50	100%

Table 12: students 'awareness about culture diversity.

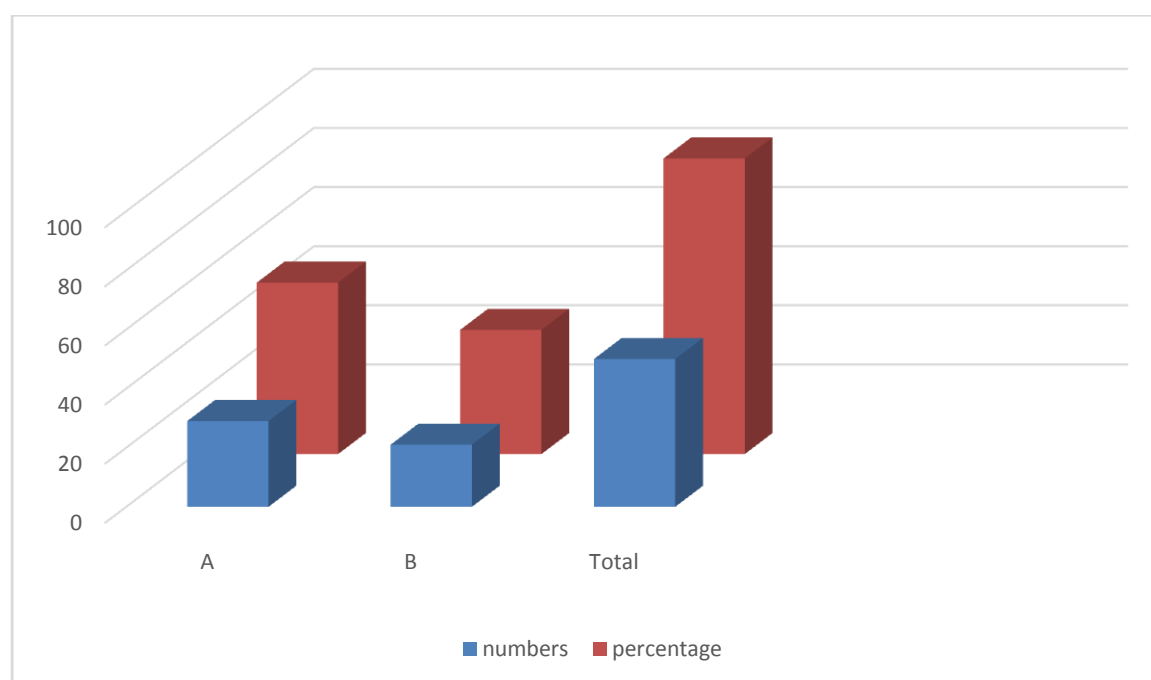


Figure 12: students 'awareness about culture diversity.

This question is about the students' awareness about different cultural backgrounds. We notice that the majority of students (50) are aware about cultural diversity and they claim that it should be an educational strategy in EFL classes, whereas the minority claim that they are aware about different cultural backgrounds and this due to the lack of awareness and

motivation in the classroom and during the learning process, so it is clearly indicate that students are aware about culture diversity which play a big role in enhancing the learners ‘performance and the learning process .

Question item 13:do you accept the others’ culture?

A - yes ; B - no.

Options	Numbers	Percentage
A	45	90%
B	5	10%
Total	50	100%

Table 13: students ‘tolerance about the others’ culture.

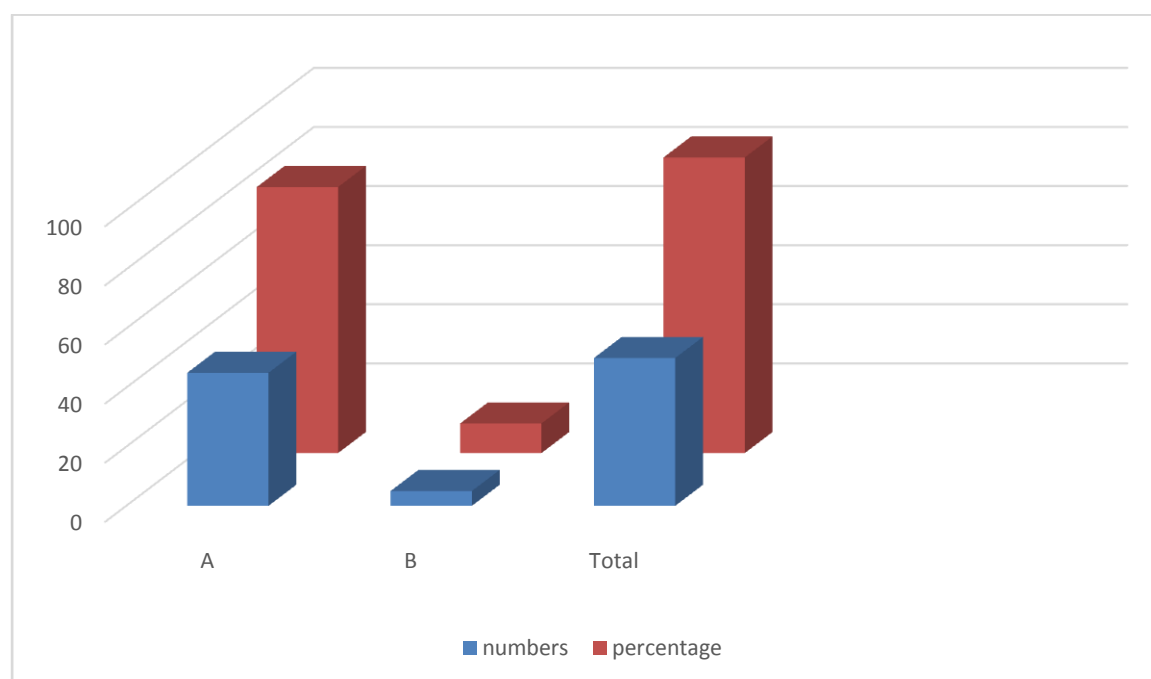


Figure 13: students’ tolerance about the others’ culture.

The table indicates learners’ tolerance with the different cultural backgrounds in EFL classroom. We observe that (90%) of them are tolerant about the others’ culture and accept the individuals’ differences, while (10%) of them totally disagree to be tolerant with the others’ culture and accept it, and this is due to the lack of awareness and motivation in EFL classes.

Question item 14: does your teacher motivate you to learn about various cultures?

A - frequently ; B - sometimes ; c - never .

Options	Numbers	Percentage
A	8	16%
B	33	66%
C	9	18%
Total	50	100%

Table 14:students' motivation to learn about various cultures.

We ask this question to know if the students are being motivated in the EFL classroom to learn about different cultural backgrounds or not, so it is clearly that (33%) of students claim that they motivate to learn about cultural differences but not frequently and EFL classes their teachers do not focus on it as on effective educational strategies whereas the minority of them (16%) only confirm that their teachers motivate them to learn about different cultural backgrounds. In addition to that, the last percentage (18%) states that students weren't motivated to be aware about culture diversity in EFL classes.

Question item 15:do you learn about cultural differences to be ?in contract with ?

a-with friends from all over the world ; b - aware about the differences of culture ; c - open mind .

Options	numbers	percentage
A	16	32%
B	5	10%
C	29	58%
Total	50	100%

Table 15: students 'purpose to learn about cultural differences.

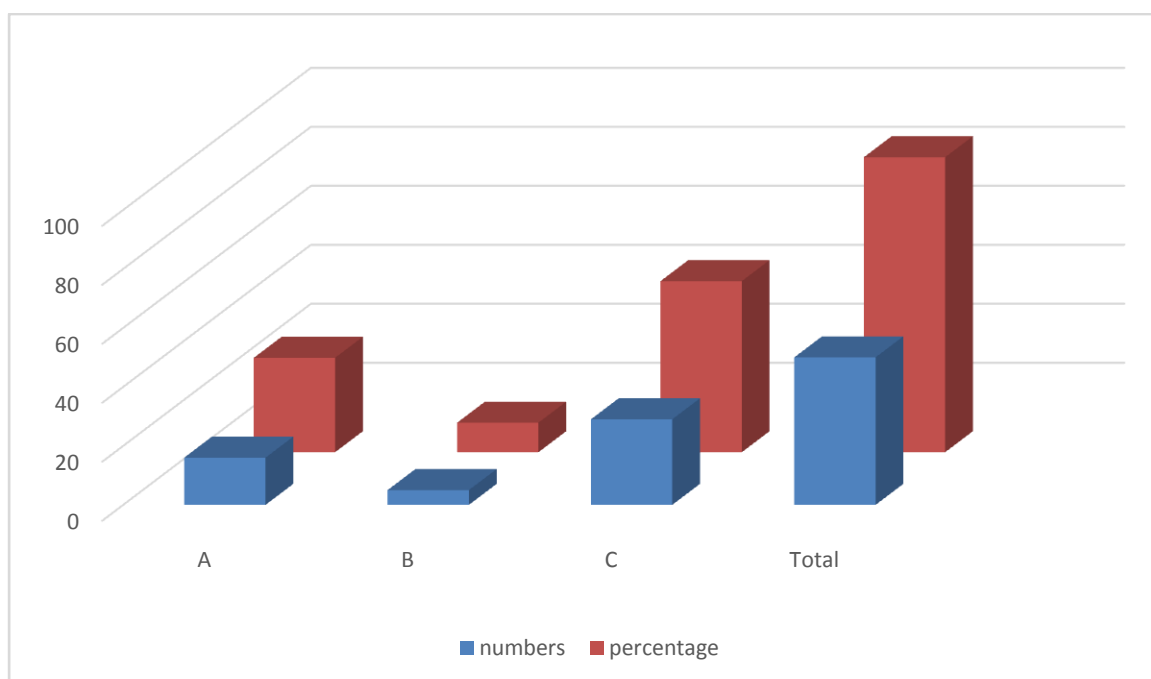


Figure 14:students' purpose to learn about cultural differences.

This question is about the purpose of learning about cultural differences given by EFL learners. We observe from the results showed that most students (58%) choose to learn about culture diversity to be with an open mind, while (32%) learn about cultural differences to be in contact with friends from all over the world. however last percentage (10%) of them to be aware about the differences of cultures and understand the world around them .

Question item 16:how do you consider the role of culture diversity in learning the target language?

A - very important ; B - important ; C - not important at all .

Options	Numbers	Percentage
A	14	28%
B	30	60%
C	6	12%
Total	50	100%

Table 16 :the role of culture diversity in learning the target language .

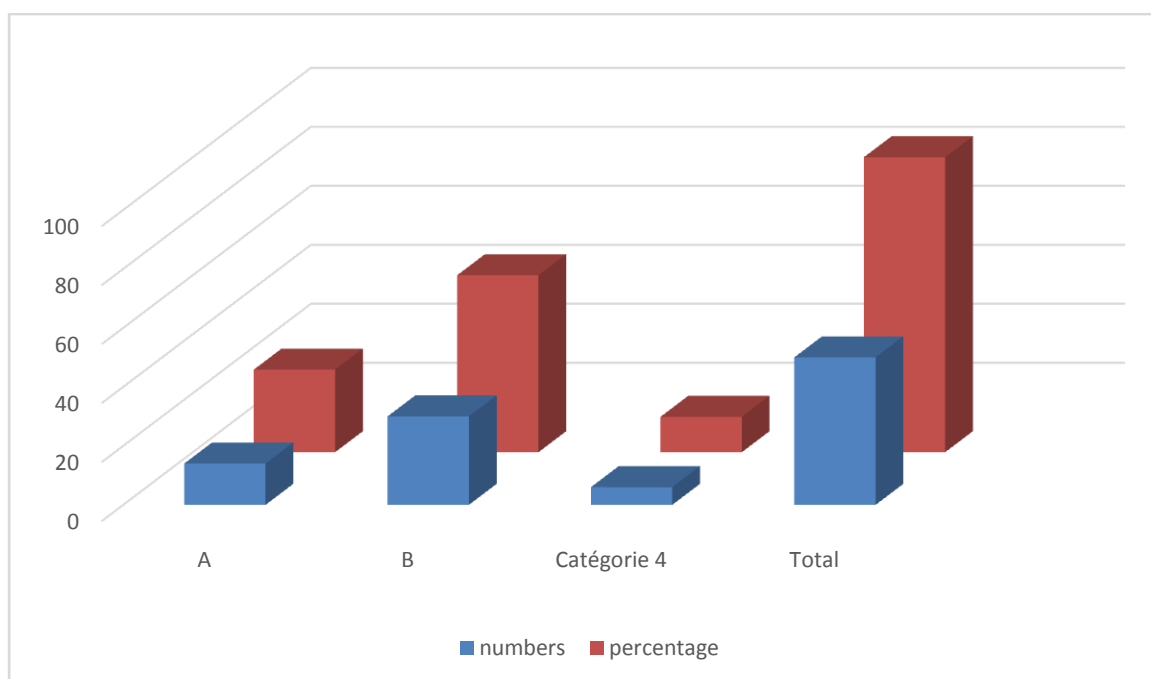


Figure 15:the role of culture diversity in learning the target language.

This question is about the role of culture diversity given by EFL learners. We observe that from the results showed that most students (60%) are aware about the role of learning about culture diversity in learning English language, furthermore (28%) of them also confirm the learning about different cultural backgrounds is very important for EFL learners to enhance the acquisition of the target language.

Question item 17: do you think that cultural diversity has an effect in learning new words?

A - positively ; B - negatively .

Options	Numbers	Percentage
A	47	94%
B	3	6%
Total	50	100%

Table 17: the impact of cultural diversity in learning new words.

Through the results displayed on the figure above, we observe that most learners (94%) agree that cultural diversity has an effective impact in learning lexis and affect positively in learning English as a foreign language, while only (6%) of students disagree that learning about different cultures in the learning process can affect negatively and not positively. We conclude that the effects of culture diversity depend on how learners use to learn about it in

order to help them improve their lexis learning so it can be uses as an efficient way in the learning process.

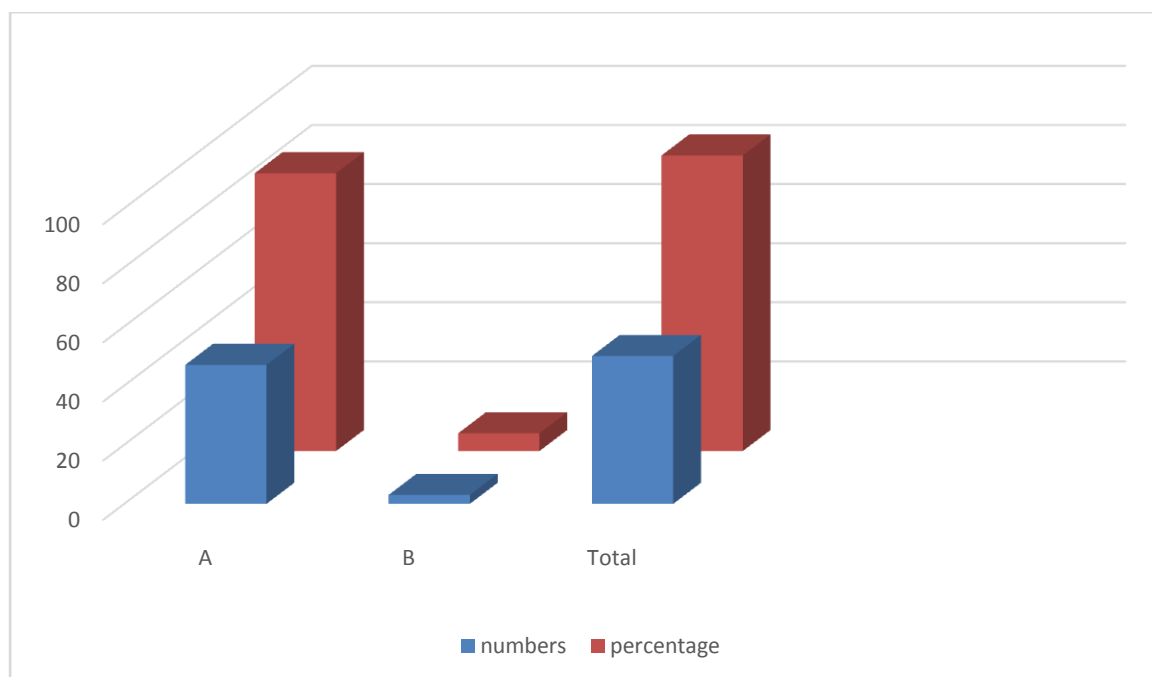


Figure 16 : the importance about learning various cultures in EFL classroom.

Question item 18:do you agree that learning about various cultures in EFL classroom is more enjoyable and effective?

A - agree ; B - strongly agree ; C - disagree .

Options	numbers	Percentage
A	31	62%
B	15	30%
C	4	8%
Total	50	100%

Table 18:the importance about learning various cultures in EFL classroom.

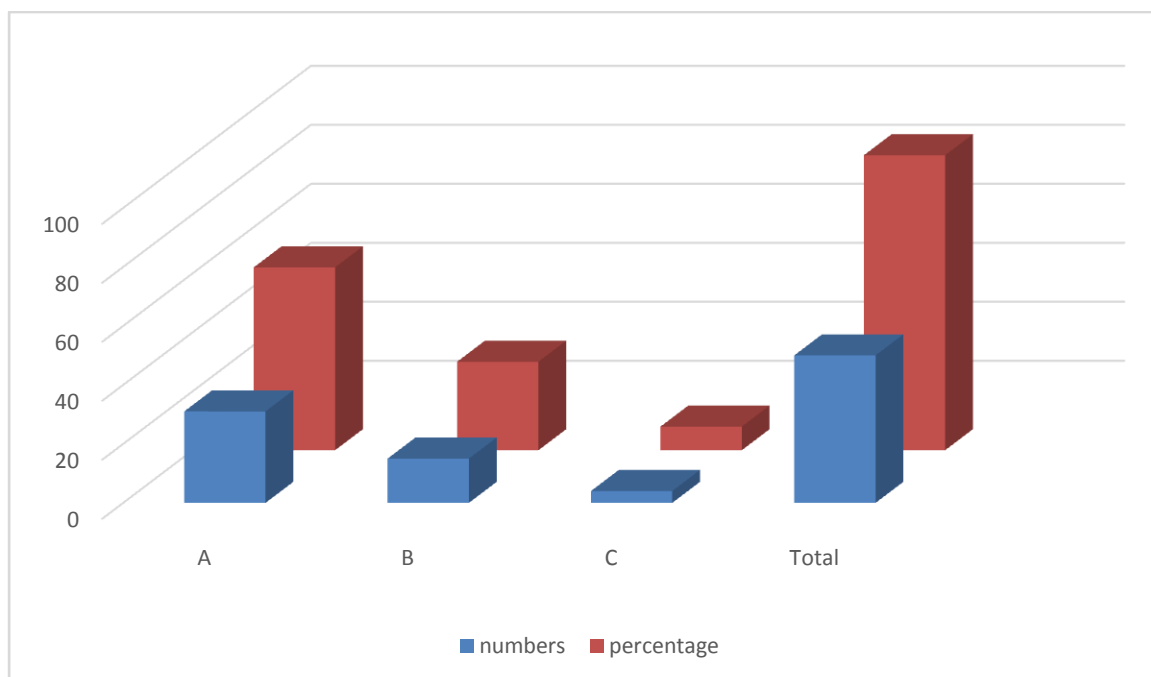


Figure 17:the importance about learning various cultures in EFL classroom .

This question tries to identify the consideration of learning about different cultural backgrounds as effective and enjoyable way to improve the students' performance in EFL classroom.

We notice that (62%) of them agree that learning about various cultures is the enjoyable and effective for acquiring a foreign language, furthermore, (30%) of them strongly agree that teaching and learning about culture diversity may improve the learning process, while (8%) of them strongly disagree because they are not are enough about its importance.

3.1.1 Discussion of the students' questionnaire findings:

The learners' questionnaire is designed with the purpose of observing students' attitude towards the role of culture diversity to improve learners' performance. The results obtained from the questionnaire show us that the majority of students (40%) at Abbes Laghrour University are motivated to learn English language for many personal causes such as:

Interesting in the language itself, for a future job and some of them like the language and its culture.

The analysis of section two shows us that students are aware about different cultures and they are tolerant about the other's culture for many reasons even to contact with the other people from all over the world or the native speakers of that language.

Learning English from its source and practicing English as the language of the world is the most important reason behind learning the target language.

According to the results we notice (70%) of students confirm that learning about different cultural backgrounds as a new strategy in the learning process since they are aware about the importance of culture diversity in EFL classroom in addition to that most learners agree that learning about different cultural backgrounds is more effective and fun technique that can help learners improve their level in acquiring and learning foreign language as well as raise their level of understanding and awareness about the other's people.

As we observe in section three learners are completely aware of the importance of improving their performance in learning process. The results reveal that most of students face many difficulties in learning vocabulary.

The analysis of section four shows that acquiring English as a foreign language is very important nowadays in addition to that learners use a variety of techniques to acquire a foreign language and to overcome the difficulties that they face in improving their vocabulary knowledge.

Most learners (50%) agree that integrating culture diversity sessions will help achieve better results in their learning.

Most of them suggest that teachers need to integrate culture diversity and the native speakers' cultures in the classes to help learners improve and enhance their performance in acquiring the foreign language.

3.2 analysis of the interview :

Question item 01: which degree do you have?

This question was used to know teachers' level, awareness show that our teacher's qualification differs to include only one teacher who holds doctorate diploma, three have a master degree and the remaining ones have a magister degree, there results indicate the diversity of the educational level among the respondent teachers.

Question item 02: how many years have you been teaching English at university level?

This question was asked to know the teachers experience at university level, it is clear from the responses that the longest teaching experience at university level is from 10 to 15 years; however, the shortest is one year and half.

Question item 03: how can you define culture?

This question seeks to know teachers' definitions and perceptions about culture in general. The majority of teachers agree that culture is new advanced way where different sorts of information are posted while, few of them see that culture is very important in the teaching procedure and become a necessity to transmit via new means.

Question item 04: is it important to teach the target language's culture?

this question was asked to explore teachers' attitudes towards culture as a teaching-learning strategy, only one teacher thought that any teaching-learning strategy must be well studied and checked before considering it and culture is more than non-pedagogical method, here of them indicate that the use of culture in EFL classes can be teach when it is necessary and available; he other teachers agree that teaching the target language's culture is a new and good teaching-learning strategy, because it makes language learning becomes easy and it exposes learners to natural language.

Question item 05: does teaching culture motivate students?

This question seeks to notice whether teaching culture motivate EFL learners to learn the target language at Abbes Laghrour University or not, though the results obtained we found that two teachers have never contact their students to learn about the target language's culture, however, the other ten responded that teaching culture motivate students to acquire the

foreign language. these results imply that teachers are active to motivate their students to learn more about culture.

Question item 06: what are the objectives of teaching culture?

We asked this question to see whether teaching culture have objectives in EFL classroom. as we expected, all teachers agree that teaching culture have many objectives in EFL classes and can be an additional teaching resource that may ameliorate their repertoire of English vocabulary.

Question item 07: when studying language, how can learners be affected by the target culture?

This question was asked for seeking whether respondent teachers agree that learning culture can be incorporated in educational framework . results obtained show that teaching culture can increase the student awareness about the others' culture and raise their level of understanding.

Question item 08: should the faculty of English teaching curricula contain aspects of the native speaker's culture?

In this question, we confirm that teachers agree about involve the aspects of the native speakers' culture impose the EFL learners' performance in the faculty of English teaching curricula .

Importantly, this implies the awareness of most teachers about the native speakers' culture and its impact on enhanced learning, especially in creating bonds between learners and the native speakers' culture.

Question item 9 : learning the foreign language means the mastery of grammar, spelling and the main goal behind this question is to investigate whether learning the target language means just the proficient of grammar syntax, spelling, pronunciation or there are other skills that the learners should be practice in the learning process , the majority of teachers agree the EFL learners in order to well practice the target language should first practice the four skills and the minority declared that EFL learners must master the four skills and as well as there are many different skill that EFL students in EFL classroom should follow such as interact with the native speakers and learn about their culture to enhance their level in acquiring the target language.

Question item 10 :what are the main reasons behind learning about different cultures ?

We asked this to know the teachers views behind teacher various cultures in EFL classes, from the main reason behind learning various culture is to increase the learners' awareness about multiculturalism and cross culture in addition to that to creates an enjoyable atmosphere in EFL classroom and raise their level of understanding the world in order to be with an open mind, accept and being tolerant with the others' » culture.

Question item 11:classify the following item according to their importance.

We asked this question to know how teachers classify skills according to their importance in the language learning ,from the gained results the majority of teachers categorize each skills according to their importance and they declared that EFL learning should first listen to the native speakers while they are speaking to acquire the good pronunciation and then they must to interact with their teachers inside the classroom through speaking then they claimed that the EFL learners should also read to increase their level in reading ,besides practice writing skills which is very important skills .

In addition to that the teachers declared that the EFL learners should also learn about different cultural backgrounds in order to increase their level awareness about cross culture and they consider it to be as a fifth skill.

3.2.1 discussion of the teachers' interview findings:

The teachers' interview is designed in order to explore the teachers' attitude towards the role of culture diversity on improving the learners' performance in acquiring English as a foreign language ;the analysis of the interview allowed me to come out with the following findings, the results obtained through the analysis of the current interview showed that the majority of teachers are aware about the importance of culture diversity in creating an extra motivation to engage learners more in the learning process,furthermore,a reasonable number of 9 respondent teachers agree with the fact that culture diversity can enhance and improve the language skill most importantly vocabulary and speaking skills.in addition, most of the teachers agree that learners through learning about various culture may faster teachers-student communication and increase their level of awareness and toleranceabout the others' culture.Moreover ,nine teachers admit that culture diversity can be adopted in educational settings.

Another crucial finding from the analysis of section two is hat teachers have a positive perception towards the role of culture diversity in language learning, and all teachers address the necessity and need of different cultural backgrounds in learning a language .in addition, almost all the teachers consider the role of culture diversity in EFL classes as educational as well as entertaining technique since learner exposed to authentic language.

As a result, we conclude that all he respondent teachers found the questionnaire very interesting and relevant to the students' daily practice, they report that culture diversity could be the best way to promote foreign language learning effectively as well as they can be an additional strategy which can help students to improve their performance in acquiring the target language, furfurole ,teachers use of this strategy could give students opportunity to develop and improve their proficiency in the classroom and increase their level of awareness about the others' culture in order to promote English language acquisition ,these perceived results actually can confirm my study questions.

Conclusion:

To sum up, it is fair to say that the obvious positive result obtained from the analysis students' questionnaire, the teachers interview revealed the major points that have been conducted in this research, it provided me with the necessary overviews about the research.

The students' question affirmed that the majority of first year master degree LMD students of English at Abbas Laghrour University actually do their best to improve their performance as a consequence, this will help learners enhance their personal efforts to ameliorate their vocabulary storage as well as increase their level of tolerance and awareness about the others' culture ,concerning culture diversity role, we deduce that students are aware about the importance of culture diversity especially if it is applied in learning purposes and most of them confirmed that culture diversity help them to be aware and with an open mind in improving their performance.

However, the teachers' interview demonstrated that the participants have a good experience in teaching and this will be a crucial reason to aware and motivate students' to be active and proficient language learners, in addition to vast majority of teachers agree with the fact that culture diversity in an effective strategy in enhancing the learners' performance since it exposes to develop their awareness and tolerance about cross culture in authentic context.

to conclude, we can say that the obtained results go in the same direction of the research question in sense that culture diversity is an effective strategy in developing the learners' performance in acquiring the target language.

General conclusion

The primary purpose of the study has been to investigate EFL students towards the role of culture diversity in enhancing the target language at the department of foreign languages at the University of Khenchela, the study aims also to boost educators' and learners' awareness and for the emerging of new strategy of language learning, in particular culture diversity .it was undertaken to answer the following questions :

- ✓ does cultural diversity enhance learners' language acquisition?
- ✓ Do learners have difficulties in acquiring the target language?
- ✓ What are students' strategies in acquiring English as a foreign language through learning about different cultural backgrounds or culture diversity?

To begin with the present dissertation is divided into two main chapters:

Chapter one is devoted to the theoretical part, whereas the second one is concerned with practical study ;in turn, the theoretical backgrounds serve as a basis to the analysis and interpretation of the results in the field work. however, chapter one discusses the importance and the influence of culture on foreign language teaching and some techniques and teaching materials for cultural awareness and the importance of culture diversity in learning the foreign language , additionally ,we shed light on the characteristics of culture diversity and their advantages in education in general as well as the significance of learning about culture in the classroom and some useful recommendations furthermore ,in section three ,we introduce performance in general by stating the importance of improving learners' performance in language learning and teaching in addition to different factors that help learners facilitate the learning process .

As mentioned previously,the aim of this study is to investigate the impact and the role of culture diversity to ameliorate students' performance in acquiring the foreign language in order to throw light on the research questions, in my practical part, we designed a descriptive study through two means:

A questionnaire and a written interview, the questionnaire and the interview were administered to both students and teachers at the department of English, at Abbas Laghrour University, the overall findings of this research confirm that culture diversity or learning about different cultural backgrounds has a significant role in developing the learners' language proficiency ,they have also shown that the role of culture diversity in education in

general and EFL classrooms in particular may enhance the students' motivation and performance to learn better and to ameliorate their level of awareness .

The results also confirm that culture diversity has a positive effect on students' academic production of the language. thus, my research questions are confirmed in the sense that culture diversity have a positive connection with improving the learners' performance in acquiring the target language, in other words, cultural diversity have a significant role in increasing the learners' level of awareness and tolerance with the others' culture.

In sum, the finding of this study show that there is an enhancement concerning acquiring the language through learning about different cultural backgrounds, thus teachers should aware their students about culture diversity in EFL classroom and it is for further topics and projects to investigate the issue a true experimental design and with other language skills.

5. Limitation of the study:

Different limitations are concerned .First the present study is limited for first year master degree at the department of English at Abbas Laghrour Khenchela University because after one year they will be future teachers, as well as students at this level wish to be aware about different teaching strategies very quickly, therefore I was urged to improve their performance so to increase their level of awareness and tolerance about the others' culture as capable learners second time constraint was a conducted within a short time.

Third data gathering tools "questionnaire and interview "are not actually sufficient and it requires other tools.

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Appendix One

a) Students' Questionnaire

Dear student,

You are kindly to fill in this questionnaire to express your attitudes towards the role of cultural differences or culture diversity in improving learners' performance in acquiring English as a foreign language, your answers are very important for reliability of the research we are conducting. As such, we hope you will give us your full attention and interest.

Please, tick the appropriate box (ES) and/or give full answer(S) on the broken lines.

Section One: Background information

1.Genre:

Male: ☐

Female: ☐

2.Are you motivated to study /learn English language?

Yes ☐

No ☐

➤ If "yes", for what purpose are you studying it? (You can tick more than one box)

a. You like it ☐ b. For a future job ☐ c. Understand others' culture ☐
d. Communicate with native speaker's ☐ others (Please specify) ☐

.....

3.Do you face specific problems in learning English?

Yes ☐

No ☐

➤ Would you mention one or two.....

4.You chose to learn English to enable you to have friends from various nationalities?

Yes ☐

No ☐

Maybe ☐

5. You choose to learn English because it is the language used to communicate with all people abroad?

Yes ☐

No ☐

Maybe ☐

6. You choose to learn English because you want to know about the culture of English native speakers?

Yes ☐

No ☐

Maybe ☐

7. Being in touch with English native speakers may be useful for the Algerian's learners?

Yes ☐

No ☐

Maybe ☐

8. Interacting with English native speakers make communication with them an easy task?

Yes ☐

No ☐

9. Do culture and language linked to each other?

Yes ☐

No ☐

If yes justify.....
.....
.....

10.Does Teaching culture motivate students?

Yes ☐

No ☐

11.What is the objectives from teaching culture?.....

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

12.Learning a foreign language implies necessarily the learning of its culture?

Yes ☐

No ☐

13. When studying language, how can learners be affected by the target culture?

.....

.....

.....

14. Should the faculty of English teaching curricula contain aspects of the native speaker's culture?

Yes ☐

No ☐

Maybe ☐

15. Learning the foreign language means just the mastery of grammar, spelling, and language sciences?

Yes ☐

No ☐

If No justify.....

.....

16. Learning a foreign language culture helps enriching students' knowledge about this language?

Yes ☐

No ☐

If yes justify.....

.....

.....

Section two: Learners attitudes towards the role of culture diversity in EFL classroom.

17. In your opinion, how can culture diversity be defined?

.....

.....

18. Does culture diversity influence on enhancing the learners' performance in acquiring English as a foreign language?

Yes ☐

No ☐

If yes

justify.....

.....

19. Do your teachers aware you about different cultures in the classroom?

Yes ☐

☐

20. Are you accept the others' culture?

Yes ☐

☐

21. Does your teacher motivate you to learn about various cultures?

Frequently ☐ sometimes ☐ never ☐

22. What are /What is the main reasons behind learning about different cultures?(you can tick more than one box)

a. create an enjoyable atmosphere ☐ b. increase the learner's awareness about cross culture ☐ c. just getting informed ☐

23. Do you learn about cultural differences to be in contact with?

a. Friends from all over the world ☐ b. To understand the differences of the other's culture ☐ c. to be aware with an open mind ☐

24. How do you consider the role of culture diversity in learning the target language?

a. Very important ☐ b. Important. ☐ portant d. ☐ portant at all ☐

25. Classify the following items according to their importance?

1. Reading ☐ 2. Listening ☐ 3. Speaking ☐ 4. Writing ☐
5. Learning about different cultures as a fifth skill ☐

26. Do you think that learning about various cultures enhance the student's performance in acquiring the foreign language?

Yes ☐

No ☐

27. Do you believe in learning English through different cultures background?

Yes

No

28. Do you think that culture diversity affect learning a new words?

a. Positively b. c. Both of them

29. Do you agree that learning about various cultures in EFL classroom is more enjoyable and effective way?

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

Teacher's interview

Dear teachers :

This interview is a part of our research work, your participation will be a great help for us in order to gather information which serve our research concerning the role of culture diversity in improving students' learning of English s a foreign language .

We would be grateful if you could answer these questions to help us I our research for the master's degree in language and cultures.

Candidate:SoumiaBenabbes

1/Which degree do you have?

Master ; magister ; PhD

2/how long have you been teaching English at the University level?

1-5 years ; 5-10 years ; 10-15 years .

3/how can you define culture?

.....

.....

.....

4/is it important to teach the target language's culture?

Yes ; No

5/does teaching culture motivate students ?

Yes : No

6/what are the objectives of teaching culture?

.....

.....

.....

7/when studying language, how can learners be affected by the target culture?

.....
.....
.....
8/should the faculty of English teaching curricula aspects of the native speakers culture ?

Yes ☐ ; No ☐ ; maybe ☐

9/learning the foreign language means the mastery of grammar, spelling and the different skills ?

Yes ☐ ; No ☐

If no justify.....
.....
.....

10/what are the main reasons behind learning about different cultures ?(you can tick more the one box)

A-create an enjoyable atmosphere ☐ ; B-increase the learner's awareness about cross culture ☐ ; C-just getting informed ☐

11/classify the following items according to their importance:

1.Reading ☐ 2.listening ☐ 3.speaking ☐ 4.writing ☐ learning about different cultures as a fifth skill ☐

ملخص

من خلال هذه الدراسة حاولنا التعرف على دور التنوع الثقافي في تحسين أداء الطالب الجامع في اكتساب اللغة الإنجليزية في جامعة عباس لغرور -خنشلة -ووضعنا أسئلة للبحث حيث أن التنوع الثقافي سيكون عاملا مساعدا لتحسين أداء الطالب في اكتساب اللغة الإنجليزية كلغة أجنبية، كما أن معظم الطلبة الذين يدرسون على مختلف الثقافات في الحقيقة يكونون أكثر قابلية لتحسين وتعزيز أدائهم ومستواهم وإثراء رصيد مفرداتهم اللغوية مقارنة بالذين لا يتفتحون على الثقافات الأخرى.

يتكون هذا العمل من أربعة فصول حيث يحتوي الفصل الأول على معلومات عامة عن اللغة والثقافة وعلاقتهم ببعضهم البعض و دور الثقافة بتعلم و تعليم مفردات اللغة بالإضافة إلى بعض الجوانب المتعلقة باللغة و الثقافة.

أما في الفصل الثاني فقد تناولنا مفهوم الثقافة ودورها في بناء وتطوير وتعلم اللغة الأجنبية وماهي أهم المناهج التي يمكن عليها من أجل تحسين عملية التعلم وتحسين أداء الطالب في أقسام اللغة الأجنبية.

وأخيرا لتحقيق هذا الهدف اعتمدنا على وسيلة للبحث "استبيان موجه لطلبة اللغة الإنجليزية".

قمت بإجراء استبيان موجه لخمسين طالبا بغرض معرفة آرائهم اتجاه دور التنوع الثقافي كوسيلة تعليمية في تطوير أداء الطلبة بشكل عام وصفت هذه الدراسة دور التنوع الثقافي و أظهرت النتائج أن دور التنوع الثقافي في تحسين أداء الطالب كلغة أجنبية، و تعلم و تعليم المفردات لديه تأثير إيجابي على القدرة الفردية في اكتساب اللغة الإنجليزية كلغة أجنبية، وفقا لذلك، من المستحسن أن يكون كل من الطلبة و المعلمين على دراية بضرورة تعلم مختلف الثقافات من أجل تحسين مستوى الطلاب و تعزيز رصيدهم اللغوي في اكتساب اللغة، و ينبغي على الأساتذة توعية المتدربين بالتسامح مع مختلف الثقافات و ينبغي كذلك أن تكون وسيلة معتمدة في وسائل التدريس .