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**The Impact of Algerian EFL Learners' Attitudes towards the
Target Language Culture on their Oral Performance.
The case of third year LMD students of English at Abulkassim
Saadallah Alger II University**

Dissertation submitted to the Department of Foreign Languages as partial fulfillment of the requirement for the degree of Master in sciences of Languages.

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Dedication

To the absent but present person in my heart

My Father

To the person who always believed that I can do something one day

To my Anchor

My Mother

To my Beloved and Supportive Brothers and, Sisters

For everyone who was there for me when every day I felt as though it

Should have been my last

I dedicate this humble work

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Abstract

The ability to speak English effectively and appropriately is a priority for many EFL Algerian learners. Several factors have been used to improve students speaking skill. Students' attitude towards the target language culture is very significant in influencing on their oral performance. Accordingly, the present research aimed at exploring EFL learners' at AbuAlkassim SaadAllah Alger II University attitude towards the target language culture and to what extent it impacts their oral performance. It was hypothesized in our study that EFL learners' attitude towards the target language culture impacts on their oral performance. To address all these issues, a qualitative research approach was adopted; two research tools were used to collect data: a questionnaire was administered to a sample of (41) third year students out of 200 population at Alger II University. In addition, an interview was conducted with (05) teachers out of 57 population at Biskra University. After the analysis and the interpretation of results, the findings revealed that EFL learners are aware of the TC and they hold a positive attitude, also they see that it grossly affects their oral competence. Moreover, the majority of EFL teachers describe their students' attitude as a positive one due to the huge interest they have spotted in their reaction towards learning the TL. In addition, they believe that those who are aware of the target culture are good speakers. Consequently, it can be concluded that the previous hypothesis was confirmed based on the obtained results. Therefore, students should give more importance to the TLC in order to have a great exposure to native speakers daily life, also, Teachers are required to implement authentic materials to make their students develop a positive attitude towards the TLC to enhance their speaking skill.

Key words: Attitudes, Target Language Culture, Oral Performance

List of Abbreviations and Acronyms

%: Percentage

EFL: English as a Foreign Language

ESL: English as a Second Language

FLL: Foreign Language Learning

FL: Foreign Language

L1: First Language

L2: Second language

LMD: License, Master, Doctorate

N: Number

NA: Negative attitude

PA: Positive attitude

Q: Question

TC: Target Culture

TL: Target language

TLC: Target language culture

LAD: Language Acquisition Device

FLC: Foreign Language Culture

SL: Second Language

List of Figures

Figure N°

Title

Figure 01: Project Planning.....p25

List of tables

Table 1: Students' Gender Distribution.....	36
Table 2: Students' Age Distribution	37
Table 3: Students' Choice to Study English.	37
Table 4: Students' Reasons to Study English.	38
Table 5: Students' Self-evaluation of their Levels in English.....	39
Table 6: Students' Attitudes towards Learning English at University.....	40
Table 7: Students' Views about the Relation between Learning English and its Culture.....	40
Table 8: Students' Enjoyment from Attending English Classes.....	41
Table 9: Students' Enjoyment through Learning about the Different Aspects of the Culture.....	42
Table 10: Students' Preferred Culture.....	42
Table 11: Students' Awareness of the EFL Culture in Enriching the English Language.....	43
Table 12: Students' Self-evaluation of their Level in Oral Performance.	44
Table 13: Students' Perception on the Effect of the Positive Attitude on their Oral Performance.	44
Table 14: Students' Perception on the Effect of the Negative Attitude on their Oral Performance.	45

Table of Contents

Dedication.....	I
Acknowledgements.....	II
Abstract.....	III
List of Abbreviations and Acronyms.....	IV
List of Figures.....	V
List of tables.....	VI
Table of Contents.....	VII

GENERAL INTRODUCTION

Introduction.....	1
1. Statement of the Problem.....	2
2. Aims of the study.....	2
3. Significance of the study.....	3
4. Research Questions.....	3
5. Research Hypothesis.....	4
6. Research Methodology.....	4
6.1. Choice of the Method.....	4
6.2. Population and Sampling.....	4
6.3. Data Gathering Tools.....	4
7. Limitations of the study.....	5
8. Structure of the study.....	5

CHAPTER ONE ATTITUDES IN FOREIGN LANGUAGE LEARNING

section one: attitudes towards the target culture	7
1. Definition of Attitude	7
2. Characteristics of Attitude.....	7
3. Language Attitudes	7
4. Language Attitudes in Cognitive Theories of FLL	8
4.1. Krashen’s Monitor Model	8
4.2. The Acculturation Model.....	10
5. The Socio-cultural Factors Shaping Attitudes	12
6. Positive Attitudes: A Key Element in Foreign Language Learning	13
Conclusion	14
Section two: Attitudes and Culture	
Introduction	15
1. Definition of Culture.....	15
2. The Importance of Culture Integration in Foreign Language Learning	15
3. Culture Transmission through Imitation	16
Conclusion	17

CHAPETR TWO ATTITUDES & ORAL PERFORMANCE

Introduction.....	19
1. Definitions of Speaking.....	19

2. Definition of Communication	20
3. The importance of Speaking	21
3.1. Demonstrating knowledge.....	21
3.2. Developing and showing confidence	21
3.3. May make you more promotable	21
4. Types of Classroom Speaking Performance	22
4.1. Imitative	22
4.2. Intensive	22
4.3. Responsive	22
4.4. Transactional(dialogue)	23
4.5. Interpersonal (dialogue)	23
4.6. Extensive.....	23
5. Definition of Project Based Approach	23
6. What a Speaker Needs to Know?.....	26
6.1. Socio-cultural Knowledge	26
6.2. The Linguistic knowledge	26
6.2.1. Genre Knowledge	26
6.2.2. Discourse Knowledge	27
6.2.3. Pragmatic Knowledge	28
7. The Nature of Speaking.....	28
8. Functions of Speaking	29

8.1. Talk as interaction.....	30
8.2. Talk as transaction	30
8.3. Talk as performance.....	31
9. Functions of spoken language	31
9.1. Social functions.....	31
9.2. Informative functions.....	31
9.3. Giving opinion functions	32
9.4. Requesting.....	32
9.5. Directing.....	32
Conclusion	32

CHAPTER THREE FIELDWORK AND DATA ANALYSIS

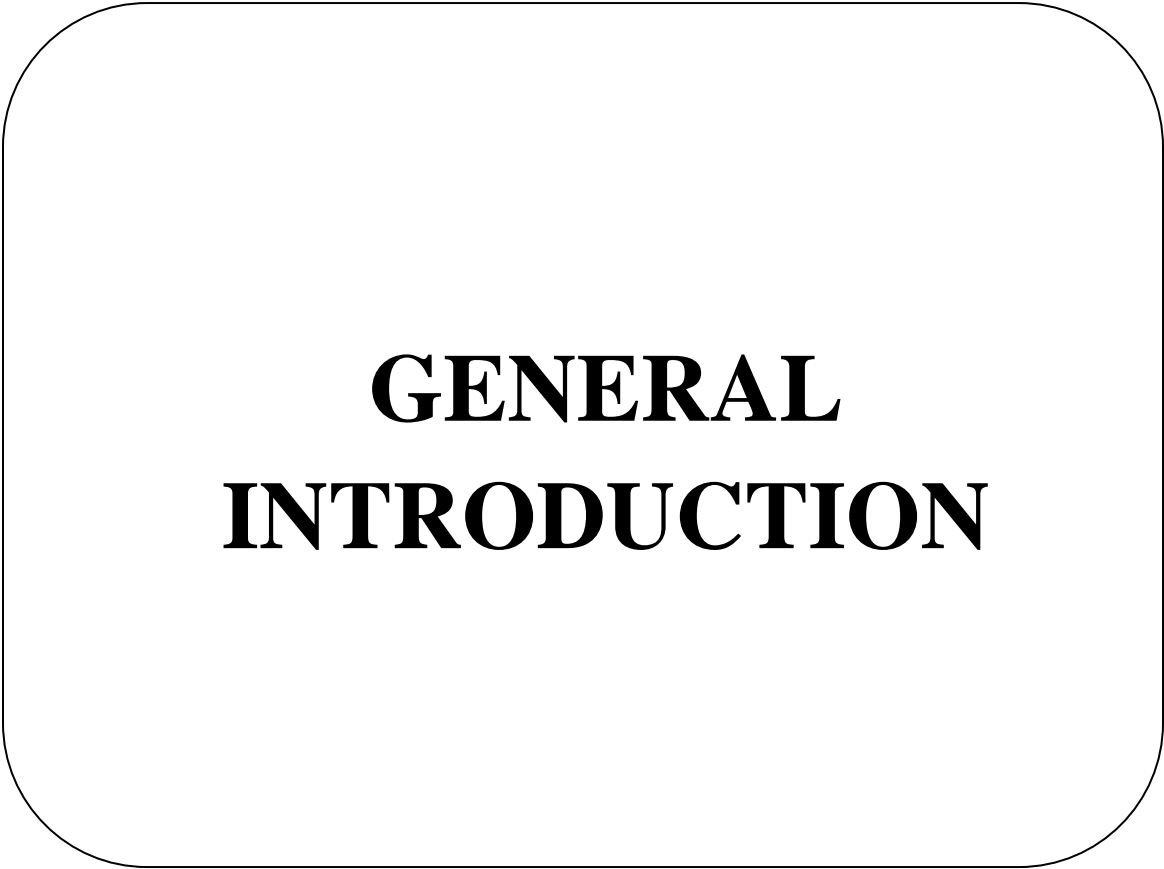
Introduction.....	34
Review of Research Methodology.....	34
1. Research Method	34
2. Students' Questionnaire	35
2.2. Administration of the questionnaire.....	36
2.3. Description of the Questionnaire	35
3. Teachers' interview	46
3.1. Teachers' Sample	46
3.2. Administration of the interview.....	47
3.3. Description of Teachers' Interview.....	47
3.4. Analysis and Interpretation of the Results.....	48

4. Findings.....	59
6. Summary and Discussion of the Results	60
Conclusion	63
GENERAL CONCLUSION	64
Recommendations.....	65

List of References

Appendice

الملخص



**GENERAL
INTRODUCTION**

Introduction

Recently, the English language has become one of the necessities in communication. That is why it is increasingly getting a huge worldwide interest in various fields. In fact, since the main purpose of learning a foreign language is communication, more attention has been given to teaching and assessing the speaking skill. This latter has gained more focus to be mastered via different ways.

The ability to speak and to communicate in an appropriate way is nowadays a priority for many EFL learners, because for them speaking is the most important skill in this language. Therefore, learners' attitudes towards the English language culture have a great influence in shaping the mastery of the oral performance by having either a positive or a negative attitude towards the target language culture.

Therefore, this study tried to investigate the effect of attitudes towards the English culture on EFL learners' oral communicative performance. Indeed, it determined whether students of English at Abulkassim Saadallah Alger II University have a positive or a negative attitude towards the culture of English and whether the way these learners perceive the English culture has any influence on their oral communication and interaction with one another.

1. Statement of the Problem

The attitude towards the English language culture is a key to shape students EFL learning. It has been realized that speaking is one of the English language skills that has to be mastered by EFL learners. They are expected to have a positive attitude and a good performance in speaking English. Hence, the lack of oral performance in foreign language learning for EFL learners is one of the obstacles that many learners encounter. It is defined as the nature of the attitudes held by learners towards the English language and its culture.

Many EFL learners at Abulkassim Saad Allah Alger II University encounter difficulties in mastering the speaking skill and performing well in terms of interacting and communicating orally with their teacher or their classmates. This may be due to the nature of attitudes held towards the English language culture. In fact, on many occasions many students may develop a negative attitude observed via the lack of exposure to the language culture what leads to low performance in oral communicative proficiency.

Therefore, in this research, it is worthy to explore to what extent the impact of attitude towards the foreign language culture influences students' oral performance.

2. Aims of the study

The reason behind tackling the present research is to probe current obstacles that hinder EFL learners from mastering the oral skill. Furthermore, it is an attempt to show the importance of the attitude towards the target language culture and its effects on mastering this skill.

3. Significance of the study

This research has a great impact on both teaching and learning processes as it shows the importance of attitudes towards the English language and its culture that EFL students in Abulkassim Saadallah Alger II University hold in order to master oral performance. Also, this work sheds light on the gaps that teachers want to cover in teaching culture of the language by boosting its value among all modules. Additionally, the present research would be a great interest for EFL learners in Abulkassim Saadallah Alger II University as it shows them the importance to have a positive view on the English culture in order to improve their oral performance and successfully interact and communicate with others.

The present study ensures the importance of culture awareness and the effect it has on the way EFL learners speak. It reveals that EFL learners' attitudes towards the foreign language culture (FLC) are mainly positive since the majority of students are aware of the importance holding a positive attitude towards the foreign culture in EFL classes.

4. Research Questions

- Do EFL Algerian learners hold a negative or a positive attitude towards the target language culture?
- To what extent the attitudes towards the target language culture impacts on learners' oral performance

5. Research Hypothesis

We hypothesize that

EFL learners' attitude towards the target language culture impacts on their oral performance.

6. Research Methodology

6.1.Choice of the Method

The research approach that is used in this study is the qualitative research approach (descriptive in nature) in order to explore the EFL learners' attitudes they hold towards the English language culture which helps in the process of mastering the oral performance.

6.2.Population and Sampling

The population of the present research is third year EFL students at Abulkassim SaadAllah Alger II University. Out of a total population of 200 third year student, a sample of N=40 students have been chosen randomly were assigned a questionnaire. This choice had been made upon the assumption that these students had more exposure to EFL culture and are more likely to be able to speak. In addition, a sample of N=05 teachers at Mohamed Khieder University of Biskra have been selectively assigned to an interview according to the modules they teach.

6.3.Data Gathering Tools

According to the nature of this study, the used data collection tools in this research work are a questionnaire for students and an interview for teachers. The questionnaire was used as a tool for gathering data. It was administered to a randomly chosen sample of

third year LMD students of English at Abulkassim Saadallah Alger II University. In addition, an interview was conducted with a sample of teachers of English at Biskra and Alger II Universities in the hope of getting clear insights about the attitudes towards the target language culture and its impact on speaking skill.

7. Limitations of the study

This study has been tackled from a narrow angle since we focused only on the speaking skill and how it can be affected by having a positive or a negative attitude towards the English language culture.

First, this study was limited to a sample rather than the whole population of third year. Second, the time that was allotted to carrying out the study was not sufficient and that made us unable to cover the whole study. In addition, there was a lack of sources that deal with our topic. Most importantly, the limitation concerned the investigation of the attitude the TLC and its impact only on one specific skill: speaking

8. Structure of the study

This research consisted of three chapters. Two of them were devoted to the theoretical part. The first chapter, it was divided into two sections; section one, was an overview of attitudes towards learning the target language. The second one dealt with the attitudes towards the target language culture. Additionally, the second chapter dealt with the oral performance. Meanwhile, the third chapter shed light on the review of research methodology also analysing and discussing the obtained data via students' questionnaire and teachers' interview.

CHAPTER ONE
Attitudes in Foreign
Language Learning

Section one: Attitudes towards the Target Culture

1. Definition of Attitude

Attitudes can be explained as the individual's way of thinking, preferences, beliefs, and values. Smith's (1971) defines attitude as "an attitude is a relatively enduring organization of beliefs around an object or a situation, predisposing one to respond in some preferential manner. An attitude is relatively enduring because it is learned, it can be unlearned". In a similar vein, Gardner (2010), like his counterparts in the field of FLL, endeavours to provide a comprehensive definition for the concept. In his opinion, an attitude is "an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent"

2. Characteristics of Attitude

In the area of FL and SL attitudes are characterised by Baker (1992), they are summed up below. First, attitudes are cognitive (can be thoughts) and effective have feelings and emotions attached to them. Second, attitudes are special rather than two-faced; they vary in the degree of favourability or vice versa. Third, attitudes affect the person to act in a particular way, but the relationship between attitudes and actions is not a strong one. Fourth, Attitudes are learnt not genetically endowed. Finally, Attitudes tend to endure, but they can be modified through experience. (As cited in Ellis, 1994, p. 199)

3. Language Attitudes

Language attitudes are a crucial component in foreign language learning. Thus, the type of attitudes held by the learner towards the language under scrutiny tends to play an important part in determining the degree of proficiency and success that they attain in their endeavour to learn it. That is, "a foreign language ...is affected by a range of sociocultural factors such as language attitudes" (Dörnyei, 2005, p.67). As a

matter of fact, language attitudes are deemed learner-made assessments towards a given language, be it an FL or an SL. However, it is significant saying that the different researchers see ‘language attitudes’ an umbrella term.

In the same light, (Baker, 1992, as cited in McKenzie, 2010, p.26) stated the following types:

- ❖ Attitude towards language variation, dialect and speech style
- ❖ Attitude towards learning a new language
- ❖ Attitude towards a specific minority language
- ❖ Attitude towards language groups, communities, and minorities
- ❖ Attitude towards language lessons
- ❖ The attitude of parents towards language lessons
- ❖ Attitude towards the uses of a specific language
- ❖ Attitude towards language preference

4. Language Attitudes in Cognitive Theories of FLL

4.1. Krashen’s Monitor Model

Krashen’s Monitor Theory (1978) is considered as one of the cognitive models that appeared in recent years within the field of FLL. It is clearly shown that attitude plays a crucial role in the FLL especially in the monitor model. This theory is “a collection of five hypotheses which constitute major claims and assumptions about how the FL code is acquired” (Saville-Troike, 2016, p. 45). Krashen (1982) assumes that the theory consists of the acquisition-learning hypothesis, the natural order hypothesis, the monitor hypothesis, the input hypothesis, and the affective filter hypothesis.

According to Krashen (1982), the acquisition-learning hypothesis is based on the idea which considers children as acquirers and adults as learners. Accordingly, adults are believed to have two possible ways at their disposal for developing their proficiency in an L2. Acquisition, for him, is similar to children's process of acquiring their mother tongue. However, learning is a process that is naturally conscious. That is, it is focused on "the knowing about notion" or controlled learning a language (Krashen, 1982, p. 10).

The principle in this theory declares that learning is acquisition and it doesn't turn into it. Defending his theory, Krashen asserts "a very important point that also needs to be stated is that learning does not 'turn into' acquisition. The idea that we first learn a new rule and eventually, through practice, acquire it is widespread and may seem to some people to be intuitively obvious..." (Krashen, 1982, p. 230).

In addition to the natural order hypothesis, its principle premise is that the grammar is learned in a predictable order it means a number of grammatical structures are capable to be learned in advance before the others. Whereas, the monitor hypothesis it has as its main premise the statement that the monitor hypothesis spotlight on sheds light on the two dissimilar roles of both acquisition and learning.

In this respect, Krashen (1982) affirms that:

The Monitor hypothesis posits that acquisition and learning are used in very specific ways. Normally, acquisition "initiates" our utterances in a second language and is responsible for our fluency. Learning has only one function, and that is as a monitor or editor. Learning comes into play only to make changes in the form of our utterance after it has been "produced" by the acquired system.

The hypothesis number four in the monitor model, particularly, the input hypothesis shows that the acquisition process grows into possible in case the learner is knowledgeable with the sufficient and understandable input as Krashen points out in his book, *Principles and Practice in Second Language Acquisition*: “a necessary (but not sufficient) condition to move from stage to a higher stage is that the acquirer understands input that contains of the low stage where "understand" means that the acquirer is focused on the meaning and not the form of the message”.

According to the monitor’s model principles, the effective hypothesis is the one concerned with the effective factors that are in parallel with FLL, in particular, language attitudes, motivation attitudes, motivation, anxiety, and self-confidence. It is obvious that this hypothesis insists on the importance of attitudes in FFL which controls the effective filter as Krashen (1982) stated:

“The Affective Filter hypothesis captures the relationship between affective variables and the process of second language acquisition by positing that acquirers vary with respect to the strength or level of their Affective Filters. Those whose attitudes are not optimal for second language acquisition will not only tend to seek less input, but they will also have a high or strong Affective Filter, those with attitudes more conducive to second language acquisition will not only seek and obtain more input, but they will also have a lower or weaker filter “ (p. 31).

All in all, it is very crucial to shed light on the importance of the attitude that is mentioned in Krashen’s model of language learning and acquisition; this latter provides clarity to the impact that attitude leaves on the oral performance in FFL.

4.2. The Acculturation Model

Many researchers try to investigate the factors that hinder the process of FLL by showing students issues that they face in their process. Evidently, Schumman

propounds the so-called acculturation model (1978, 1986) which assumes that “...Second language acquisition is just one aspect of acculturation and the degree to which a learner acculturates to the target language group will control the degree to which he acquires the second language”(Ellis 1985, p. 251). Apparently, FLL is not impervious to acculturation, by the reason of, for Schumman, they are part of each other. In fact, he believes that acculturation is “the social and psychological integration of the learner with the target language group” (as cited in Gonzalez 2004, p. 72). Similarly, Brown (1980) defines acculturation succinctly as “the process of becoming adapted to a new culture”. Its primary concern is with the causative variables that are in symbiosis with “learning a language without instruction and in the environment where it is spoken” Schumman, (1978a, as cited in Chambers, p. 19).

Central to this model is “the metaphor of distance” Ellis (1997) which is a coin with two different sides. It consists of social distance and psychological distance. Social distance, Firstly, is the term used by Schumman (1978) to say “the position of the learner vis-à-vis the target language community. it is determined by a cluster of factors to do with the relationship between the learner’s social group and the target language community” (Ellis, 1985, p.304). Secondly, Psychological distance is meant “the learner’s overall psychological set with regard to the target language and its community, this latter is determined by a cluster of factors such as language shock and motivation” (ibid, p.302).

In this model it is clearly stated that language learning is hugely affected by the social factors which is a part of our daily life. So, any learner should integrate in a social group in order to gain familiarity and learn through imitation because through imitation many aspects of language can be learnt.

5. The Socio-cultural Factors Shaping Attitudes

In FFL, the notion of attitude has gained great interest due to its importance in shaping students' way of learning and impacts their communication competences. What is most important, the impact of unfavourable attitudes on language learning has been proved to be huge in the sense that they cease the process of learning to become an achievement. In addition, Gardner & Lambert (2010) assert, “if the student’s attitude is highly ethnocentric and hostile, we have seen that no progress to speak of will be made in acquiring any aspects of the language” (as cited in Bartram, 2010, p. 71). Nevertheless, it could be clear only if some socio-cultural factors shaping these attitudes are put out. Also, Clark and Trafford represent (1995) an idea that considering the utility as the ultimate goal behind learning a language is one of the sociocultural factors that shape the learners’ attitudes towards acquiring any language element.

Another socio-cultural factor pertaining to shaping attitudes is that of perceptions of difficulty. Learners who have no self-confidence and determination perceive foreign language learning as too taxing for them. Hence, they do not try learning and see it as a hard task to achieve. Alongside, Chambers (1994) provides a suitable and clear opinion in viewing both perceptions of difficulty and perceptions of utility, that is, new and modern languages as an unnecessary task to do because it is difficult.

In short, it is useful and important talking about the socio-cultural factors showing that they have a strong impact in shaping learners’ attitudes towards. Others are just some factors used to as an illustration to mention how crucially these factors can affect students develop positive attitudes towards the TLC.

6. Positive Attitudes: A Key Element in Foreign Language Learning

The fact that some FL learners are successful in learning the target language, whereas others try face failure this latter need to bring the positive attitude towards the target culture which affects FLL process. Krashen (1982) has noted “one of the factors counting for instances of non-learning is the so-called “an inappropriate affect” “ (Gass & Selinker, 2008, p. 402). This latter incorporates such variables as “motivation, self-confidence, anxiety, and attitude” (ibid, 2008, p.402). This idea means that an attitude is unsuitable when it is hostile. The negative attitude prevents the input from acting and stimulating, what Chomsky has called the language acquisition device or the LAD in short form. Thus, the acquisition process is innate.

To support, Krashen (1982) proposes to the affective filter that if it is “input is prevented from passing through; if input is prevented from passing through, there can be no acquisition. If, on the other hand, the filter is down, or low, the input will reach the acquisition device and acquisition will take place” (Gass & Selinker, 2008, p. 402). Clearly, Krashen’s ideas found a supply in those of Brown (2000) who draws L2 learners’ attention to the importance of having positive attitudes in their endeavour to reach native-like proficiency in learning the target language. In accordance, he affirms that “it seems clear that second language learners benefit from positive attitudes and that negative attitudes may lead to decreased motivation and, in all likelihood, because of decreased input and interaction, to unsuccessful attainment and proficiency” (p.181). Similarly, it is explained by Seliger (1988, as cited in Byram & Morgan, 1994, p. 5) who provide serious consideration to the effects, for example, feelings, attitudes, and motivation when it comes to FLL success he wrote,

The feelings, attitudes, and motivations of learners in relation to the target language itself, to the speakers of the language, and to the culture will affect how learners respond to the input to which they are exposed. In other words, these affective variables will determine the rate and degree of second language learning.

In closing, the positive attitude is very a significant psychological factor that stimulates the innate ability of the learner when it is developed in its proper way towards the target culture. Thus, language learning without a positive reaction is a waste of time

Conclusion

At the long last, attitudes always have been seen as essential part in the process of learning a foreign and a second language especially in achieving a better level by conveying and delivering understandable messages through this language. Further, learning any language without developing a certain attitude towards it culture cannot stimulate the learner to do any progress in producing accurate performances. However, it is worth noting that holding positive attitudes towards the target culture and the second language in question is prerequisite because it has been proved that they impact the learner's cultural awareness; which is the main concern of the following section.

Section two: Attitudes towards the Target Culture

1. Definition of Culture

Culture is that set of distinctive spiritual, material, intellectual and emotional features of a society or social group, encompassing all the ways of being in that society; at a minimum, including art and literature, lifestyles, ways of living together, value systems, traditions, and beliefs (UNESCO, 2001).

Further, culture has been defined deeply by Jenks in (1993) as artistic heritage whether for region or group of people and can be extended also for humanity in general, further culture can be considered as a value of life with diverse rituals and values which is identified as a value of nation in addition to the source of social knowledge.

2. The Importance of Culture Integration in Foreign Language

Learning

As a matter of fact, those language theories are dramatically transformed not only for acquiring a sociolinguistic aspect, but also well-effective socio-cultural focus.

Further, Kramsch (1993) has intended to describe three incomes that language and culture could be significant through. At the first concern, language can be revealed via cultural reality which reflects people attitudes; also language balances their experience through Transactional activities. In addition to language that has to be regarded as a cultural heritage among several sectors. Firstly, to develop an understanding that all people should display cultural behaviours to understand that social factors such as sex, social class and home which impact the way do people act. Attached with, becoming more aware of conventional behaviour in common

situations in the TLC; finally, improving students background in TC of all cultural standards. (p. 03)

3. Culture Transmission through Imitation

Behaviour is learnt through many forms, either the through reward or punishment it is all about imitation; the latter is considered as the main way of learning a behaviour. In this vein, Sperber (1996), states

Behaviors acquired through imitation are completely different from those acquired through other forms of learning; they are retained if they are punished while alternative behaviors are rewarded equally, or if alternative behaviors are preferentially rewarded. (p.20)

That is, behaviour imitation in social factors creates human behaviour and stimulates the person to be a part of society whether by punishment or reward, where communication occurs through language people. Heyes (1994) and Tomasello (1999) show agreement on the consideration of imitation as a behavioural instrument which is not easy to be learnt individually. Social learning through imitation is a process that assumes that social interactions can affect the language learning process.

We claim that imitation in the hominid lineage did not evolve as an alternative to rigorous assessment of individually learned behavior, i.e., a mechanism to adopt conducts without evaluating them. Imitators learn easily the diverse cultural variants present in the population, but imitation does not act as an inheritance system that allows the reproduction of the phenotypic structure of the parental population. (p,55)

But even the nature of imitation can affect the behaviour positively it is also affecting it negatively what creates bad habits that hinder someone from moving to be learning or acquisition.

Conclusion

In this section we shed light on defining the culture and its importance in foreign language learning, the way it shapes people awareness about the target language. In addition, this chapter, showed the effectiveness of the culture and its relationship with students' attitudes as a social integration to boost their oral performance.

CHAPETR TWO
ATTITUDES & ORAL
PERFORMANCE

Introduction

Learning the speaking skill is very essential communicative tool in the process of language learning which helps in the transfer of our ideas and thoughts and put them into a shape of language in order to be centered in knowledge for the aim of being skilled. , thus this present chapter provides some definitions and clear insights which may be helpful to clear out the doubts about the notion of speaking skill; it is also emphasized on such significant mechanisms concerning communication along with the reason behind speaking; furthermore it stands for classroom management while speaking tasks are performed. by the same token; this chapter is aiming at defining the project based approach which is regarded as a core process for the realisation of any spoken task in parallel with the origin of speaking skill; then it goes beyond the performer needs before his/her engagement into situational activity in addition to some focus on speech function for the sake of producing a fruitful utterances.

1. Definitions of Speaking

Speaking as a concept could be defined by anyone but it needs more clarifications and definitions. In order to make it more clearly, researchers defined it as follows:

Bygate stated that “Speaking skill is the ability in using oral language to explore ideas, intentions, thoughts and feelings to other people as a way to make the message clearly delivered and well understood by the hearer.” That is, the speaking skill makes the speaker able to express and convey a certain concept and feeling through language.

Burns & Joyce and Luoma (as cited in Torkey, 2006) describe speaking as the process in which we interact, construct and share meaningful messages, in a way

where information are processed differently relating them via situational performances.

Speaking skill is the essence of all human communication. It is a complex process of sending and receiving messages verbally and non-verbally between people. The speaker aims to express himself, his thoughts, and feelings, or exchange information with other interlocutors in particular context

In addition to that, Floz (1999, p.01) define speaking as “an interactive process of constructing meaning both its form and meaning depend on the context, the participants, their experiences, the environment and the purpose for speaking.” These interactive strategies may include. Making eye contact, using facial express, asking check questions, clarifying meaning, tone of the voice, stress-intonation. All these features make a fluent and accurate speech.

2. Definition of Communication

Communication means to achieve different personal and social goals. In everyday life, people communicate information, ideas, thoughts, and feelings. A guiding principle in communication is to train learners to use language forms appropriately in a variety of contexts and for a variety of purposes. Revell (1979) defined communication as “An exchange between people, of knowledge, of information, of ideas, of opinions and of feelings” (Revell, 1979, p.01).

What matters in communication is the presences of some key components. According to Gamble and Gamble (2002), there are seven components of human communication, namely: people, message, channel, noise, context, feedback, and effect. In addition to that, a key to the enhancement of a communicative purpose and the desire to communicate is the information gap

3. The importance of Speaking

According to (Ivneet , K, 2018), Speaking skill considered to be as one of the most important areas in EFL classes due to the following reasons: she states that

3.1. Demonstrating knowledge

It can be regarded as prompting the learner's concepts due to show their hidden values on the basis of those skills, more precisely in order to be effectively social and sharing your background knowledge through public speaking.

3.2. Developing and showing confidence

Being good at speaking will boost your confidence which makes the learner interact effectively in EFL classes. Also, it helps in building good self-esteem in school and workplace. Here, people always get attracted by having a good self confidence in order to create a great impact in various situations.

3.3. May make you more promotable

Speaking promotes the person's sense of leadership, thus when people intent to present they feel the need to be comfortable and that is good when someone has a good level at presenting publically at several domains.

Speaking to other people in English helps in boosting the faith you have in your own abilities and clear out the doubts that are inside your head. So it's definitely a confidence booster, but there are many more ways in which speaking the language can improve your English skills fast.

4. Types of Classroom Speaking Performance

Although dialogues and conversations are considered most used tasks when it comes to teach speaking skill yet still some other various tasks that can be implemented in teaching this skill. Brown (2001, p 271) lists six possible tasks of oral production.

4.1. Imitative

A restricted part of classroom performance might be generated to “ human tape record” which stands for learners practicing intonation to indicate some vowel sounds, more particularly , this kind’s limitation is meant to focus on some specific elements of language form . In this activity learners imitate to learn some difficult language structures.

4.2. Intensive

Are repeated drills that focus on certain phonological or grammatical language aspects, including autonomous or pair work activities.

4.3.Responsive :

They are only replies that teachers give to students during class, also questions and comments which can be considered as effective way of communication but they don’t reach the level of dialogues.

For example:

T: good morning

S: good morning Sir!

T: how are you today?

S: pretty good thanks, and you?

4.4. Transactional (dialogue) :

Are dialogues conducted for the sake of information exchange, in a form of conversations between interlocutors such as information gathering, interviews, role plays and debates, either they are pair work or group work.

4.5. Interpersonal (dialogue):

It is also carried out in a form of a dialogue for maintaining social relationships than transmitting information and facts. These conversations can include other aspects such as, slang, casual register and sarcasm etc.

For example:

Amy: hi Bob, how's it going?

Nob: Oh, so-so.

Amy: not a great weekend, huh?

Bob: I don't like to criticise.

Learners should be more aware of such type of language to draw a better understanding of what interlocutors are talking about.

4.6. Extensive:

Are presentations where learners are given the chance to present monologues at intermediate to advanced levels in form of planned or impromptu oral performances.

Each category above can be implemented based on the students' level and students' ability.

5. Definition of Project Based Approach

Various traditional approaches to language teaching and learning focus on practicing language for its own sake. However, recent approaches are more interested

in involving and engaging learners meaningfully with language and context learning. One of these approaches is the Project-Based-Approach (PBA) to learning.

According to Bell (2010) PBA is a "student driven, teacher-facilitated approach to learning", that gives the learners the opportunity to work on their own to complete a given project and the teacher has major roles supporting and guiding the learners. In addition to that, Project-Based-Approach is seen as a versatile vehicle for fully integrated language and content learning. A project work focuses on both fluency and accuracy. It is interesting, engaging, motivating and challenging. It usually requires results in building student confidence, self-esteem, and autonomy, as well as, improving students' language skills, content learning and cognitive abilities

A project usually follows a plan

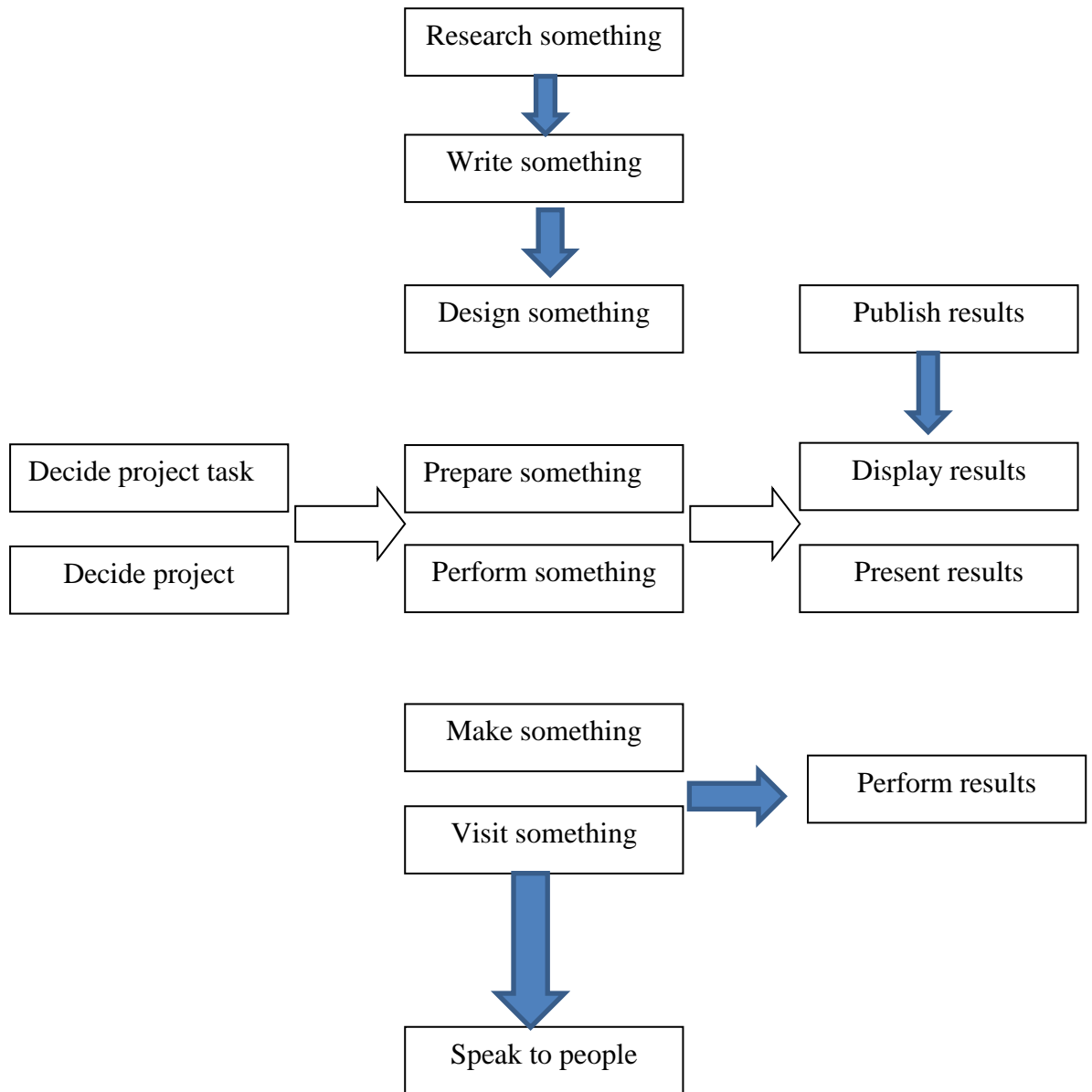


Figure 1: Project Planning
 (Adapted from Scrivener, 2005, p. 365)

Project usually starts by making decision about how to hold the project (individual, in pairs, or in groups). A project work is a process: time limitation,

looking for information, writing the project, preparing the presentation, training and rehearsing. Finally, it ends with an oral presentation.

6. What a Speaker Needs to Know?

The spoken language is characterized by the use of multiple types of knowledge to mastered, (Thornbury, 2005) states that producing speech requires the following:

6.1. Socio-cultural Knowledge

As a matter of fact; language mechanisms are conditioned by realistic techniques in order to realize their disciplines; like manner socio-cultural cultural concept is being regarded as one of the core challenges that need to be integrated among EFL learners in both native and foreign languages. In particular socio-cultural competence is considered as the process of being aware of the extra- linguistic notions given among speech community like cultural background; the speech situations that have to be integrated such as: social mechanisms in terms of values and norms; in addition to the relationship among interlocutors that would impact any speech production.

6.2. The Linguistic knowledge

This idea is considered mainly as the awareness of language disciplines through different angles in terms of grammar; vocabulary; and pronunciation as follows:

6.2.1. Genre Knowledge

As it is defined by him; genre is how the speech event shaped effectively by the interlocutors; hence there are two central pillars of speaking which are transactional and interpersonal. In one hand the first one is emphasized on the right flow of

information transmitting; on the hand the later one is focused among relationships preservation.

In fact; these two notions stand for a huge amount of speech events that is shaped relevant to such cognitive processes of the participants along with their social circumstances. By the same token the construction of genre is contributed through interactive and non-interactive; thus, there are also the planned and unplanned aural activity that can impact the language use as a result the spoken language genres are being categorized on the basis of their purpose that were investigated by Carter and McCarthy – (as cited in Torkey, 2006)

Narrative: series of performances that ought to be applied actively by the audience.

Identifying: it is aimed at achieving personal issues such as: their emotional state and expressing what do they love and hate.

Language in action: brings motivation as a way of testing abilities via recording tapes.

Comment elaboration: it reflects the casual opinions into things; people and situations.

Debate and argumentation: it reflects peoples' evidences while debating such a remarkable matter.

Decision making: it reflects to what extent people can negotiate problems with clarification and problem solutions.

6.2.2. Discourse Knowledge

Discourse knowledge is the knowledge of how to organise and connect speeches, and this knowledge can be applied in turn taking structures in the interaction of

humans, that is to say, markers of discourse are used to get one's intentions, to hold the turn, and to mark limitations in speaking.

(As cited in Torky,2006) including the speaker being able to protect the discourse's coherence, so that the listener could follow the sequences of speech in an easy way.

6.2.3. Pragmatic Knowledge

Pragmatic knowledge is the knowledge of how to do things with a language, considering the context and the purpose behind language use. Thornbury (2005) indicates that pragmatic knowledge includes knowledge of the speech act and the co-operative principle.

7. The Nature of Speaking

Many researchers have been discussing the nature of speaking, where Byrne (1986) states that “ Oral communication is tow-way process between speaker and listener (or listeners) and involves the productive skill of speaking and the receptive skill of understanding (or listening with understanding) ” (p.8).

According to him, both speaker and listener participate in the communication process, by using the speaking as a productive skill and listening as a receptive skill because speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Also, it is an activity considered as a multisensory activity since it demands the paralinguistic features as: eye contact, facial expressions, body language, voice, quality change, and pitch variation. (Thornbury, 2005, p.9) which affect the flow of conversation in this vein, culture seems as an integral part in the process of constructing speaking that has association with the manner that English language is learnt and taught. Moreover, Brown & Yule (1983) show a difference between two functions of language which is concerned with

transfer of information and knowledge which is the transactional function. Meanwhile, the interactional function, in which the primary purpose of speech is the maintenance and management of social relationships (p13).

Henceforward, another variation in developing the speaking skill is that the distinction between dialogue and monologue. The ability to deliver an uninterrupted oral presentation is not the same as interaction with another person or an audience for transactional and interactional purposes. Brown and Yule (1983, p.19-20) suggested that language teaching is mostly focused on developing skills. Thus, it is interactional exchanges where the learner is only asked to make one or two speeches at once.

To sum up, the nature of speaking should be stated to know what the speaker needs to focus on and what type of speech production is going to be. Determining the nature of speaking helps a lot in shaping the way the utterance is delivered.

8. Functions of Speaking

In theory; speaking skill has been argued as a core concept which is related to human various speech performances; by the same token several investigations related to this notion have been shown such as remarkable contributions within categorization of the speaking functions through the human speech situations. More specifically Brown and Yule have mentioned two central functions which are the interactional role which stands for keeping and boosting social relationships in addition to the transactional process which is aimed at the main focus interchange that would extend into three parts respectively: talk as an interaction; talk as transaction; and talk as performance. (Richards, 2008)

8.1. Talk as interaction

In fact; this notion is regarded as the same meaning as conversation by its social mechanisms to apply such a contextual speech activities as long as people are more concentrated about the manner of their speech acts more than the form. In this respect it may come in both ways formal and informal up to the surrounding speech atmosphere; then talk as interaction provides a skilled speaker who can make the perform professionally with such effective skills for instance: conversation tips like opening and closing; take turns; joking and so forth.

- ❖ It is essentially based on social mechanisms.
- ❖ It stands for the performer identification.
- ❖ It comes to light as formal along with informal

All language units must be unified.

8.2. Talk as transaction

Contrary to the previous concept; this function is dealt with the message itself if there is a verbal or non-verbal realization of the performances acted by the interlocutors as they reacted among each other; thus the speech had better come to light clearly in ways of: classroom discussion; restaurant ordering menu; describing focused matters; and problem-based solving.

- ❖ This way of activities shed light on information analysis.
- ❖ Concentrating on repetitive and comprehensive questions for the sake of clear flow of talk.

- ❖ This phase of conversation linked into the fluency devices with neglecting of accuracy. It is focusing beyond the message for better flow of successful interaction.

8.3. Talk as performance

This notion is regarded as the most advanced level of competency in speaking abilities in which the performer can talk publically for transferring specific messages to audience. By the same manner this concerned idea is being delivered as a way of monologue format that can be assessed on the basis of its effectiveness among listeners with such significant criteria:

The main concern in each activity is related among both the message and the audience.

- ❖ Well-designed scripts and prepared sectioning.
- ❖ Accuracy and fluency have equal significance.
- ❖ It is almost regarded as an academic writing unity in form of monologue.

9. Functions of spoken language

According to Torcky, (2006) that have made differentiated among five language roles as follows:

1.1. Social functions

As means of speech acts like requesting; giving opinion; greeting and so forth.

1.2. Informative functions

Regarding as truths and dilemmas are expected to be presented in terms of personal information; describing; and narrating prose works.

1.3. Giving opinion functions

In terms of debating such a remarkable issues with exchanging opinions among talkers for the sake of achieving objectives.

1.4. Requesting

As a mean of demanding things politely; accepting; in addition to refusals.

1.5. Directing

As means of speech acts roles like persuading; proposing; advising and so forth.

Conclusion

To conclude, oral performance as a production is needed in our daily life communications. Hence, the speaking skill is considered as the main core skill that needs to be developed by EFL learners due to its importance in FLL. In this chapter we have tackled many important areas in this skill by giving an overview about the theoretical part of learning and teaching speaking in EFL classes. Additionally, describing some aspects such importance of the speaking performance in FLL, some definitions, and different types of classroom activities in enhancing this skill. Moreover, we have spotted light on what knowledge the speaker needs to know to be able to speak clearly and fluently.

CHAPTER THREE
FIELDWORK AND DATA ANALYSIS

Introduction

The current study deals with the impact of attitudes towards the target language culture in improving learners' speech production. For the requirements of this study, two tools are used; a students' questionnaire and a teachers' interview. The former is administered to third-year students of English at the department of foreign languages at Abu Alkassim Saad ALLAH University. Whereas teachers' interview is conducted with teachers at Biskra University, who actually teach courses involved in our present research and who have long experience in this area of study. These two tools aim mainly at collecting the needed data to reach our research goals. The present chapter analyses the sample of both students and teachers. It presents the analysis and the interpretation of the results obtained from the two cited tools and discusses the results then determines the findings revealed from both students' questionnaire and the teachers' interview. Finally, it is concluded by the suggestion of some pedagogical recommendations for both EFL teachers and learners.

Review of Research Methodology

1. Research Method

The research approach that is used in this study is the qualitative research approach (descriptive in nature) in order to explore the EFL learners' attitudes they hold towards the English language culture which helps in the process of mastering the oral performance.

1.1. Population and Sampling

The population of the present research is third year EFL students at Abulkassim SaadAllah Alger II University. Out of a total population of 200 third year student, a sample of N=41 answered the questionnaire. This choice had been made upon the

assumption that these students had more exposure to EFL culture and are more likely to be able to speak. In addition, a sample of N=05 teachers at Mohamed Khieder University of Biskra and three other teachers from Abulkassim Saadallah Alger II University were selectively assigned to an interview according to the modules they teach.

1.2. Research Tools

According to the nature of this study, the used data collection tools in this research work are a questionnaire for students and an interview for teachers. The questionnaire was used as a tool for gathering data. One questionnaire was administered to a randomly chosen sample of third year LMD students of English at Abulkassim Saadallah Alger II University, and a sample of teachers' interview of English at Biskra and Abulkassim Saadallah Alger II Universities in the hope of getting clear insights about the attitudes towards the target language culture and its impact on speaking skill

2. Students' Questionnaire

2.1. Aim of the Questionnaire

Students' questionnaire aims at collecting the necessary data in order to explore the impact of students' attitudes on oral performance. Also, it was an attempt to measure their different insights, views and attitudes towards the target culture.

2.2. Administration of the Questionnaire

The present questionnaire was administrated to a sample which was randomly selected, half answered online and the other half answered in class at hand. The sample was selected out of a 200 existing population of third year students at Alger 2 University.

2.3. Description of the Questionnaire

A students' questionnaire was designed in order to explore students' different attitudes, insights, views and perceptions about the present study. The students' questionnaire was distributed to (41) students. It is introduced by a short paragraph which clarifies the aims of the study and then followed by instructions and guidelines for students about how to answer the questions. This questionnaire consists of fourteen (14) questions which are logically arranged

Close-ended questions (yes/no questions), open ended questions requiring from the students to choose "YES" or "NO" choices with justifications, or to pick up the appropriate answer from a number of choices.

This questionnaire consists of three sections which are:

Section one: Background information

Q01: Students' gender

Response	Male	Female
Participants	9	32
Percentage	22%	78%

Table 01: Students' Gender Distribution

From the table above, it is obvious that the majority of our participants are females. The number of female students is 32 out of total 41 making up (78%). Whereas, male students are only 9 males, which make up (22%) out of a total number of the chosen participants. From this result it seems studying languages is a female-targeted field. Indicating gender helps us a lot in collecting various views and the

nature of the attitudes held by either males or females towards the English culture and its effectiveness in enhancing students' oral performance.

Q 02: Age.

Response	21 to 25	26 to 30	31 to 35	36 +
Participants	37	2	1	1
Percentage	90.2%	4.9%	2.4%	2.4%

Table 02: Students' Age Distribution

The results show students' age which vary between 21 and 36 years old. This question is divided into four items from 21 to 25 indicates the majority which represents (90.2%) out of the total sample followed by the next item from 26 to 30 just 2 students, that is, (4.9%). The third one is for students who are aged between 31 and 35 as well as 36+ years old, who is only 1 student per each item, (2.4%) from the whole percentage for each. In the light of these obtained results, it is shown that most of third year LMD students are young; they are in an acceptable age of a third year student. Indeed, these variations in age among students bring us to notice that the issue of attitudes can be treated differently. In addition to that, this also reveals, some aged people still want to learn English what seems rare in our society.

Q03: Your choice to study English at university was?

Response	Personal	Imposed
Participants	36	5
Percentage	87.8%	12.2%

Table 03: Students' Choice to Study English.

It is clearly stated that the majority of students chose English as a subject at university as a personal choice, it represents 36 students that is to say (87,8%) and this is according to their desire to study this the language and to be specialized in the domain of English language in contrast a few rate of students 12,2 % , 5 out of 41 the total respondents, who their choice was imposed, either by parents or the university due

to their obtained average in the baccalaureate exam . What may lead to low performance in language learning.

Q 04: Why have you chosen to study English?

- a) To have friends from various countries in the world
- b) Because it is now required in many domains
- c) You need it for your future professional career
- d) You want to know about culture of English native speakers

Options	A	B	C	D	B &C	B & D	C&D	A&C	Total
Numbers	00	12	14	2	6	4	2	1	41
Percentage	00%	29,3%	34,1%	4,9%	14,6%	9,8%	4,9%	2,4%	100%

Table 04: Students’ Reasons to Study English.

Students have different perspectives when it comes to learning English; according to the above gained results. It seems that, it is not the same for everyone to choose to study English for the same reason. On one hand, no one (00%) has responded to the first choice states that learning English is meant to have friends from various countries. On the other hand, a great rate (34, 1%) goes to the reason which shows that they need English for future professional career; meanwhile, (29,3%) of the whole percentage represents students who think it is due to that English is required in a lot of domains. Similar rates (4, 9 %) represent two groups of students who think that learning English is for being aware of the culture of the English language, also for the group who deem learning the language is due to a combination of the need for future career and the awareness of the foreign language culture. In addition, (14.6%) of students give priority to leaning it because they say it demanded in a lot of domains

and they need for building their future. Furthermore, a noticeable number of participants (9, 8%) consider all domains need learning English; likewise, the cultural awareness is important as a reason for leaning this language. Besides, minority of students believe that learning English allow them to have new friends and it is a future building means as well. Through the results obtained from this question, most of third year LMD students of English see the need are aware of the importance of both, the linguistic aspect and the socio-cultural aspect of the language.

Q 05: How would you evaluate your language ability/level in English?

Response	Very Good	Good	Average	poor
Participants	5	24	10	2
Percentage	12.2%	58.5%	24.4%	4.9%

Table 05: Students' Self-evaluation of their Levels in English.

What has been displayed in this table, indicates that a major number of students (58, 5%) which is 24 student evaluate their level in English language as good, whereas, few others 5 making up (12,2%) who think they have got very good level. Also, a noticeable percentage of students (24, 4%), who assess their English language as average. A minority of students 2 making up. (4, 9%) of students think that they are poor students. The high rate (58.5%) of students who see their level as good reveals that most of third year LMD students of English at university of AbuAlkassim SaadAllah Alger π, seem not satisfied with their levels and they seek to improve their performance in English.

Q 06: How do you find the English learning process at university?

Please justify your answer.

Response	Interesting	Boring
Participants	22	19
Percentage	53.7%	46.3%

Table 06: students' attitudes towards learning English at University.

The results obtained demonstrate (53.7%) out of the total percentage reveal that students find the English learning process interesting and worth learning the language whereas, an approximate rate (46.3%) of students find it boring.

For the second part of this question, students who answered the process of learning English is interesting, is due to it contains interesting and motivating modules which improve their language ability also it allows them to learn new useful things, ideas, information and cultures. Meanwhile, the answer it is boring, students reason is they don't enjoy attending the course because the teaching method is not interesting along with boring and humdrum modules. In addition, they see that the time allotted for learning is not sufficient to improve their language capacities and to cover all languages learning angles.

Section Two: Students' Attitudes towards the Target (English) Culture

Q 07: Do you think that learning English as a foreign language entails learning its culture in parallel?

Please justify your answer.

Response	Yes	No
Participants	34	7
Percentage	82.9%	17.7%

Table 07: Students' Views about the relation between Learning English and its culture.

Table 07 portrays that students' stances to the learning of English as a FL in joint with its culture. The majority of them (82.9%) have answered with "YES" the language learning and the culture are in parallel while (17.7%) goes for the minority which represent the "NO" choice, that is, culture is necessary to be learnt during the process learning the FL. As an explanation to these answers, those who have chosen "YES" said it is important to obtain the TC with language and they think it is impossible to learn the language in isolation. Likewise, for a better understanding of the language culture must be known because vocabulary and grammar are not enough to master the FL. Although this may be true, but others see the TC is not an obligation to be learnt along with the FL because they deal with language I teaching the language more than its culture.

Q 08: Do you enjoy attending English classes?

Please justify your answer

Response	Yes	No
Participants	25	16
Percentage	61%	39%

Table 08: Students' Enjoyment from Attending English Classes

Through the results gathered from this question, we try to investigate whether students get pleasure throughout attending TC classes or not. It is portrayed that over a half of students (61%) enjoy attending TC classes. The informants see that it is very useful and important to get exposed to the TC, because it opens the door to know more about the foreign history and civilization of the target community, besides, it is fun and motivating learning about it. Unlike those who have the idea that TC classes are not likable to be learnt, representing a lower percentage (39%), they have the notion that teachers are

boring by having a not motivating methods of teaching , they see it as waste of time and energy to attending such class.

Q 09: Do you enjoy knowing/learning about the different aspects of the target culture?

Please justify your answer.

Response	Yes	No
Participants	37	4
Percentage	90.2%	9.8%

Table09: Students’ Enjoyment through Learning about the Different Aspects of Culture.

The present question aims at gathering clear answers about the joy students get during the process of learning about the different aspects of the target culture. A noticeable rate (90.2%) stands for those who get some delight from learning the various culture aspects. In the contrary, those who do not, are only few students 4 out of total, who have no interest in learning about target culture so they refer this to the reason that they are interested in the language itself not the culture and this latter has nothing to do with language improvement. Even though some students didn’t opt for justification but we gathered the needed data to generalize the attitudes that students hold towards the TC.

Q10: Which do you prefer: the British culture or the American one?

Please justify your answer

Response	British	American	Both
Participants	18	17	6
Percentage	43.9%	41.5%	14.6%

Table 10: Students’ preferred culture.

The following table denotes that (43.9%) persons opt for the American culture while (41.5%) spot light on the British one. Others represented by a percentage of (14.6%), consider both cultures are having an equal importance and status.

The second part of this question is devoted for the reasons behind choosing the answer, for those who are fond of the British culture due to its originality, the way the British people live and think with, also their traditions and the history of British civilization. At the other extreme, students who are interested in the American culture back up their choice to a n

umber of justifications summarized as the following: the American culture is more dominant in the world and the variety it has a mixture of cultures, the history of the US is a reason as well.

Q11: Do you think that being aware of the EFL culture helps to enrich your knowledge about English?

Response	Yes	No
Participants	37	4
Percentage	90.2%	9.8%

Table11: students' Awareness of the EFL Culture in Enriching the English Language

A surprising percentage (90.2%) represents respondents who believe that awareness is very helpful in enhancing the learning of the TL. Yet minor points of view (9.8%) think being aware of the TC has nothing to do with developing their language capacity.

Section three: students' attitudes and oral performance.

Q12: Which of the following describes your level of oral performance in English?

Response	High	Above average	Average
Participants	5	16	20
Percentage	12.2%	39%	48.8%

Table 12: Students' Self-evaluation of their Level in Oral Performance.

The statistics in the table 12 show that (48.8%) of students have average levels in speaking followed by 39% of students who evaluate their selves as above average speakers. Only (12.2%) of students are good in speaking. A percentage of (8.6%) of students consider that they have high speaking abilities. These results ensure that most of third year LMD students of English face some difficulties in speaking and they are in need to enhance this skill knowing more about the TC to act like natives to perform well.

Q13: Do you think that it is necessary to have a positive attitude towards the English culture in order to speak English accurately and fluently?

Please justify.

Response	Yes	No
Participants	27	14
Percentage	65.9%	34.1%

Table 13: Students' Perception on the Effect of the Positive Attitude on their Oral Performance.

Attitude may affect the level of oral performance throughout its nature that students already have. In this item, we explored students' perceptions about the necessity of having a PA towards the TC in order to speak English fluently. It was measured that (65.9%) respond with 'yes' because they assume that language and culture are correlated. Also, if anyone has a positive interest in the language and its

culture, he automatically performs well in speaking. That is to say, being positive towards what you want to do, you will achieve a good level in the tasks you are asked to do. Another reason for this is, the more the language learner gets familiar with native speakers the more he / she will imitate their way of speaking whether American or British. Conversely, (34.1%) of participants who see PA is merely not related to oral performance. In addition to their belief that, being fluent is due to practice and learning pronunciation without referring to TC to speak very well English. They said many learners hate and detest the TC but they are fluent speakers.

Q14: Do you think having a negative attitude towards the English culture affects your oral performance?

Response	Yes	No
Participants	25	16
Percentage	61%	39%

Table 14: Students' Perception on the Effect of the Negative Attitude on their Oral Performance.

When asked to evaluate students' perceptions about holding a negative attitude towards the TC and its effect on their oral performance. This table displays that (39%) who consider learning speaking is not influenced by the nature of the attitude they hold towards the TLC. Thus it is influenced by practice and hard work. Meanwhile (61%) of participants believe that having a negative attitude will grossly impact the way of performing in oral presentations. To put it in other words, NA is an obstacle that ceases the learning process.

The way the NA influences on the oral performance, hamper the learning process and one hates the language he is learning, also being aware and positive makes you more confident to speak because you have something to talk about in your mind.

Further comments and suggestion:

No one has responded to this open-end question.

3. Teachers' interview

3.1. Aim of Teachers' Interview

The purpose behind choosing the teachers' interview is to collect teachers' insights about teaching EFL learners the target English culture. Furthermore, the interview sought to explore their students' attitudes towards learning the target culture and its impact on shaping their way of learning the speaking skill.

3.2. Teachers' Sample

The interview was administered to five (05) teachers who actually teach modules that have a relationship with our research nature and have a long experience dealing with teaching culture and oral expression. Also, the selection of (04) participants were chosen out of the whole population of 57 teachers in the department of foreign languages at Mohamed Kheider university of Biskra.

Administration of the interview

The present interview was conducted with 05 teachers from both universities Biskra University and Alger 2 University, teachers answered the interview b Email to gain time and the preferred to answer this way to seem answering at ease.

3.3. Description of Teachers' Interview.

An unstructured teachers' interview was submitted to our sample EFL teachers in the English department in order to investigate insights on learner's attitudes towards the English culture in shaping their way of speaking.

The teachers' interview is composed of eight (08) open-ended questions. This interview is introduced by a short paragraph which states the purpose of the interview and gives some instructions to the interviewees. This latter is constituted of (08) intelligible questions that include the most important aspects of our study. Thus the two first questions deal with teachers' degrees and work experiences. The third (03) question is designed to obtain information about teachers' perceptions on the statement ‘ ‘ Learning English as a foreign language entails learning its culture in parallel.’ ’ In questions four (04) we investigated teachers' description of their students' attitudes' nature, whether negative or positive attitude. Then, item five (05) aimed at reporting description of EFL learners' oral performance level, in teachers' views. Moreover, the sixth (06) question aims to explore the extent of attitudes effect on EFL learners' oral performance in accordance with teachers' experiences. Additionally, this question is concerned with the importance of cultural awareness in EFL teaching in order to improve learners' oral performance. Eventually, this question deals with the way teachers implement cultural insights in their courses to improve students 'oral level. The final statement invites teachers to make any further suggestion and comments.

Otherwise, the teachers' identity is intentionally kept anonymous for the feasibility of the research; therefore, we have referred to each interviewee with a letter, such as "A", "B", "C", "D", and «E" as it is reported in the discussion below.

4. Analysis and Interpretation of the Results

Item 1: What is your academic degree?

Interviewee A: Master degree

Interviewee B: Magister degree

Interviewee C: Doctorate degree

Interviewee D: Doctorate degree

Interviewee E: Magister degree

Interviewees' answers indicate that all teachers have obtained higher academic degrees including two teachers have got Ph.D. degrees also two other are magister degrees, whereas, one is a master degree.

Item 02: How long have you been teaching English?

Interviewee A: 02 years.

Interviewee B: 05 years.

Interviewee C: 07 years.

Interviewee D: 13 years.

Interviewee E: 15 years.

The shown data reveals that all interviewed teachers have got considerable experience in teaching both modules culture of the language and oral expression. The experience duration varies between two (2) years and (15) fifteen years' experience.

Therefore, this helps us to have clear insights and opinions about our investigation of culture or oral performance.

Item 03: “Learning English as a foreign language entails learning its culture in parallel.” What do you think?

Interviewee A: Learning English as a Second or Foreign Language (ESL / EFL) requires providing the cultural context and awareness of learners in order to acquire skills in target language intercultural communication.

Interviewee B: Language is a component of culture, and culture is conveyed via language. Hence, they are inseparable.

Interviewee C: The foreign language and its culture cannot be separated; the comprehension of language requires basically cultural awareness and intercultural competence.

Interviewee D: Culture is very crucial that learners know about the culture of the target language to gain cultural awareness and sensitivity needed to understand how the language works in its natural environment.

Interviewee E: Culture and language are two sides of the same coin, one develops the other. Hence culture is needed for language understanding and it is a social means of communication through language use. Therefore, one cannot go without the other.

Teachers' responses reveal that awareness of the target language culture is very crucial and important in enhancing EFL learners' oral performance level. As far as language and culture are interrelated elements that need to be mastered; in order to have a better understanding and develop high proficiency in the target language. As all teachers have answered this question, it is clearly shown that language and culture

are inseparable society components, that is, one is conveyed within the other. Hence it is necessary to know the target culture while learning a second or foreign language.

Item 04: How would you describe your students' attitude towards the English culture (positive/negative)?

Interviewee A: It is positive because my students believe that it is important that they should acquire cultural knowledge relevant to the target language. For example, how can they fully understand idiomatic phrases arising from sport (such as 'ballpark figure', 'clear the next hurdle' or 'a sticky wicket') if they don't know anything about their origins?

Interviewee B: It depends: they might have a positive attitude with some parts of the target culture talking about school, for example, they might have a negative attitude when talking about the way of life there and how not married couple live together, i.e., topics that are taboos in the mother culture.

Interviewee C: Some have a totally positive attitude but the majority develops a negative one.

Interviewee D: In general, I got positive reactions from students towards the target language culture, simply because learners are motivated to learn more about the language, its civilization, and history.

Interviewee E: It is positive for the majority of students; they like to discover all what concerns the English speaking country because they know this would help them to understand better how the English language functions. Some of them even try to imitate their way of thinking, clothing, and speaking (by using slangs for example)

On the other hand, there is a minority who have a negative attitude and think (wrongly) that as students they are asked to adopt the foreign culture to learn the language. This thinking comes from the fact that the two cultures are totally different (one Arab Muslim, the other open, Christian, etc.). So, they reject the English culture as they disagree with its traditions and lifestyle)

The data obtained demonstrate that teachers have noticed most students develop a positive attitude towards the target culture due to its importance in the process of language learning. Also they like to know more about it because of their curiosity, what motivates them to learn more about the culture of the foreign language to fully understand its daily life conversations and what is shown in the media, whether written or spoken, including idiomatic expressions, proverbs and sayings that can be interpreted only if culture awareness is mastered by EFL learners. On the contrary, a noticeable population reacts negatively towards the TC because they see it as a threat on their mother culture, in this vein, they protect themselves by rejecting it what leads to low performance in gaining proficiency in language learning namely in the speaking skill.

Item 05: How would you describe your students' oral performance?

Interviewee A: For most, it's average, very good for a few students, and low for a few others.

Interviewee B: it varies from good to low performance.

Interviewee C: Oral performance depends on students' level in grammar and pronunciation in addition to their thoughts culture knowledge hence For the students. I taught there are two main aspects that I noticed: first they have little knowledge

about the FL culture to discuss it and they have a grammar performance problem, plus, the fear to make mistakes in the classroom.

Interviewee D: As a matter of fact, only a few students who are fluent whereas the rest seems to have a poor level.

Interviewee E: It is average for the majority, very good for few students, and low for few others: there are distinct levels in every class.

These results, gathered through interviewees views, indicates that the level of EFL learners is distinct in every class which means there is not an overall level for all students, so it depends on the student language competences, in other words, linguistic competence and communicative competence. Each teacher states different categories saying that some students are very good and high while others seem average and poor. Only one teacher gave a good reason for the low level in oral performance he said that it is because of the lack knowledge and culture about the target language what leads to mistakes in grammar, word pronunciation even the fear of stage even though they have got the linguistic knowledge.

Item 06: According to your experience, to what extent does the attitude towards the target culture can affect EFL learners' oral performance?

Interviewee A: Communication and culture influence each other greatly. The effect is reflected in people's communication behaviour. The way people talk and behave is greatly affected by past experiences, perception, and cultural background. Culture plays a key role in shaping the communication style.

Interviewee B: It really affects their performance in the choice of vocabulary as well as the discourse management.

Interviewee C: It affects a lot, to have a balanced judgment on English speaking communities culture, we need knowledge and not necessarily a positive attitude but an objective one.

Interviewee D: ‘‘It is quite easy to understand. If students, and this is the case of most of them, are motivated towards getting involved in the culture of the target language in any form, this would be reflected in their oral performances. The native-like model of people and their daily behaviors are a reference for students.’’

Interviewee E: ‘‘ Having a positive attitude affects positively students’ attitude as it fosters their motivation and develops their curiosity towards the target country, people and language. When students are interested or attracted in native speakers’ way of living, thinking and speaking they would try to imitate them (by considering the correct pronunciation, vocabulary use, body language, correct grammar, etc.), so their speaking will be more correct and their performance better achieved.

When having a negative attitude, however, they will ignore all these points (pronunciation, vocabulary) in specific contexts, and would only use language in a boring or even incorrect way. Indeed, they would not know what to say in a certain situation or how to change the tone of the voice or what gestures to use in real life situations. They may make errors and may not understand others and will fail in communicating ideas.

According to what teachers have stated in the answers, it is noticed that all of them responded positively to the question which seeks the extent the attitude towards the culture would affect EFL learners’ oral performance. The attitude toward the FL culture can affect oral performance in many ways at first, the effect is on the vocabulary level where students get exposed often to the target culture and the adopt

series of terms through culture integration what gives them familiarity with the topics and this is a good reason for mastering and managing better performances.

Additionally, an interviewee sees that culture awareness motivates students to perform well since they find it very interesting to learn the FL culture. To emphasize, having beforehand culture knowledge makes the process easier since the students have something to talk about in his mind. Moreover, another teacher categorises culture effect into two areas, the effect that is developed out of holding a positive attitude, this means that if EFL learners are obsessed in native like-model they automatically react positively and tend to imitate natives behaviour; whereas, the effect which is held from a negative attitude will leave a negative impact on the way students speak the TL. In other words, students will have poor communication level, wrong and boring language use plus incorrect pronunciation.

Item 07: How much is it important for EFL learners to be aware of the English-speaking community culture in order to improve their oral performance?

Interviewee A: It is the duty of teachers to ensure that their students are aware of the cultural background that helps them interpret what others say when interacting with natives, so they can respond appropriately.

Interviewee B: it is very important because knowing the target culture will help the learner to perform better in terms of choosing the appropriate terms, the use of idioms, even pragmatics.

Interviewee C: As I mentioned before, Students thoughts and evaluation of the foreign culture helps them to be critical and objective Students who have this ability

talk freely and can compare their own culture with the foreign culture without any irritation which enables them to develop a good oral competence, say what they think.

Interviewee D: The importance lies on the students' beliefs that there is a difference between the mother tongue and the target language that requires certain skills to show through the use of the language, in other words, the way I talk using my proper tongue is quite different from another language so I have to do some efforts to show it through my performance. It includes many features concerning the language, knowing the context, social protocols, and many other points...all this helps in challenging learners to do their best to make their oral skill as good as it could be within a natural environment.

Interviewee E: It is quite important because knowing about culture increases motivation first: students do not see language as a dead process but rather a living one as they see how language is used in real life situations. They can understand what specific vocabulary to use in specific situations, how to change the tone of the voice, stress, and intonation to express or focus on precise things. They can also understand nonverbal communication (body language) and how to behave according to different contexts. All this will develop their speaking skill and oral performance as they would know how to use the language for communicative purposes. Moreover, it is the role of the teacher to raise this awareness.

The responses portray many views on the culture importance where teachers believe that culture has a crucial value in language learning for many reasons .first, fostering students' motivation, developing communicative competences, critical thinking, and interpretation of native speakers' talks. Through all these factors students will be able to better their speaking skill when being aware of the topics they

discuss and talk about. Most of the teachers insist on the role of the teacher is in enhancing and raising their students' knowledge about the target culture because it is very helpful in distinguishing between the foreign culture and the mother one to have a clear vision for better understanding and communication.

Item 08: How do/would you implement cultural insights in your courses to improve your students'?

Interviewee A: I encourage my students to research and share their ethnic background in order to foster a trusting relationship with classmates; analyze and celebrate differences in traditions, beliefs, and social behaviour. It should be noted that this task helps my students realize that their beliefs and traditions also constitute a culture that is a necessary breakthrough in the development of a truly culturally responsive classroom.

Interviewee B: Through the use of authentic materials that have specific themes of the target culture.

Interviewee C: Many scholars suggested activities that present the foreign culture as another option of thinking to the student by presenting positive and negative aspects of both the local and foreign cultures to enable the student to see that even his culture is not perfect Others suggested to present many cultures together as a comparison material including the student's culture and the foreign culture.

Interviewee D: Mainly by using ICT tools, particularly authentic materials including videos, oral conversations, even texts to expose them to real situations usage of the language, after that learners can interact with those materials using discussions, simulations or even replying (acting as if they were Natives). The more learners

would be exposed to authentic materials the more they will be motivated to better their oral skill.

Interviewee E: Cultural insights can be implemented in any module in a direct or indirect way. It can be through showing videos of native speakers acting in real life situations, original films, dialogues, entertainment shows, etc.

The teacher can select reading texts, short stories, articles that show certain aspects of culture). Afterward, vocabulary, style, grammar is explained and discussed. We can use listening recordings/tapes to make students hear how language pronunciation varies according to specific situations. After that, comes students' practice. Students will try to repeat what they have seen through simulations, role plays, discussions, etc.

In this item, we tried to see how teachers improve their students' culture insights by using various classroom activities. Teacher 'A' and 'C' have stated that the more the students are exposed to the target and the mother cultures aspects the more s/he will be able to understand the differences between them. This is useful at being responsive students and collaborative when it comes to culture discussion and sharing within the classroom. In addition, teacher 'B', 'D' and 'E' said it is good to present authentic materials, it can be through showing videos of native speakers acting in real life situations, original films, dialogues, entertainment shows or stories and authentic texts...etc. that will help them know more about the target community culture and enable them to have good language usage in daily life communications.

Teachers' further comments and suggestions:

Interviewee A: ' Understanding the nature of the language-culture relationship is central to the process of learning another language. In actual use of language, it is not

the case that only the forms of language convey meaning. In its cultural context, language creates meaning: it creates and interprets meaning within a cultural framework. In language learning classrooms, learners need to engage with ways in which context affects what is being communicated and how. Both the culture of the learner and the culture in which meaning is created or communicated influence the ways in which possible meanings are understood. Learning to communicate in an additional language involves developing an awareness of how culture interacts with language whenever it is used. “

Interviewee C: “The study is worth investigation because speaking skill is an interesting area to focus on language learning “

Interviewee D: “ Another tool is very important are the language trips or visiting the target language countries; it helps a lot in being in direct contact with the language and its components (social, cultural, academic...etc.). This point should be considered because it gives many opportunities for the learners to discover the real status of the language they are learning and make them more motivated to master it (orally at least)...”

Interviewee E: “ It is one of the roles of the teacher to raise students’ awareness about the culture by showing its importance to develop language learning and speaking in particular by using appropriate authentic materials in class. Thus, the teacher will encourage his/her students to have a positive attitude. On the other hand, students can learn about culture by themselves outside the class by checking (themselves) for example videos on YouTube, listening to songs, watching films and shows, reading books, chatting with native speakers, visiting English speaking countries (if possible), etc. then to practice orally what they learnt with their peers and

friends. This encourages autonomy in learning: a modern notion in language learning.’’

All teachers’ comments focus on the relationship between culture and language; in addition, they mentioned it is very crucial to be aware of the target culture to have a clear vision of the English community. What leads to developing a positive attitude Thus, improving oral performance through being exposed to the appropriate authentic materials of the EL. With attention to, culture learning is either in or outside the classroom by the students themselves. They suggest that students need to be more engaging, positive and motivated about the target culture and never think that it is a threat to their mother culture. Another suggestion for culture knowledge is that if students have the ability to visit the English community this will have a great impact understanding it and holding a clear attitude it also helps in imitating their way of speaking. Furthermore, the time devoted to culture classes is not sufficient to teach students the needed knowledge in order to have something to speak about.

3. Findings

The results obtained from the students’ questionnaire and teachers' interview are crucially important to reach the goals of the present study. After analyzing and interpreting the responses, we draw the following conclusions:

- ❖ Integrating the target culture activities in EFL teaching are of great importance.
- ❖ Although teachers are aware of the importance of teaching culture and its influence on the use of language, the situation of teaching culture at the Department of Foreign Languages at Biskra University is not really good and its scheduled time is not sufficient.

- ❖ EFL learners still face many speaking difficulties in their oral presentation and in their participation in the classes as well.
- ❖ Raising EFL learners' cultural awareness will help them to overcome these difficulties and enhance their speaking skills.
- ❖ Majority of EFL students at AbuAlkassim Saad ALLAH attitude towards the TLC are mainly positive.
- ❖ Some students develop a negative attitude due to their lack of knowledge and the absence of interest in the field.
- ❖ Although teachers use different cultural activities in the classroom in order to raise students' cultural awareness and their interest in learning the FL the lack of authenticity still represents a serious problem.
- ❖ Students have the ability to improve their knowledge about TLC and develop a positive attitude through choosing topics the triggers their interest as well as motivate them.
- ❖ Students at Abu Alkassim Saad ALLAH University see that the teaching methods are boring and not updated what makes them have less interest in learning the TLC.
- ❖ Students still lack the linguistic competence what leads to low performance in the communicative competence.

4. Summary and Discussion of the Results

Generally speaking, this study has a great impact on students' different views on TC awareness, it helped in determining the nature of attitudes students develop throughout their study years at university and sought to know how culture can impact their speaking level.

Henceforward, the findings drawn from the analysis of the data obtained using two data collection methods were positive in many respects, first of all, the questionnaire showed that most students are aware of the importance of the culture; they also react positively towards building knowledge about the foreign culture. Majority of students show their motivation and huge interest to know more about the culture and they see that mastering the oral performance namely the speaking is a key of success in mastering communication when it comes to interacting with native speakers because they are already aware of what they will discuss about. Furthermore, this culture awareness fosters student's motivation and probes their curiosity towards the TC what lead to achieving a better understanding and a better level in speech production I terms of using appropriate vocabulary, getting used to everyday life native conversations and developing a clear accent.

Moreover, teachers' responses reveal that the TC is very important in the process of FL learning, without culture one is not able to perform well orally, that is; language and culture are interchangeably related component in this process one influences the other. What leads students to bear a positive attitude towards the TLC because they would love to know more about it to feed their interest and curiosity, hence the speaking skill will automatically be improved by the imitation of the foreign communities' behaviours, way of thinking and mainly the way of speaking. Teachers' answers also show the value and the influence of the classroom numerous culture activities by exposing students to authentic materials for instance: teacher E suggests these activities ‘ ‘ Students will try to repeat what they have seen through simulations, role plays, discussions, etc.’ ’ which greatly stimulates their attention to work more on their level to reach the native-like model.

Since students hold positive attitudes towards the TLC our research questions are clearly answered via the analysis of the students' questionnaire and the description of teachers' interview. Both of them stated the nature of attitudes students hold towards the TLC, which is the positive attitude, answering the question that has been asked "Do the EFL Algerian learners hold negative or positive attitudes towards the target language culture?" The other question is that "to what extent the attitudes towards the target language culture will impact learners' oral performance?" is responded through the obtained data which stated that learners attitudes affect their speaking skill due to the effect that the classroom activities create and the authentic material exposer such as: real-life videos of native speakers, original films, dialogues, TV shows, etc. which enables students speech production, also they say that students who have positive attitudes perform well in oral activities whereas those who think negatively towards the target culture do worse in their speaking skill they will use boring language limited scripts with repeated vocabulary, they also fail in conveying a message and delivering a clear speech what leads to communication breakdowns what must be mastered because of its importance.

By all means our null hypothesis was confirmed which says that EFL learner' attitudes towards the target language culture impacts /affects their oral performance and we have concluded that students are eager to learn more about the target culture so they have positive attitudes towards the English language and its culture what fosters and promotes EFL learners' oral performance.

Conclusion

This chapter has dealt with the summary and analysis of the obtained data through students' questionnaire and teachers' interview. It represented the fieldwork; it was divided into two sections. The first section touched upon the starting with the review of research methodology, in that it brought to light the sample then the description, and administration of the two research tools. The second section, on the other hand, dealt with the analysis and the discussion of the obtained results.

To conclude, students and teachers agreed on the importance of the TC in enhancing students speaking skill by showing and determining the nature of the attitudes towards it, thus raising the third year EFL students' awareness is a key success to mastering the speaking skill.

General Conclusion

The current dissertation has explored the impact of students' attitudes towards the target language culture on their oral performance. Therefore, throughout the analysis and the interpretation of the data obtained from both students' questionnaire and the teachers' interview, different results were demonstrated. First, the students' questionnaire was coded by means of tables then analysed and interpreted. Additionally, teachers' interview was descriptively analysed and interpreted as well in order to provide with a general idea about the data.

First of all, it is essential to review the related literature which was presented in the first two chapters. Chapter one, in two sections, the purpose of this chapter was to lay stress on concepts and ideas that the present research work was based on. The first section was devoted to discussion of attitudes as a key element in foreign language learning. The second section, however, was concerned with attitudes towards the target culture and culture integration in foreign language learning and teaching as well. Meanwhile, the second chapter dealt with the speaking skill namely the oral performance. It has stated the various components of EFL speaking and the relationship between speaking with attitude, and culture.

Similarly, chapter three represented the fieldwork. It touched upon the starting with the review of research methodology, in that it brought to light the sample then the description, and administration of the two research tools. On the other hand, it dealt with the summary, analysis and the discussion of the obtained results from both students questionnaire and teachers interview.

Generally speaking, the study ended up with an in-depth discussion of the study results and the findings in order to answer the research questions and to confirm our research hypothesis. To conclude, students and teachers agreed on the importance of

the TC in enhancing students speaking skill by showing and determining the nature of the attitudes towards it, thus raising third year EFL students' awareness of the TC has improved their oral performance and reduced speaking difficulties they face. Henceforth, EFL learners' attitudes at Abulkassim Saadallah Alger II University are positive based on what has been revealed from our study obtained results.

Recommendations

At last, some recommendations can be drawn from this study. These are as follows:

For teachers

- Teachers should give more importance to implementing more cultural activities through presenting authentic materials to raise their students' cultural awareness.
- During all the sessions, teachers are required to use different interaction patterns in the native culture to develop students' speaking abilities and a positive attitude towards the culture as well.
- Teachers should introduce concrete English culture activities and tasks inside the classroom by using authentic materials such as foreign English films and videos, audio songs, and so on.
- Teachers should provide students with more opportunities to discuss the difference between the mother culture and the foreign one to make the balance and control their students' attitudes towards the target one.
- Teachers should give more attention to teaching the speaking skills.
- Teachers should give more chances to their students to practice the oral performance and figure out the lacks they have and try fix them through practice.

- Finally, teachers are required to be creative in order to provide motivating, and challenging learning environment.

For students

- Students are advised to practice speaking out of the classroom context in order to enhance their oral performance.
- Students are required to be aware of the language culture in order to have knowledge when it comes to discuss natives' life.
- Students should be aware of the differences between their own culture and the culture of English speaking countries and respect it even if it contradicts their own beliefs, traditions, or rituals.
- It is important to be exposed to authentic culture in order to develop vocabulary about different topics and acquire fluency.

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Appendix A

Students' Questionnaire

Dear students

You are kindly requested to fill in this questionnaire which is an attempt to gather information needed for the accomplishment of a master dissertation. We direct this questionnaire to explore **the impact of attitudes towards the target language (English) culture on students' oral performance**.

Please tick (✓) your answer(s) in the corresponding box (es) and make full statements whenever necessary. Your answers will remain confidential and will be used for research purposes.

Section One: Background Information

1. Gender:

- a) Male b) female

2. Age:

- a) 21 to 25
b) 26 to 30
c) 31 to 35
d) 36+

3. Your choice to study English at university was:

- a) Personal b) Imposed

4. Why have you chosen to study English?

- e) To have friends from various countries in the world
f) Because it is now required in many domains
g) You need it for your future professional career
h) You want to know about culture of English native speakers

5. How would you evaluate your language ability/level in English?

- a) Very Good
b) Good

c) Average

d) Poor

6. How do you find the English learning process at university?

a) Interesting

b) Boring

- Please explain:

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.....

Section Two: Students' Attitudes towards the Target (English) Culture

1. Do you think that learning English as a foreign language entails learning its culture in parallel?

Yes No

Please justify your answer:

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.....
.....

2. Do you enjoy attending English culture classes?

Yes No

Why or why not:

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.....

3. Do you enjoy knowing/learning about the different aspects of the target culture?

Yes No

Please, justify your answer:

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.....

4. Which do you prefer: the British culture or the American one?
.....

Please, justify your answer

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.....

5. Do you think that being aware of the EFL culture helps to enrich your knowledge about English?
Yes No

Section Three: Students Attitudes and Oral Performance

1. Which of the following describes your level of oral performance in English?
a) High
b) Above average
c) Average
d) Below average

2. Do you think that it is necessary to have a positive attitude towards the English culture in order to speak English accurately and fluently?
Yes No

Please justify

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.....
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.....

3. Do you think having a negative attitude towards the English culture affects your oral performance?

Yes No

- If "yes", how?

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.....

4. In case of further comments and suggestions, please mention them here:

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Appendix B

Interview to teachers

Dear teachers

This interview aims to gather information needed for the accomplishment of a master dissertation that explores **the impact of EFL learners' attitudes towards the target language (English) culture on their oral performance.**

Q 1: What is your academic degree?

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.....

Q 2: How long have you been teaching English?

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Q 3: "Learning English as a foreign language entails learning its culture in parallel." What do you think?

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Q 4 : How would you describe your students' attitude towards the English culture (positive/negative)?

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Q 5: How would you describe your students' oral performance?

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Q 6: According to your experience, to what extent does the attitude towards the target culture can affect EF L learners' oral performance?

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Q 7: How much is it important for EFL learners to be aware of the English-speaking community culture in order to improve their oral performance?

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Q 8: How do/would you implement cultural insights in your courses to improve your students' ?

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.....

- **Anything else to add as a further comment or suggestion about the topic or to improve this interview**

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.....

ملخص

تعد القدرة على التحدث باللغة الإنجليزية بشكل فعال ومناسب أولوية للكثير من المتعلمين الجزائريين للغة الإنجليزية كلغة أجنبية. على هذا الأساس، يُعتبر موقف الطلاب تجاه ثقافة اللغة المستهدفة عاملاً مهماً جداً في التأثير على أدانهم الشفهي. بناءً على ذلك، يهدف البحث الحالي إلى استكشاف موقف متعلمي اللغة الإنجليزية كلغة أجنبية في جامعة أبو القاسم سعد الله (الجزائر 2) تجاه الثقافة المستهدفة كما يهدف إلى التعرف على مدى تأثير ذلك في أدانهم الشفهي.

تبنت هذه الدراسة فرضية تقول أن موقف متعلمي اللغة الإنجليزية كلغة أجنبية تجاه ثقافة اللغة المستهدفة يؤثر على أدانهم الشفهي. ولمعالجة هذا البحث، تم اعتماد نهج بحثي نوعي؛ حيث تم استخدام أداتين لجمع البيانات: تم تقديم استبيان لعينة من 41 طالباً من طلاب السنة الثالثة بجامعة الجزائر 2 للتعرف على وجهات نظرهم حول الثقافة المستهدفة ومعرفة نوع الذهنيات التي يحملونها. بالإضافة إلى ذلك، أجريت مقابلة مع خمسة أساتذة من جامعة الجزائر 02 وكذا جامعة محمد خيضر -بسكرة- لمعرفة آراءهم حول اتجاهات طلابهم تجاه الثقافة المستهدفة، وكيف يؤثر ذلك على أدانهم الشفهي. بعد تحليل النتائج وتفسيرها، كشفت النتائج أن متعلمي اللغة الإنجليزية كلغة أجنبية على إدراك تام بالثقافة المستهدفة وأنهم يتخذون موقفاً إيجابياً اتجاهها، كما يرون أنه يؤثر بشكل كبير على الكفاءة الشفوية. علاوة على ذلك، فإن معظم أساتذة اللغة الإنجليزية باعتبارها لغة أجنبية يصفون موقف طلابهم على أنه موقف إيجابي بسبب الاهتمام الكبير الذي لاحظوه في رد فعلهم تجاه تعلم اللغة المستهدفة. بالإضافة إلى ذلك، يعتقدون أن أولئك الذين يدركون الثقافة المستهدفة هم متحدثون جيدون. وبالتالي، يمكن أن نستنتج أن الفرضية السابقة تم تأكيدها بناءً على النتائج التي تم الحصول عليها. وعليه، ينبغي أن يُولي الطلاب أهمية أكبر لثقافة اللغة المستهدفة من أجل الحصول على معرفة كبيرة بالحياة اليومية للسكان الأصليين، وأيضاً، يتعين على الأساتذة إدراج المزيد من الأنشطة الثقافية لتعزيز الوعي الثقافي لطلابهم.

الكلمات المفتاحية: المواقف، ثقافة اللغة المستهدفة، الأداء الشفهي.