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Exploring the Effect of English Language Culture on Learners Performance:

The Case of Third-Year EFL Students at Naama University Centre

Dissertation submitted to the Department of English as a Partial Fulfillment for the Degree of Master in Linguistics

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Dedication

We cannot express enough thanks to our parents, who have been supporting and encouraging us all the time. Our sincere gratitude must be dedicated to our teacher Mrs. Mbata and a special thanks to Mrs. Belaid, who helped us, and without her support, we wouldn't have reached this far, and the jury for their time and attention.

And a special appreciation for our friend Boudo.

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"Show (thy) gratitude to Allah. Anywho is (so) grateful does so to the profit of his own soul: but if any is ungrateful, verily Allah is free of all wants, Worthy of all praise." Surat Luqman (31:12). All praise and glory go to Allah.

ABSTRACT

Extensive research and discussions have focused on the relationship between English language culture and learners' performance in the field of language education. This study aims to provide an overview of the current literature in this area. It is widely recognized that language and culture are intertwined, requiring English as a second language learners to acquire not only the language itself but also its accompanying cultural aspects. Research has revealed that a lack of cultural understanding can impede language acquisition and lead to miscommunication. For collecting more insights about the issues, the researchers have adopted various research instruments namely a questionnaire for third-year EFL learners at Ahmed SALHI University Center in Naama, as well as an observation held inside and outside the classroom. Both qualitative and quantitative analyses of the collected data confirmed that cultural familiarity impacts significantly learners' performance. Participants with a higher level of cultural understanding demonstrated better language acquisition outcomes. Engagement in English cultural activities positively influenced learners' confidence and fluency in English communication. The findings emphasize the importance of integrating cultural elements into language education to enhance learners' performance and facilitate effective learning process.

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LIST OF ABBREVIATIONS AND ACRONYMS

EFL: English as a foreign language

ESL: English as a Second Language

FL: Foreign language

LMD: License Master Doctorate

TL: Target Language

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General Introduction

GENERAL INTRODUCTION

In today's interconnected world, the acquisition of a "global" or "world" language has become a common goal for countless individuals worldwide. While there is no official definition for such a language, it generally refers to a language that is widely learned and used across international borders. English, in particular, has risen to prominence as the most influential language today, surpassing the mere statistics of native and non-native speakers. Its widespread use as a medium of communication and active promotion by various communities have made English a highly sought-after language, offering individuals numerous opportunities for personal and professional growth.

The significance of understanding the cultural context of a language becomes even more pronounced when considering the pursuit of acquiring a global language like English. Culture and language are intricately intertwined, with language extending beyond grammar and syntax to encompass deep connections with cultural norms and expressions. Idioms, expressions, and social conventions are heavily influenced by culture, shaping the way language is used and understood. Without a firm grasp of the underlying culture, learners may struggle to fully comprehend the subtleties of the language, missing out on nuanced meanings that can only be truly understood within the cultural framework.

Furthermore, language serves as a powerful tool for expressing cultural identity. It goes beyond mere communication and becomes a vehicle for reflecting and embodying cultural nuances. By delving into and embracing the cultural intricacies inherent in the language they are learning, learners increase their likelihood of achieving proficiency. This understanding enables learners to navigate cultural barriers and engage with native speakers at a more profound level, fostering meaningful connections. Therefore, recognizing and appreciating the cultural context of a global language like English play a pivotal role in successful language acquisition endeavors

However, During the process of learning a foreign or second language, learners often underestimate the importance of acquiring cultural knowledge. This oversight can

have a detrimental impact on their performance, limiting their abilities both within and beyond the classroom. Without a solid understanding of the target language's culture, learners may struggle to comprehend and interpret the language in its proper context, leading to miscommunication and misunderstandings, and overall, a bad performance. Moreover, cultural knowledge plays a crucial role in language production, as learners may find it challenging to express themselves appropriately without an awareness of cultural norms and customs. By recognizing the significance of cultural knowledge, learners can enhance their language skills and navigate cross-cultural interactions more effectively. Hence, this study aims to underscore the importance of culture and its impact on learners' language performance. Thus, it addresses the following problematic:

> To what extent does cultural awareness contribute to the improvement of English language skills among learners?

This research is conducted with third-year LMD students of English at Naama University Center, a questionnaire and an observation are employed as research instruments to explore and address the following questions:

1. Does target culture impact foreign language learners' performance?

2. How can the integration of the target cultural aspects enhance learners' different competencies in learning English?

Based on the two research questions, the following hypotheses are advocated:

1. Learners who are more familiar with the culture associated with the English language may demonstrate better performance in English language learning. Nevertheless, the impact can be either positive or negative.

2. The incorporation of cultural aspects with teaching materials when learning the English language may enhance learners' motivation, skills, and engagement.

This study holds substantial value as it highlights culture's integral role in the journey toward fluency and proficiency in a target language. By demonstrating the

relationship between language and culture and to what extent it impacts learners' performance, this study provides valuable insights for students and educators.

The objective of this study is to investigate the extent to which English language culture influences learners' performance. The study aims to examine the impact of cultural factors associated with the English language, on learners' language learning process and overall performance. By exploring the relationship between English language culture and learner performance, the study seeks to provide insights into how cultural factors can either facilitate or hinder language acquisition and proficiency. The findings of this research can potentially contribute to the development of more effective language teaching methods and materials that take into account the cultural dimensions of language learning, thereby enhancing learners' performance and success in English language acquisition.

The current research is structured into two chapters. The first chapter is entirely theoretical, with the initial section providing an informative background on the topic under investigation and the second chapter represents the practical component of this study. It encompasses the methodology employed by the researchers to conduct the research. This chapter introduces the sample population, outlines the data collection tools, and provides details on data analysis and subsequent discussion. Additionally, it includes recommendations that have been proposed based on the findings of the study.

CHAPTER ONE

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Literature Review

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1.1. Introduction

Language and culture are two closely intertwined elements that shape our everyday lives.

Language is a tool that allows us to communicate with others, while culture is a set of shared beliefs, values, practices, and customs that define a group of people. Language is a fundamental part of culture, as it allows members of a group to express their thoughts, ideas, and beliefs to one another.

The present chapter is mainly devoted to providing definitions of language and culture. Hence, it presents a theoretical background related to the connection between language and culture. Then it highlights the impact of the target culture on language learning.

1.2. Language

As social beings, humans rely heavily on language to communicate and interact with others. Language serves as a crucial means to exchange ideas, thoughts, and emotions. Therefore, acquiring proficiency in multiple languages can greatly facilitate effective communication with individuals who speak different languages.

1.2.1. Definition of Language

Language is a multifaceted system that allows people to exchange information about their world with others through sounds/symbols/gestures for communication purposes regarding their beliefs/feelings/norms, etc., making it an important tool for social interaction while also facilitating the expression/understanding of linguistics' unique features.

Spoken/written/sign languages are only a few examples of how these systems may present themselves, with nonverbal modes such as body motions employed by individuals during interactions with their environments/language users also playing a role in how we acquire this attribute organically through time. Scholars have researched and described such

communication networks throughout history; nevertheless, perspectives/definitions differ in distinctive ways.

One of the most famous linguists of the 20th century, Noam Chomsky (1957), described language as "a system of generative grammatical rules, a set of conventions for mapping meanings onto sound sequences" (Chomsky, 1957, p. 13). Chomsky highlights humans' innate ability to produce and comprehend complex sentences through the use of grammar. This concept is notable for emphasizing the underlying cognitive processes involved in language production and comprehension.

Language, according to Ferdinand de Saussure (1916), is "a system of signs that express ideas" (Saussure, 1916, p. 22). According to Saussure, language is a socially created system of signals in which words and their meanings are arbitrary and only significant in context. This notion emphasizes the social and arbitrary aspect of language, in which a society agrees on the meaning of words and symbols.

According to Benjamin Lee Whorf (1956), "Language shapes the way we think and perceive reality" (Whorf, 1956, p. 47). According to Whorf's theory of linguistic relativity, the language we use influences how we see and think about the world around us This definition emphasizes the role of language in shaping our perception and understanding of reality, which is a unique perspective.

Edward Sapir (1921) emphasized language as a unique characteristic of human communication, defining it as "a purely human and non-instinctive method of communicating ideas, emotions, and desires by means of voluntarily produced symbols" (Sapir, 1921, p. 56). This definition highlights the unique nature of human communication through language, which involves the voluntary creation and use of symbolic systems.

George Yule (2014) defines language as "a system of arbitrary vocal symbols used for human communication" (Yule, 2014, p. 32). Yule's definition is similar to Saussure's, emphasizing language as a social and arbitrary system of signs. However, Yule's emphasis

on vocal symbols highlights the importance of sound and the spoken word in language communication.

Finally, Michael Halliday (1978) defined language as "a system of meanings realized in patterns of sound and/or writing" (Halliday, 1978, p. 78). Halliday's definition emphasizes the semiotic nature of language, where meanings are conveyed through linguistic patterns. This definition highlights the importance of context and the patterns of language in conveying meaning.

In conclusion, while the basic definition of language remains consistent, the unique perspectives of different scholars have led to varied and nuanced definitions of language. Each definition offers a different emphasis and perspective on the complex nature of human communication through language.

1.2.2. Levels and functions of language

Language is a complex and diverse phenomenon that has been studied and analyzed from multiple perspectives. One method of analyzing language is to examine its levels and functions. Language levels refer to the many components and structures that make up languages, including grammar, syntax, phonology, and semantics. Language performs communicative and social roles such as transmitting meaning, expressing emotions, and building social identity. understanding language's levels and functions is critical for acquiring a comprehensive understanding of this basic feature of human communication and culture.

1.2.2.1. Levels of language

In human society, language is a complex system used for communication that plays an essential role in various areas of our lives. Four levels of language, namely phonology, syntax, semantics, and pragmatics have been identified by linguists. These four levels are critical components of both the production and comprehension process of language.

a. Phonology

The sound system of a language is an essential component of language comprehension and production. According to John Goldsmith, "Phonology is the study of sound systems in language, and it plays a crucial role in language comprehension and production.". In other words, it examines the individual sounds that make up a language, their combinations, and patterns that create meaning. For example, in English, the pronunciation of "cat" or "bat" changes depending on the sound that follows the /t/ sound at the end of each word. The study of phonology helps us understand how sounds are organized in a particular language to convey meaning effectively. As Roman Jakobson famously stated, "Phonology is not an aspect of language; it is the essence of language."

b. Syntax

The study of sentence and phrase structures in a language is known as syntax. According to Chomsky (1965), "Syntax is the study of the principles and rules for constructing sentences in natural languages." Syntax deals with arranging words to form coherent and meaningful sentences, such as "The dog chased the cat." In addition to word order, syntax also includes studying grammatical markers like tense, aspect, and mood which help us convey important information about actions and attitudes. While syntactic rules may not be necessary for understanding conversations, they are vital for producing accurate language expressions. Mark Baker (2003) noted that "Syntactic rules are not necessary conditions for understanding what speakers say, but they are necessary conditions for producing what speakers say." This emphasizes how crucial mastering syntactical conventions can be to effectively communicate thoughts and ideas persuasively in both spoken and written formats.

c. Semantics

The study of meaning in language is known as semantics. According to Allan (2001), "Semantics is the study of meaning in language, and it is concerned with the relationship between language and the world." Specifically, it explores the connections

between words and their referents while also examining how contextual factors can influence meaning. For instance, someone saying "I need a hand" could mean they require medical attention in a hospital setting or assistance with manual labor in a woodworking shop. Overall, semantics aims to uncover how language interacts with the world around us. Jackendoff (1990) once said, "Semantics is the foundation of the communicative power of language."

d. **Pragmatic**s

The study of language use in social contexts is known as pragmatics. According to Schiffrin (1994), "Pragmatics is the study of how speakers use language to communicate more than what they literally say." It deals with the study of how speakers use language to achieve their communicative goals in specific situations. For example, if someone asks, "Can you pass the salt?" the appropriate response might be to pass the salt, rather than simply saying "Yes." Pragmatics also includes the study of conversational implicature, which involves understanding the meaning conveyed indirectly through context rather than directly through words. For example, if someone says "It's cold in here," they might be indirectly asking someone to close a window or turn up the heat. As Jenny Thomas (1995) once said, "Pragmatics is concerned with the use of language in social contexts and with the ways in which people produce and interpret meaning in conversations."

To sum up, the four levels of language - phonology, syntax, semantics, and pragmatics - are essential for effective communication. Phonology deals with the sound system of a language, syntax with the structure of sentences, semantics with the meaning of words and phrases, and pragmatics with the use of language in social contexts. These levels work together to create meaningful communication, allowing us to express our thoughts, feelings, and ideas to others. As we continue to study language, we deepen our understanding of its complexities and our ability to communicate effectively with one another.

1.2.2.2. Functions of language

Language is an essential tool for communication, enabling individuals to share their thoughts, feelings, and ideas with others. It plays a critical role in shaping the way we interact with each other and the world around us. The function of language goes beyond mere communication, and its significance is evident in various aspects of human life which led Scholars in linguistics have proposed different theories about the functions of language, each highlighting different aspects of how language is used and understood by exploring these theories, we can gain a deeper understanding of how language works and how it shapes our communication and interactions with others.

Michael Halliday's systemic functional linguistics (SFL) proposes three main functions of language: ideational, interpersonal, and textual. According to Halliday, the ideational function of language involves conveying information and expressing meaning. He states that "language is a meaning potential, a resource for making meanings" (Halliday, 2004). This function is essential in communicating factual information, expressing thoughts, and conveying messages. The ideational function focuses on the content of the message, which involves the representation of the world, including experiences, events, and concepts. For example, the sentence "The cat is sleeping on the mat" conveys the idea that a cat is sleeping on a mat. The interpersonal function involves establishing and maintaining social relationships. Halliday (1978) suggests that "language is a social semiotic, a resource for social interaction." The interpersonal function of language is concerned with the social aspects of communication. This function includes expressing attitudes, emotions, and opinions, and it's important in social interactions, where individuals aim to build rapport, show politeness, and maintain social norms. For example, using language to greet someone or to express appreciation serves the interpersonal function. An example of the interpersonal function is the sentence "How are you doing?" which is used to initiate a conversation and show interest in the other person. Finally, the textual function is concerned with creating coherent and cohesive texts. Halliday (1978) argues that "language is a discourse, a resource for making texts." It involves organizing

language in ways that make sense to the reader or listener. This function includes the use of transitional words and phrases, and other linguistic resources that help create a logical and coherent text. The textual function is particularly important in written communication, where the writer aims to create a coherent and cohesive narrative or argument.

Roman Jakobson's communication model proposes six functions of language: referential, expressive, conative, phatic, metalinguistic, and poetic. The referential function of language involves conveying information about the world. Jakobson (1960) argues that "the referential function is dominant in scientific communication." This function is used to describe objects, events, and ideas in a factual and objective way. The referential function is often used in scientific and technical writing, where precision and accuracy are critical. An example of the referential function is the sentence "The capital of France is Paris." The expressive function conveys the speaker's feelings and attitudes. Jakobson (1960) suggests that "the emotive function is dominant in poetry." The expressive function is often associated with poetry and literature, where language is used to evoke emotions and create a particular mood or atmosphere. An example of the expressive function is the sentence "I'm so happy!" The conative function is concerned with influencing the listener or reader. Jakobson (1960) states that "the conative function is dominant in advertising." This function aims to persuade, convince, or manipulate the audience into taking a particular action. The conative function is often used in advertising and political speeches, where the speaker aims to persuade the audience to buy a product or vote for a particular candidate. An example of the conative function is the sentence "Buy this product now!" The phatic function is used to establish and maintain social relationships. Jakobson (1960) argues that "the phatic function is dominant in everyday conversation." This function involves using language to create a sense of connection and rapport between speakers. The phatic function is often used in everyday conversation, where greetings, small talk, and other social conventions are used to initiate and maintain conversations. An example of the phatic function is the greeting "How's it going?" The metalinguistic function involves talking

about language itself. Jakobson (1960) suggests that "the metalinguistic function is dominant in language teaching." It is used to describe and explain how language works.

The metalinguistic function is often used in language learning and linguistic analysis, where students and scholars study the structure and function of language. An example of the metalinguistic function is the sentence "The word 'dog' has three letters." Finally, the poetic function is used to create artistic or aesthetic effects. Jakobson (1960) argues that "the poetic function is dominant in art for art's sake." It involves using language in a creative and artistic way to create an emotional response in the reader or listener. The poetic function is often associated with literature and art, where language is used to create beauty, rhythm, and imagery. This function is demonstrated by the use of metaphor in "The world is a stage."

Besides those theories, language also plays a critical role in socialization, allowing individuals to learn the norms, values, and beliefs of their culture. According to Vygotsky (1978), "Language is the means of socialization, the means by which the child acquires the cultural heritage of his group." Through language, individuals learn to communicate in socially acceptable ways and to understand the expectations of their society. In addition, language facilitates cognitive development by allowing individuals to think, reason, and solve problems. As argued by Piaget (1923), "Language is not simply a means of expressing knowledge; it also plays a vital role in the acquisition of knowledge." Through language, individuals are able to learn new concepts and ideas and to express their thoughts and ideas to others.

In conclusion, language is a powerful tool that enables individuals to communicate their thoughts, feelings, and ideas with others. The significance of language is evident in various aspects of human life, including communication, socialization, and the shaping of our interactions with others.

1.3. Language and culture

The relationship between language and culture is close and significant, as they both impact the way humans think, communicate, and interact with others. Culture influences language use, determining the meanings and importance of words and expressions, while language reflects and reinforces cultural beliefs, values, and norms. Defining culture is crucial before diving deeper into this topic, as it encompasses all aspects of human experience, including art, literature, religion, and politics, and shapes how people perceive and engage with the world. Understanding the concept of culture is essential to appreciate its role in shaping language use and communication, which are fundamental for effective and respectful interaction in a multicultural society.

1.3.1. Definition of culture

Culture is a ubiquitous concept that influences all aspects of human life, including our beliefs, values, attitudes, and behaviors. It is a complex and multifaceted phenomenon that has been studied and defined by various scholars over the years. In this article, we will Culture has been defined in many ways by different scholars. This paper will explore some of the prominent definitions of culture and the aspects of it that they highlight.

One of the earliest and most influential definitions of culture was proposed by Edward B. Tylor, a pioneering anthropologist. Tylor (1871) defined culture as "that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society." Tylor's definition emphasizes the holistic and all-encompassing nature of culture. It highlights the fact that culture includes not just specific practices or beliefs but the entire way of life of a group of people.

In other words, when we talk about the culture of a particular society, we are referring to everything from their language and food to their social norms and values. All of these aspects of culture are interrelated and help to shape our worldview and behavior. Understanding this holistic nature of culture is crucial to understanding its role in shaping the human experience.

Another influential definition of culture was proposed by Clifford Geertz, a prominent cultural anthropologist. Geertz (1973) defined culture as "the fabric of meaning in terms of which human beings interpret their experience and guide their action." Geertz's definition highlights the symbolic and interpretive dimensions of culture. It emphasizes the fact that culture is not just a collection of practices or beliefs but a system of meaning that helps people to make sense of their world.

One example of this is the practice of shaking hands. This simple physical gesture is widely used across cultures. However, the meaning and interpretation of this gesture can vary significantly from one culture to another. In some cultures, a firm handshake is a sign of respect and confidence, while in others, a gentle handshake may be more appropriate. These cultural differences in meaning and interpretation can have a significant impact on social interactions.

In addition, Franz Boas (1911), another pioneering anthropologist, defined culture as "all the activities of a society, the ideas and beliefs that guide those activities, and the material objects that are created as a result of those activities." Boas's definition emphasizes the dynamic and creative nature of culture. It highlights the fact that culture is not a fixed or static entity but a constantly evolving process of human interaction and expression.

For example, art, music, and literature are examples of cultural products that reflect the creative expression of individuals and groups. In different societies, these cultural products can vary significantly in style, content, and form, reflecting the diverse perspectives and experiences of different cultural groups. By understanding the dynamic and creative nature of culture, we can gain a deeper appreciation of the diversity and richness of the human experience.

Louis Dumont (1980), a French anthropologist, defined culture as "a set of beliefs and practices that define the nature of reality, the proper way to live, and the ideal goals of human existence." Dumont's definition emphasizes the normative and evaluative

dimensions of culture. It highlights the fact that culture is not just a descriptive or objective phenomenon but an inherently normative one that shapes our understanding of what is good, right, and valuable.

For instance, in some cultures, individualism is highly valued, and people are encouraged to pursue their own goals and interests, while in other cultures, collectivism is emphasized, and people are expected to prioritize the needs and interests of their group over their individual desires. These cultural values and beliefs can shape individual behavior and attitudes toward others. Understanding the normative and evaluative dimensions of culture is crucial to understanding the ethical and moral implications of different cultural practices and beliefs.

Raymond Williams (1958), a British cultural theorist, defined culture as "the shared values, beliefs, and practices of a group or society that give it a distinct identity." Williams' definition emphasizes the social and communal dimensions of culture. It highlights the fact that culture is not just an individual or personal phenomenon but a shared and collective one that helps to create a sense of belonging and identity.

A case in point for this is In Algeria, the Islamic holiday of Eid al-Fitr is celebrated with great enthusiasm and is a major cultural event. Eid al-Fitr marks the end of Ramadan, the month of fasting, and is celebrated with prayer, family gatherings, and feasting. In the days leading up to Eid al-Fitr, people clean their homes, buy new clothes, and prepare traditional foods. On the day of the festival, people exchange greetings and gifts, visit friends and relatives, and give money to the poor.

This cultural practice reflects the importance of community, family, and hospitality in Algerian society. The celebration of Eid al-Fitr brings people together and reinforces social bonds, as well as providing an opportunity to express gratitude and generosity towards others. The festival also highlights the religious values and beliefs that underpin Algerian culture and provides a sense of shared identity among members of the community.

In conclusion, culture is a multifaceted and complex phenomenon that influences all aspects of human life. The various definitions of culture highlight different aspects of it, such as its holistic nature, symbolic dimensions, creative expression, normative and evaluative dimensions, and social and communal aspects. By understanding these different dimensions of culture, we can gain a deeper appreciation of the diversity and richness of the human experience. As globalization continues to bring people from different cultures into contact with each other, it is becoming increasingly important to understand and appreciate cultural differences. By doing so, we can build a more inclusive and tolerant world.

1.3.2. The Connection between Language and Culture

The correlation between language and culture is frequently examined when studying a second or foreign language. It is widely acknowledged that language and culture are intricately intertwined. However, in the process of learning a second or foreign language, it is possible to disentangle language and culture. Teachers and learners of language may benefit from acknowledging the contrasting viewpoints on the link between language and culture, as it provides a better understanding of the diverse perspectives on language usage.

Language plays a critical role in shaping culture, and it is a vital component of cultural identity. It is through language that individuals can express their values, beliefs, and customs, and as such, language becomes a fundamental aspect of culture. Similarly, culture influences language, and the ways in which language is used and developed are shaped by cultural norms and practices.

As supported by various scholars, language plays a crucial role in shaping ideas and cultural values. Sapir (1921), a linguist and anthropologist, wrote that "Language is not merely a reproducing instrument for voicing ideas but rather is itself the shaper of ideas, the program and guide for the individual's mental activity" (p. 8). He believed that language reflects the cultural values and beliefs of a society and also influences the way people think and perceive the world. For example, in some cultures, the language may have

multiple words for a specific concept, such as the different words in Eskimo-Aleut languages for different types of snow. As Sapir (1921) notes, "This reflects the special significance that snow has for the Eskimo peoples as an important part of their environment" (p. 23).

Similarly, Whorf (1956) argued that the structure of language shapes our thinking patterns and influences the way we perceive reality. He wrote that "We dissect nature along lines laid down by our native language. The categories and types that we isolate from the world of phenomena we do not find there because they stare every observer in the face; on the contrary, the world is presented in a kaleidoscope flux of impressions that has to be organized by our minds and this means largely by the linguistic systems in our minds" (p. 213). An example of this can be seen in the way different languages express the concept of time. In English, time is often expressed in a linear way, with the past behind us and the future ahead of us. In contrast, in Aymara, an indigenous language spoken in the Andes Mountains, the future is conceptualized as behind the speaker while the past is in front of them. This linguistic difference may reflect a cultural difference in how time is experienced and valued.

In addition, Geertz (1973) maintained that language plays a crucial role in shaping and transmitting cultural symbols and meanings. He wrote that "The world into which [the anthropologist] goes is not composed of isolated facts which are merely to be observed and cataloged with detachment; it is a historically constituted, institutionally structured, linguistically mediated reality whose character we can grasp only through our own involvement in it" (p. 5). For instance, in some cultures, certain words or phrases may be considered taboo or offensive reflecting cultural values and norms surrounding what is appropriate to say in public. Similarly, idioms or expressions in a language may convey cultural values or beliefs such as In Arabic where the expression "Insha'Allah" is commonly used to express "God willing" or "if God permits." This expression reflects Islamic culture's importance of faith and submission to God emphasizing the belief that all

things happen according to God's will. It also highlights acknowledging the uncertainty of future events and relying on the guidance and mercy of God.

The use of "Insha'Allah" in everyday conversation reflects the deep-seated religious values and beliefs that underpin Arabic culture. It also serves as a reminder of the importance of humility, gratitude, and trust in God, and helps to reinforce social bonds among members of the community who share these values.

The Sapir-Whorf Hypothesis proposes that the language we speak influences the way we think and perceive the world. Whorf (1956) wrote that "We dissect nature along lines laid down by our native language. The categories and types that we isolate from the world of phenomena we do not find there because they stare every observer in the face; on the contrary, the world is presented in a kaleidoscope flux of impressions that has to be organized by our minds—and this means largely by the linguistic systems in our minds" (p. 213). An example of this can be seen in the way different languages categorize colors. For instance, some languages have different words for light and dark blue while others have a single word that encompasses both shades. This linguistic difference has been shown to influence how speakers of those languages perceive and remember colors.

Vygotsky (1934) believed that language plays a crucial role in cognitive development. He wrote that "Language is the most important tool of cultural development, the main means of organizing thought and communication" (p. 153). According to Vygotsky, language serves as a mediator between the individual and social environment allowing for the transfer of cultural knowledge and enabling the development of higher mental functions. For example, children learn cultural concepts and norms through language such as how to greet people, express gratitude, and behave in social situations.

The sociolinguistic perspective emphasizes ways in which language use reflects and reinforces social structures and power relations. Tannen (1989) notes that "All talk is power talk because language is not just a tool for communication, it is the tool for socialization, identity formation, and social hierarchy" (p. 17). Language use can reflect and perpetuate

social hierarchies and power imbalances such as the use of gendered language or dialects associated with certain racial or ethnic groups. For example, in many cultures women are expected to use polite and deferential language while men are encouraged to use assertive and confident language.

Language also plays an important role in shaping cultural identity. Fishman (1972) notes that "Language is one of the most conspicuous and continuous symbols of ethnic and national identity" (p. 1). Language revitalization efforts are important in many communities as they help preserve cultural traditions and maintain a sense of identity.

Idiomatic expressions and metaphors reflect cultural values and beliefs and can be difficult to translate into other languages. For example, the English expression "raining cats and dogs" has no direct equivalent in many other languages but conveys a vivid image of heavy rain. Similarly, the Chinese metaphor "borrowing a corpse to resurrect the soul" refers to using a symbolic substitute to achieve a desired outcome.

Language plays a crucial role in intercultural communication enabling individuals from different cultural backgrounds to exchange ideas and information. However cross-cultural communication can be complicated by linguistic and cultural differences such as variations in tone politeness and nonverbal cues. Cameron (1995) notes that "Cross-cultural communication involves learning not just another language but another way of seeing the world" (p. 4).

Finally, it's worth noting that language itself is a product of culture. The vocabulary, grammar, and syntax of a language are shaped by cultural norms and historical influences. For example, the English language contains many loanwords from other languages like French (e.g., "entrepreneur") and Latin (e.g., "status," "agenda"), reflecting the cultural exchange and influence that has occurred throughout history like. The way in which a language evolves over time can also reflect broader cultural changes and shifts in societal values.

In essence, language and culture are interconnected, and one cannot exist without the other. Without language, culture would not be able to thrive and evolve, and without culture, language would lack meaning and purpose. It is this deep-seated relationship between language and culture that underscores the significance of language as a tool for preserving and transmitting cultural heritage.

1.4. Learning a foreign language

Learning a foreign language is the process of acquiring proficiency in a language that is not your native tongue. It involves developing skills in listening, speaking, reading, and writing in the target language. The benefits of learning a foreign language are numerous and go beyond simply being able to communicate with people from different cultures.

Learning a foreign language can improve cognitive function and memory. Research has shown that bilingualism can lead to increased brain activity and improved cognitive flexibility helping individuals better adapt to new situations and problem-solving challenges. For example, Bialystok et al. (2014) found that bilingual individuals had better attention and task-switching abilities than monolingual individuals.

Learning a foreign language can also help individuals better understand and appreciate other cultures. In today's globalized world, it is increasingly important to communicate and collaborate with people from different backgrounds. Knowing another language can facilitate communication allowing individuals to develop closer relationships with people from different cultures. Kramsch (2011) found that language learning can help individuals develop a deeper understanding and appreciation of other cultures.

Furthermore, learning a foreign language can provide a competitive edge in the job market. In a survey conducted by the British Council 75% of employers said they valued language skills and that language proficiency was important when selecting new hires. This is particularly true in fields such as international business diplomacy and translation where communication across language barriers is crucial for success. For example, an individual

fluent in Mandarin and English can have an advantage when applying for a job involving communication with Chinese clients.

In addition, learning a foreign language can have positive effects on overall well-being. Research has shown that bilingualism can lead to greater self-esteem, as individuals feel a sense of accomplishment when they are able to communicate in another language. Additionally, learning a foreign language can provide a sense of personal fulfillment and broaden one's horizons. For example, an individual who learns Spanish may be able to travel to Spain and converse with locals, opening up new opportunities for cultural exchange and personal growth.

To sum up, learning a foreign language can be incredibly beneficial in several ways. It can improve cognitive function and memory, enhance understanding and appreciation of other cultures, provide a competitive edge in the job market, and contribute to overall well-being. As the world becomes increasingly interconnected, the ability to communicate in multiple languages will only become more important, and individuals who take the time to learn another language will be well-positioned for success.

1.4.1. foreign culture in Learning and teaching foreign language

Learning and teaching a foreign language involves immersing oneself in a culture that may be different from one's own. Culture plays a crucial role in language acquisition, as it influences the way people communicate and the meanings they attach to words and expressions.

1.4.1.1. Foreign Culture in Learning a foreign language

Learning about foreign cultures can be a transformative experience that enriches one's personal and professional life. As globalization continues to bring people from different parts of the world closer together, it is becoming increasingly important to understand and appreciate the diverse cultures and ways of life that exist around us. This

leads to exploring the various ways in which foreign culture can be incorporated into the learning process and the benefits of doing so.

One of the most effective ways to learn about foreign cultures is through language learning. By learning a new language, individuals gain a deeper understanding of the customs, values, and traditions of a foreign culture. They can also connect with people from different cultures more easily and understand their perspectives. As noted by Weber (2017), "Language acquisition is not just about learning words and grammar, but also about gaining insights into cultural norms and beliefs" (p. 45).

Cultural immersion is another effective way to learn about foreign cultures. Immersion can be achieved by studying abroad, volunteering in a foreign country, or participating in cultural exchange programs. By immersing oneself in a foreign culture, individuals gain a first-hand experience of the customs, traditions, and daily life of a foreign culture. This can help them develop empathy, cultural sensitivity, and an appreciation for the differences and similarities between their own culture and others. As noted by Kramsch and Sullivan (1996), "Cultural immersion can be transformative, leading to a greater understanding and appreciation of the diverse cultures and ways of life that exist around us" (p. 356).

Reading and research are also effective ways to learn about foreign cultures. Reading books, articles, and other materials about foreign cultures can provide insights into the history, values, and traditions of a foreign culture. Research can help individuals appreciate the differences and similarities between their own culture and others. As noted by Kim (2008), "Research can help us develop a deeper understanding of the cultural values and beliefs that shape the way people live their lives" (p. 20).

Media consumption is another effective way to learn about foreign cultures. Consuming media from different cultures can broaden individuals' perspectives and provide them with a better understanding of different ways of life. This can include watching foreign films, listening to music from different cultures, and reading foreign news

sources. As noted by Gudykunst and Kim (2003), "media consumption can provide individuals with a virtual window into the world, helping them understand and appreciate the diverse cultures and ways of life that exist around us" (p. 112).

Incorporating foreign cultures into the learning process can help individuals become more open-minded, empathetic, and culturally aware. It can also help them develop new skills and broaden their career opportunities. As noted by Byram (1997), "Intercultural competence is becoming increasingly important in the globalized world, and learning about foreign cultures is an essential part of developing this competence" (p. 84).

In conclusion, learning about foreign cultures is an essential part of personal and professional development in today's globalized world. By incorporating foreign cultures into the learning process through language learning, cultural immersion, reading and research, and media consumption, individuals can gain a deeper understanding and appreciation of the diverse cultures and ways of life that exist around us. This can help them become more open-minded, empathetic, culturally aware, and develop new skills and broaden their career opportunities.

1.4.1.2. Foreign Culture in Teaching a foreign language

Teaching a foreign language encompasses more than just vocabulary and grammar; it involves immersing students in the cultural context of the target language. Integrating foreign culture into language teaching has been recognized as a powerful tool to enhance language acquisition and develop cultural competence among students.

Language is deeply intertwined with culture, and understanding the cultural context enhances language comprehension. As Byram and Feng (2006) argue, "Culture is not an accessory to language learning, but an integral part of it." When students are exposed to cultural aspects such as customs, traditions, and social norms, they gain a broader perspective on language usage and develop a more authentic and nuanced understanding

Moreover, The integration of foreign culture nurtures cultural awareness and sensitivity among language learners. Immersing students in diverse cultural practices,

beliefs, and values cultivates open-mindedness and empathy towards native speakers. Kramsch (1993) argues that cultural competence extends beyond linguistic proficiency, facilitating effective communication in a foreign language and fostering a deeper understanding of the cultural nuances embedded within the language.

Language is deeply intertwined with culture, and understanding the cultural context enhances language comprehension. As Byram and Feng (2006) argue, "Culture is not an accessory to language learning, but an integral part of it." When students are exposed to cultural aspects such as customs, traditions, and social norms, they gain a broader perspective on language usage and develop a more authentic and nuanced understanding

Integrating foreign culture allows students to engage in authentic language use. By exposing learners to authentic materials such as songs, movies, and literature, they gain exposure to idiomatic expressions, colloquialisms, and cultural references, enabling them to communicate more effectively in real-world situations (Kramsch, 1998). Authentic language use fosters communicative competence and prepares learners for meaningful interactions with native speakers.

Creating immersive learning environments that replicate real-world scenarios is crucial for language acquisition. Role-plays, simulations, and interactive activities provide students with opportunities to use the language in meaningful contexts. Warschauer and Kern (2000) argue that technology, such as online platforms and virtual communities, can facilitate immersive language learning experiences by connecting students with native speakers and providing access to authentic cultural content.

All in all, incorporating foreign culture into language teaching is essential for providing students with a comprehensive language learning experience. By contextualizing language learning, promoting cultural awareness, enhancing motivation, facilitating authentic language use, encouraging cultural comparisons, and creating immersive learning environments, educators can empower students to become not only proficient language users but also culturally sensitive and competent individuals. As educators, it is

our responsibility to integrate foreign culture into language instruction, enabling students to develop a deep appreciation for the language and its associated culture.

1.5. The impact of the target culture on language learning

Language and culture are deeply interconnected, and learning a new language requires an understanding of the cultural context in which it is used. The target culture can have a significant impact on language learning, influencing vocabulary, pronunciation, social norms and customs, and nonverbal communication.

a) **Vocabulary and Idioms:** The target culture can have a significant impact on language learning influencing vocabulary pronunciation social norms and customs and nonverbal communication. Each language has its unique vocabulary and idioms deeply embedded in the culture. For example, Kramsch (1993) notes that "Language teaching is culture teaching and culture teaching is language teaching" (p. 8). An example of this is the idiom "break a leg" in English meaning "good luck" but having no literal meaning and only understood through cultural context.

b) **Pronunciation and Intonation:** can vary significantly across different cultures and the way words are spoken can convey different meanings. By immersing themselves in the target culture language learners can develop a more natural-sounding accent and improve overall language proficiency. Saville-Troike (2003) suggests that "Culture plays a critical role in shaping both the form and meaning of communication" (p. 3). For example, the way a French speaker pronounces "oui" (yes) can convey different meanings depending on context and intonation.

c) **Social Norms and Customs:** Learning a language also involves learning about the social norms and customs of the culture in which the language is used. By understanding these social norms and customs language learners can communicate more effectively and appropriately in the target culture. Olshtain and Cohen (1990) note that "The success of language learning is dependent on the learner's ability to use language appropriately in context" (p. 10). For example, in Japan, it is

customary to bow as a sign of respect when greeting someone, and failing to do so could be considered impolite or disrespectful.

d) **Nonverbal Communication:** such as body language and gestures can vary significantly across different cultures. By understanding these nonverbal cues language learners can communicate more effectively and avoid misunderstandings. Saville-Troike (2003) notes that "Culture plays a critical role in shaping both the form and meaning of communication" (p. 3). For example, in the Middle East direct eye contact can be considered disrespectful or aggressive while in Western cultures it is often seen as a sign of honesty and confidence.

In conclusion, the target culture can have a significant impact on language learning. By understanding the cultural context in which the language is used, language learners can improve their overall language proficiency and communicate more effectively and appropriately in the target culture. As language learning is a complex and multifaceted process, it is essential to take a holistic approach that considers both linguistic and cultural aspects of the language. By doing so, language learners can develop a deeper appreciation and understanding of the target culture and become more proficient and confident communicators.

1.6. Conclusion

In a nutshell, this chapter was highly dedicated to discussing language and its levels and functions. Besides, it emphasizes the relationship between language and culture, not forgetting the influence of the target culture on language learning. This in turn aids the learners to enhance their performance in the target language perfectly.

CHAPTER TWO

Data Collection, Results, and Analyses

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Data Collection, Results, and Analysis

2.1. Introduction

2.2 The aim of the research

2.3 Research Design

         2.3.1 The Study Population

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2.6 Recommendations and Suggestions

2.7 Conclusion

2.1 Introduction

This chapter seeks to investigate to which extent English language culture affects learners' performance. The study will utilize a mixed-methods approach, using both questionnaires and observations as data collection methods. The questionnaire will gather quantitative data on learners' perceptions of the influence of English language culture on their performance, while observation will provide qualitative data on learners' behavior and engagement in the classroom as well as outside it. The data collected through these methods will be analyzed using statistical techniques. The findings of this study will provide insights into the complex relationship between language, culture, and academic performance, by gaining a better understanding of how English language culture influences learners' performance.

2.2 The aim of the research

The aim of this research is to examine the profound impact of English language culture on learners' performance of English as a foreign language (EFL), both within the confines of the classroom and in their daily lives outside of it. The study seeks to investigate how these learners perceive and interact with English cultural aspects incorporated into their curriculum. And to determine the extent to which English culture impacts their proficiency in the four language skills.

2.3 Research Design

This study employed a mixed-methods approach to investigate the extent to which English language culture affected the performance of 30 English students at The University Centre of Salhi Ahmed, Naama. The participants were selected using random sampling data was collected through a combination of self-reported questionnaires and classroom observations.

The questionnaire was used to gather quantitative data on the participant's perceptions of to which extent English language culture affects learners' performance as

well as their personal experiences with English language culture. The observations provided qualitative data on the participants' behavior and engagement in the classroom.

2.3.1 The study population

In this research, the sample consists of 30 English students out of 75 who are currently in their third year at The University Centre of Salhi Ahmed, Naama. The sample consists of both male and female students from different academic backgrounds and age groups. The selection criteria for the study population were based on the student's year level, their willingness to participate in the research project, and their availability during the data collection period. The participants were selected through a random sampling technique to ensure that the sample represents the entire population of third-year English students at The University Centre of Salhi Ahmed, Naama.

2.3.2 Research Instruments

The research work will use two instruments, a questionnaire, and observation, to investigate the extent to which English language culture affects learners' performance in the case of third-year students from the University Centre of Salhi Ahmed, Naama.

2.3.2.1 Observation

One of the key instruments used for collecting data in this thesis and it's defined as follows

a) Definition

Observation is a valuable research instrument that allows researchers to gather data by observing people in natural settings. According to Bryman (2016), "observation is a research technique in which the researcher watches and records the actions and behaviors of participants in a particular setting" (p. 131). Observation can be used in different research designs, including ethnography, case study, and naturalistic observation. It provides a detailed and nuanced understanding of human behavior and social phenomena. As Denzin and Lincoln (2017) state, "Observation is a powerful research tool that enables

researchers to study people in their natural settings, understand their behavior, and gain a deeper insight into their lives" (p. 14).

b) **Description of the observation**

This observation study focuses on investigating the extent to which English language culture influences the performance of 3rd-year students at Salhi Ahmed University. The study includes observations conducted both inside and outside the classroom to gain insights into the impact of cultural factors on language learning and academic performance

The initial procedure of the observation involves unbiased observation of the behavior and interactions of EFL learners with each other. The sample is divided into two groups based on gender, and observations are conducted from a suitable distance.

Inside the classroom, the observations focus on the student's engagement with the English language. their language usage was carefully monitored during teacher-led activities with the teacher and interactions among peers. Specifically, observations were conducted while students deliver presentations assigned by the teacher. This controlled environment provides an opportunity to assess their level of engagement with the English language as well as evaluate their language skills, including vocabulary usage, accent, and pronunciation.

Additionally, observations were conducted outside the classroom to explore how students incorporate English into their daily lives. This involves observing their usage of English in informal settings and regular interactions. By starting random conversations with them and examining their comfort level and proficiency in using the language beyond academic boundaries, valuable insights can be gained into the extent to which English language culture influences their language use.

Furthermore, this observational process focuses on objectively investigating vocabulary usage and the level of formality in their English interactions. This involves

analyzing the language choices made by the students, evaluating the range of vocabulary used, and assessing the degree of formality in their English exchanges.

2.3.2.2Questionnaire:

The second key instrument used for collecting data in this thesis and it's defined as follows

a) Definition

Questionnaires are a widely used research instrument for collecting data in a structured and systematic way. As Brown (2001) explains, a questionnaire presents respondents with a series of questions or statements, which they can respond to by writing out their answers or selecting from existing options. This allows researchers to collect a large amount of information in a short time and gain insights into respondents' points of view and interests on a particular issue.

For this investigation, a questionnaire is an ideal tool for gathering data on the participant's demographic information, language learning experiences, attitudes towards English language culture, and perceived impact of English language culture on their performance. The questionnaire consists of both closed-ended and open-ended questions, which provide a more comprehensive understanding of the research question. Closed-ended questions provide predetermined response options for participants, while open-ended questions allow participants to give more detailed and personal responses.

Overall, the questionnaire is a valuable tool for gathering both quantitative and qualitative data, and for gaining insights into the experiences and perceptions of the 30 English students from the 3rd-year level at The University Centre of Salhi Ahmed, Naama. The questionnaire will be administered to all participants to ensure consistency and accuracy in data collection.

b) Description of the questionnaire

The participants were provided with a questionnaire consisting of 16 questions, categorized into three parts. The first part focuses on gathering demographic information from the participants. It includes four items aimed at obtaining a general understanding of the participants' profiles. The items require respondents to provide their age, gender, academic level, and occupation. This demographic data can help provide context for the respondent's answers to the questions in the second part of the questionnaire.

Part two of the questionnaire includes a combination of open-ended questions and multiple-choice questions. The open-ended questions aim to gather qualitative insights and opinions from the participants, allowing them to express their thoughts in their own words. These questions include:

Q1- What are your objectives for learning English? The aim of this question is to understand the participant's motivations and goals for learning English.

Q7- In what ways has exposure to English language culture impacted your performance in English language learning? This question seeks specific examples or instances illustrating the influence of cultural exposure on language skills.

Q8- How can an understanding of English language culture impact the motivation and engagement of students in language learning? The objective is to gather participants' perspectives on the motivational aspects of cultural awareness.

Q9- In your opinion, to what extent does understanding English language culture help in improving your English language skills? This question aims to capture the participant's subjective evaluation of the relationship between cultural understanding and language proficiency.

Q11- What effect does a lack of familiarity with English language culture have on EFL students? This question aims to gather insights into the potential effects of a lack of cultural familiarity on English as a Foreign Language (EFL) students.

On the other hand, the multiple-choice questions provide participants with predefined options to choose from, enabling a more structured and quantitative analysis of their responses. These questions include:

Q2- How do you find learning English? Participants can select options such as Difficult, Easy, Very Difficult, or Very Easy. The aim is to assess the participant's perception of the difficulty level of learning English.

Q3- Do you use English outside the classroom? Participants can choose from options like Always, Often, Sometimes, or Never. The objective is to assess the frequency of the participant's English language use in real-life situations.

Q4- Do you agree with the incorporation of culture teaching in ELT? Participants can select options such as Agree, Disagree, Strongly Agree, or Strongly Disagree. The aim is to understand the participant's stance on integrating culture into English Language Teaching (ELT).

Q5- Do you think that learning cultural aspects related to the English foreign language is: Participants can choose from options like Not necessary, To some extent, or Very necessary. The aim is to assess the participant's perception of the importance of cultural knowledge in language learning.

Q6- Do you think your familiarity with English language culture affects your ability to understand and use the language effectively? Participants can select options such as Yes, it has a significant impact; Somewhat, it helps but is not essential; or no, it does not have any impact. The aim is to understand the participant's perspective on the relationship between cultural familiarity and language effectiveness.

Q10- Do you think that cultural awareness is crucial in the learning process? Participants can choose between Yes or No options. The objective is to determine the participant's stance on the significance of cultural awareness in language learning.

By combining open-ended and multiple-choice questions, the questionnaire aims to gather a comprehensive understanding of the participant's objectives, experiences, and opinions regarding the role of culture in English language learning.

Q12-The participants were asked to indicate their proficiency level in performing specific tasks. The aim of this question is to evaluate the participants' self-perceived ability in various English language skills. Participants are provided with statements, and they are asked to select the option that best reflects their proficiency level for each task.

2.4. Data collection and analysis

This section will present the collected results of the observation and questionnaire as well as their analysis

2.4.1. Analysis of the Observation

The study aimed to observe the language usage of students both inside and outside the classroom and investigate the factors that influence their language proficiency. It was observed that when interacting with their friends, students tend to employ simpler English, characterized by informal expressions such as "wassup" and "dude." This linguistic style is likely influenced by their exposure to English culture, including literature, media, and daily interactions.

Within the classroom setting, it was observed that students who are more influenced by English language culture demonstrate the ability to communicate effectively in academic English. These students display a higher level of proficiency in using formal language structures, vocabulary, and expressions appropriate for academic contexts. They are able to articulate their thoughts clearly, present complex ideas, and engage in academic discussions with confidence.

Students who demonstrate a higher awareness and influence of English culture exhibit a better understanding of the language, including its jargon and idioms. One significant factor influencing language proficiency is the medium through which students primarily engage with English. Those primarily influenced by English music and shows tend to adopt a more informal or colloquial English style, as these mediums often present language in a relaxed manner. Conversely, students who extensively engage with English literature display a greater command of formal English, as literature exposes them to a wider range of vocabulary and writing conventions.

Additionally, it was observed that students with limited exposure to English culture generally display poorer language performance. These students often struggle with

vocabulary and speaking, frequently relying on Arabic and experiencing nervousness while engaging in conversation. Grammatical mistakes are also common among this group, hindering their ability to sustain a conversation for extended periods. In addition, they tend to rely more on simpler English and struggle to express themselves using formal language. They may find it challenging to comprehend and use academic vocabulary, resulting in difficulties in understanding complex texts and participating actively in class discussions. These students often require additional support to bridge the gap between their existing language skills and the expectations of academic English.

Furthermore, a notable gender difference was observed in English language preferences. Boys tend to gravitate towards American English, while girls exhibit a preference for British English. This preference may be influenced by the media and cultural representations associated with these respective English-speaking regions.

2.4.2. Analysis of the Questionnaire

The study involved thirty EFL learners in their third year at the English Department of the University Center of Naama who completed the questionnaires

a) Demographical Questions

Questions one and two: the following table represents the findings of the two questions that are concerned with learners' age and gender.

Table 2.1. Respondents' Gender and Age.

Gender		Age
Males	Females	
7	23	Ranged from 21 to 32
30%	70%	

The table reveals the gender and age distribution of the respondents. Out of the total of 30 participants, 7 were male and 23 were female, indicating a higher proportion of female participants in the study. The age range of the participants was between 21 to 32 years. The age distribution suggests that the study involved adult learners who have had some experience with the English language.

It's also worth noting that the percentage breakdown of gender indicates that females make up a larger portion of the sample than males, with a 40% male and 60% female split.

Part One: open-ended questions and multi-choice questions

Question one: The responses to the question "What are your objectives for learning English?" reveal a variety of reasons why people choose to learn English. Some respondents are motivated by practical considerations such as the desire to travel abroad or get a job that requires English proficiency. Others are interested in academic achievements and communication skills.

Teaching English as a foreign language is also a popular objective among the respondents. Some mentioned that they want to become English teachers, while others want to teach abroad. This suggests that teaching English is a career path that attracts many people who are learning the language.

Many respondents also expressed an interest in the language, literature, and culture of English-speaking countries. Some see English as a means to connect with people from different cultures and express themselves more clearly.

Overall, the responses show that people learn English for a variety of reasons, ranging from practical goals to personal interests and career aspirations.

Question two: the following graph indicates How students find learning English.
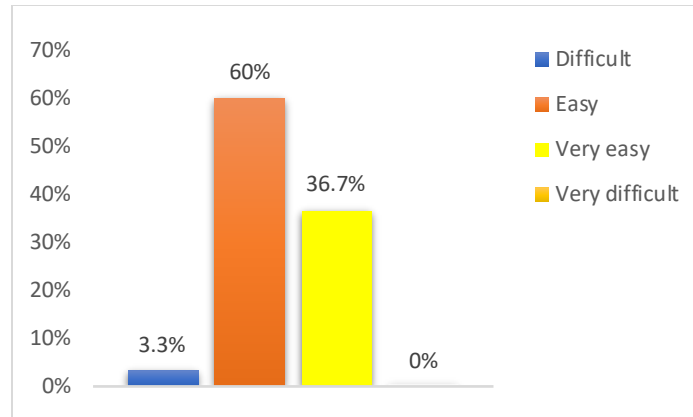
Figure 2.1. How students find learning English

       The graph above shows that out of the 30 responses provided, 36.7% (11 students) find learning English to be very easy, 60% (18 students) find it to be easy, and 3.3% (1 student) find it difficult. None of the respondents found it to be very difficult.

Question three: the following graph indicates the use of English outside the classroom.
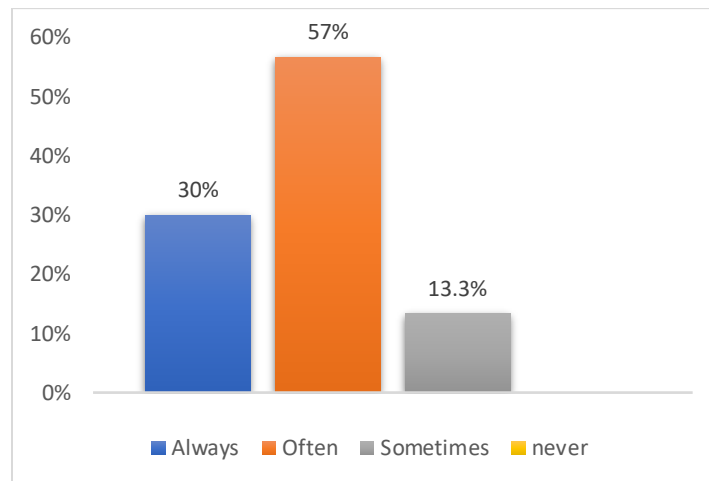
Figure 2.2. The Learners' use of English outside the Classroom

       Based on the graph of responses from 30 students, it can be seen that the majority of students find using English outside the classroom to be a common occurrence. Specifically, out of the 30 students, 9 students (30%) reported using it always. While 17 students (56.7%) reported using English often, in contrast, only 4 students (13.3%) reported using English sometimes outside the classroom.

The following responses to state some situations in which you use the English language**.**

The responses provided by the participants suggest a wide range of situations in which they use the English language. Some participants use English in academic settings such as in the university with friends and family members, and in the classroom with classmates and teachers. Others use English for social interactions such as chatting with friends and family, joking around with friends, and talking to foreign friends. English is also used in professional settings such as at work with clients. In addition, some participants use English while reading and listening to music on social media platforms, while playing video games with international players, and while texting with friends.

Question four: the following graph shows whether learners agree with the incorporation of culture teaching in ELT.
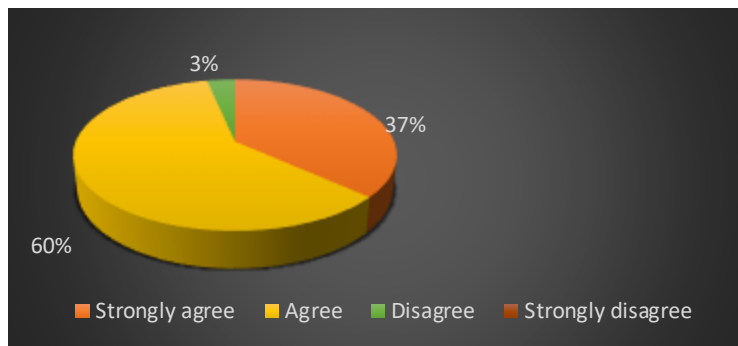
Figure 2.3. Learners Agreement with The Incorporation of Culture Teaching In ELT.

Based on the graph of responses from 30 students are in favor of incorporating culture teaching in ELT. Specifically, out of the 30 students, 18 students (60%) agreed while 11 students (37%) strongly agreed. However, 1 student (3%) of the students disagreed.

Question five: the following graph shows the Importance of Learning Cultural Aspects in English as a Foreign Language: Student Perspectives
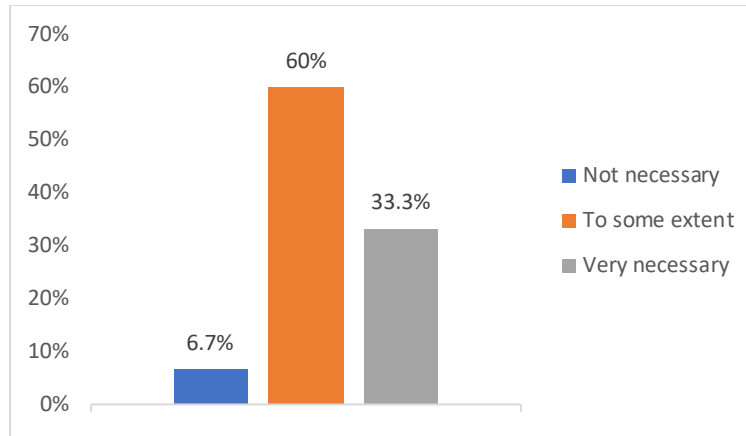
Figure 2.4. Importance of Learning Cultural Aspects in English as a Foreign Language

The graph above shows that the majority of students find it important to learn about cultural aspects related to the English language. Specifically, out of the 30 students, 18 students (60%) of the respondents believe that it is important to some extent, while 10 students (33.3%) consider it to be very necessary. This indicates that a significant proportion of students recognize the importance of cultural learning in language education.

However, it is also worth noting that a small percentage of students, 2 students (6.7%) do not think that learning about cultural aspects related to the English language is necessary.

Question six: the following graph shows The Impact of Familiarity with English Language Culture on Language Proficiency
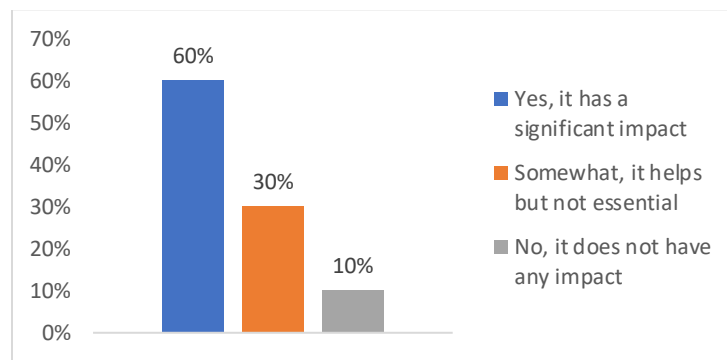
Figure 2.5. The Impact of Familiarity with English Language Culture on Language Proficiency

The graph above showcases that a significant proportion of students believe that their familiarity with English language culture has a notable impact on their ability to

understand and use the language effectively. Out of the 30 students, 18 (60%) reported that their familiarity with English language culture has a significant impact on their language skills. In contrast, only 3 students (10%) responded that it does not have any impact. A further 9 students (30%) reported that it helps, but it is not essential.

Question seven: In what ways has exposure to English language culture impacted your performance in English language learning?

According to the responses to question seven, it appears that exposure to English language culture has had a positive impact on many individuals' performance in English language learning. Some common ways in which exposure to English language culture has impacted language learning include improving speaking and listening skills, increasing confidence in communication with English speakers, learning idiomatic expressions and proverbs, and understanding pop culture references and social behaviors.

Many individuals have found that exposure to English language culture through movies, TV shows, music, and books has helped them to learn the language more easily and to acquire new vocabulary and pronunciation skills. Additionally, engagement with English language culture has often been associated with a love of learning the language and a desire to improve language proficiency.

However, some individuals have indicated that exposure to English language culture has not had a significant impact on their performance in English language learning. Nonetheless, it is clear that exposure to English language culture can be a valuable tool for language learners seeking to improve their communication skills and overall language proficiency.

Question eight: How can an understanding of English language culture impact the motivation and engagement of students in language learning?

Based on the responses provided, it shows that understanding English language culture can be very beneficial in improving English language skills, but the extent to which it helps varies from person to person. Some individuals believe that understanding English

language culture is essential for improving their language skills, while others think that it has little impact. However, many individuals agree that understanding English language culture can enhance their vocabulary, improve their comprehension, and help them communicate more effectively with native speakers.

Understanding cultural nuances, appropriate greetings, forms of address, and social etiquette are also highlighted as important factors that can help learners communicate more effectively with English speakers and avoid cultural misunderstandings.

Overall, the majority of responses suggest that understanding English language culture can have a positive impact on language learning, particularly in terms of improving speaking and listening skills, enhancing vocabulary, and developing communicative competence. However, it is also acknowledged that it may not be necessary for everyone and the extent to which it helps may vary.

Question nine: In your opinion, to what extent does understanding English language culture help in improving your English language skills?

The question elicited a variety of responses, ranging from "not at all" to "absolutely" and "indeed it is." Some respondents acknowledged that cultural awareness is particularly important in literature, while others stated that it is crucial in both the learning and practicing process. Several respondents noted that cultural awareness helps to understand more about the language and to connect with native speakers, which can facilitate communication. Additionally, some respondents commented that taking cultural awareness for granted can limit linguistic competence and efficiency outside academic environments.

Overall, the majority of respondents recognized the importance of cultural awareness in the language learning process, highlighting its role in facilitating deeper understanding, connecting with native speakers, and avoiding misunderstandings. Cultural awareness can provide learners with a more meaningful and relevant learning experience by making connections between language and culture. Without cultural awareness, learners

may struggle to comprehend the subtleties of the language, which could impede their communication and limit their linguistic competence.

Question ten: Do you think that cultural awareness is crucial in the learning process?

Based on the responses provided some think it's not very important, while others believe it's really necessary, especially when learning a language. They say that knowing about the culture helps us understand the language better and connect with native speakers on a deeper level. They think that cultural awareness makes the learning process more meaningful and relevant.

However, some people think that cultural awareness is only important when practicing the language, not necessarily during the learning phase. They agree that it can help with understanding others, but they don't see it as crucial unless the goal is to become fluent.

On the other hand, many people strongly believe that cultural awareness is crucial throughout the entire learning process, especially when learning a language. They say that if we don't understand the culture, we'll struggle to understand the language fully and have a hard time connecting with native speakers.

Those who support cultural awareness also emphasize that it goes beyond just studying grammar from books. They argue that purely academic knowledge might not be enough to communicate effectively in real-life situations.

Overall, people have different views, but many agree that cultural awareness can be very helpful when learning something new, particularly in language learning. It can make the learning process more meaningful and improve our ability to communicate with others.

Question eleven: What effect does a lack of familiarity with English language culture have on EFL students

Based on the responses provided by the 30 students, there is a general consensus that a lack of familiarity with English language culture can have negative effects on EFL

(English as a Foreign Language) students. Some of the potential negative impacts include difficulties in understanding the language, misunderstanding expressions from native speakers, limited communicative competence, confusion, difficulty adapting to English-speaking environments, and limitations to personal and professional growth.

A few students also noted that a lack of familiarity with English language culture could lead to misunderstandings in communication, loss in translation, difficulties with comprehension, and poor speaking skills and fluency. Additionally, some students recognized that a lack of understanding of cultural nuances could limit career opportunities for EFL students.

There were a few students who did not believe that a lack of familiarity with English language culture would have any impact on EFL students, while others were uncertain or did not provide a clear answer.

Question twelve: How much you can perform the following tasks?

Task 1: I can understand movies in English without Arabic subtitles

Table 2.2. Understanding English Movies without Arabic Subtitles

Options	Number of students	%
Perfectly	13	43.33%
Well	15	50%
Fairly	2	6.67%
Not Very Well	0	0%
Not at all	0	0%

The table shows that out of the 30 students surveyed, 43.33% (13 students) selected "Perfectly" to express their ability to understand movies in English without Arabic subtitles. Additionally, 50% (15 students) chose "Well" as their response, indicating a satisfactory level of comprehension. Only 6.67% (2 students) selected "Fairly," suggesting a lesser degree of confidence in understanding movies in English without subtitles. Overall,

the majority of students (93.33%) responded positively, either choosing "Perfectly" or "Well" to express their confidence in understanding movies in English without Arabic subtitles.

Task2: I can listen to English TV programs/songs and understand them

Table 2.3. Understanding English TV Programs and Songs through Listening

Options	Number of students	%
Perfectly	16	53.33%
Well	12	40%
Fairly	2	6.67%
Not Very Well	0	0%
Not at all	0	0%

The table shows that out of the 30 students surveyed, 53.33% (16 students) selected "Perfectly" to express their ability to listen to English TV programs/songs and understand them. This indicates that a majority of the students feel confident in their comprehension skills when it comes to English TV programs and songs. Additionally, 40.00% (12 students) chose "Well" as their response, suggesting that a significant portion of the students have a satisfactory level of understanding when listening to English TV programs and songs. Only 6.67% (2 students) selected "Fairly," which indicates that a small minority of students feel they can understand English TV programs and songs to a fair extent.

Task3: I can write an academic essay in English with proper formatting and citations

Table 2.4. Writing Essays in English with Formatting and Citations

Options	Number of students	%
Perfectly	1	3.33%
Well	16	53.33%
Fairly	10	33.33%
Not Very Well	3	10%
Not at all	0	0%

The table shows that out of the 30 students surveyed only 3.33% (1 student), expressed feeling confident in their proficiency, selecting "Perfectly". In contrast, a majority of the students, 53.33% (16 students), indicated a satisfactory level of ability with "Well." Another significant portion, 33.33% (10 students), selected "Fairly," suggesting some understanding and capability in this area. Conversely, 10.00% (3 students) responded with "Not Very Well," highlighting a limited understanding and ability.

Task4: I can express my own opinions in English in front of people

Table2.5. Expressing Personal Opinions in English Publicly

Options	Number of students	%
Perfectly	8	26.67%
Well	14	46.67%
Fairly	7	23.33%
Not Very Well	1	3.33%
Not at all	0	0%

The table reveals that out of the 30 students surveyed, a significant portion of 26.67% (8 students) feel confident in expressing their opinions perfectly in English when speaking in front of others. Additionally, 46.67% (14 students) possess a good ability to express their opinions effectively in English in such situations. Another 23.33% (7 students) have a fair understanding and can express their opinions reasonably well in English. However, 3.33% (1 student) responded with limited ability, indicating difficulties in expressing opinions in English.

Task5: I can understand and use English idioms and expressions appropriately

Table 2.6. Proficiency in English Idioms and Expressions.

Options	Number of students	%
Perfectly	5	16.67%
Well	16	53.33%
Fairly	8	26.67%
Not Very Well	1	3.33%
Not at all	0	0%

16.67% (5 students) feel confident and can understand and use English idioms and expressions perfectly. A majority of 53.33% (16 students) have a good ability in this aspect, indicating a satisfactory level of understanding and usage. 26.67% (8 students) responded with a fair understanding, suggesting that they can comprehend and use English idioms and expressions to a reasonable extent. However, a small percentage of 3.33% (1 student) expressed limited ability, indicating difficulties in understanding and using English idioms and expressions.

2.5. Interpretation of the Results

After analyzing the results gathered from the observation and the questionnaire conducted among third-year English learners at the University Center Salhi Ahmed, it can

be concluded that most students recognize the importance of cultural awareness. Moreover, they display a positive attitude towards incorporating cultural aspects into their language learning. These results strongly indicate that English language learners at the University Center Salhi Ahmed not only understand the value of cultural awareness but also actively embrace it in their language learning journey.

The obtained results from observation have shown that when interacting with their friends, students tend to employ simpler English, characterized by informal expressions. This linguistic style is likely influenced by their exposure to English culture. With in the classroom setting, it was observed that students who are more influenced by English language culture demonstrate the ability to communicate effectively in academic English. These students display a higher level of proficiency in using formal language structures, vocabulary, and expressions appropriate for academic contexts. Additionally, found that the medium through which students primarily engage with English influences their language proficiency. Students with limited exposure to English culture generally display poorer language performance. This leads us to believe that English language culture has a great effect on learners' performance.

The figures provided indicate that English language learners highly value the incorporation of cultural aspects into their language learning journey. Figure 2.3 shows that a significant majority of students (97%) agree or strongly agree with the integration of cultural teaching in English language teaching (ELT). Figure 2.4 further supports this notion, with the majority of students (93.3%) considering it important or very necessary to learn about cultural aspects related to the English language. Additionally, Figure 2.5 demonstrates that a substantial proportion of students (90%) believe that their familiarity with English language culture significantly impacts their language proficiency. These figures collectively emphasize the importance of cultural awareness in language education, highlighting its positive influence on various language skills and overall communicative competence.

Overall, the figures support the notion that exposure to and understanding English language culture has a positive impact on various aspects of language learning, including comprehension, listening skills, writing proficiency, public speaking, and idiomatic language use. These findings further emphasize the importance of integrating cultural awareness into language education and highlight its influence on students' language proficiency and communicative competence.

English language learners demonstrate a strong recognition of the importance of using English beyond the classroom and engaging with English language culture. They actively apply their language skills in academic, social, professional, and online contexts, indicating the relevance of English in various aspects of their lives. The students' opinions highlight the significance of incorporating cultural teaching in English language education, as they believe it enhances their language skills, improves communication with native speakers, and provides a more meaningful learning experience. Familiarity with English language culture is seen as positively influencing language proficiency for a significant proportion of students, although a few do not view it as necessary. Exposure to English language culture through movies, TV shows, music, books, and online platforms is particularly helpful in acquiring vocabulary and pronunciation skills. Understanding English language culture is considered crucial for motivation, deeper language understanding, connecting with native speakers, and avoiding cultural misunderstandings. Overall, the data suggest that cultural awareness is valued by English language learners and contributes to language proficiency and communication skills, with the recognition that its impact may vary among individuals. Furthermore, a lack of familiarity with English language culture is perceived to have negative effects on students, including difficulties in comprehension, limited communicative competence, and challenges in adapting to English-speaking environments, emphasizing the importance of cultural awareness in language learning.

The tables provide insights into the impact of exposure to English language culture on various language skills. Table 2.2 shows that a majority of students (93.3%) feel

confident in understanding English movies without Arabic subtitles, indicating the positive influence of English language culture through movies on their language comprehension skills. Similarly, Table 2.3 reveals that a majority of students (89.3%) feel confident in understanding English TV programs and songs through listening, suggesting the beneficial effect of exposure to English language culture in improving their listening skills and comprehension. In terms of writing skills, Table 2.4 highlights that while a small percentage of students (3.3%) feel confident in writing essays in English with formatting and citations, a majority (86.7%) possess a satisfactory level of ability, indicating the need for further development in academic writing skills, particularly in formatting and citations. Additionally, Table 2.5 demonstrates that a significant proportion of students (73.3%) feel confident in expressing their opinions in English publicly, indicating the positive influence of English language culture on their ability to effectively express themselves, particularly in public speaking situations. Finally, Table 2.6 reveals that a majority of students (70%) have a good ability or better in understanding and using English idioms and expressions, suggesting that exposure to English language culture has facilitated their acquisition and effective application of idiomatic language. Overall, these tables emphasize the beneficial role of exposure to English language culture in enhancing various language skills among learners.

2.6. Recommendations and Suggestions

Taking into account the previous findings of the primary and the secondary data, this work about to what extent English language culture affects learner's performance provides the following recommendations:

➢ Selecting and utilizing culturally relevant materials in English language classrooms. Incorporate literature, films, music, and other media that reflect the cultural diversity of English-speaking countries. This approach helps learners connect with the content, increases their interest and engagement, and positively impacts their language learning and performance.

➢ Integrate language learning with cultural topics and activities. Design lessons that teach language skills within the context of English-speaking cultures. For example, use role plays, debates, or discussions centered around cultural themes. This approach not only enhances language proficiency but also promotes cultural understanding and performance improvement.

➢ Providing opportunities for students to engage in cross-cultural communication with native speakers of English through pen pal programs or online language exchange platforms.

➢ Encouraging students to engage in critical thinking and analysis of cultural differences and similarities, rather than simply presenting culture as a set of facts to be memorized, can help students develop a deeper understanding and appreciation of other cultures, as well as their own. It can also help students develop the skills necessary to navigate cross-cultural interactions and communicate effectively with people from diverse backgrounds. By engaging in critical thinking and analysis, students can also develop their ability to think critically and independently, which can benefit them in all areas of their lives.

This study also opens doors for future research options such as:

➢ conducting the research on a larger sample size. By expanding the scope of the study to include a greater number of participants, the findings can be more reliably applied to a broader population, increasing the overall generalizability and validity of the research outcomes.

➢ Conducting further studies on to what extent English language culture affects learner's performance using different data sources like interviews with teachers

➢ Conducting similar research in different educational settings or regions to explore how the impact of English language culture on learner performance may vary across diverse contexts. Comparing findings from various cultural and linguistic backgrounds can shed light on the cultural specificity or universality of these effects.

2.7 Conclusion

This chapter presents the findings derived from the analysis of the research instruments, namely the students' questionnaire and observation data. The research approach employed in this study was both quantitative and qualitative, allowing for a comprehensive investigation. The main objective of this research was to examine the extent to which English language culture influences learners' performance.

The analysis revealed that a significant majority of students acknowledged the impact of English language culture on their learning experience. They expressed positive sentiments toward English language culture, highlighting its significance in enhancing their language skills, cultural awareness, and overall performance. The findings suggest that exposure to English language culture positively contributes to learners' motivation, engagement, and proficiency in English as a foreign language.

These outcomes underscore the importance of incorporating English language culture into language learning programs, as it not only facilitates linguistic development but also nurtures learners' cultural competence and fosters a broader understanding of the English-speaking world. By embracing English language culture, learners can gain valuable insights, broaden their perspectives, and effectively navigate cross-cultural interactions.

Overall, this chapter provides valuable evidence supporting the premise that the extent to which English language culture affects learners' performance is significant. The findings suggest that cultural factors play a crucial role in shaping the way learners' approach and engage with the language learning process.

GENERAL CONCLUSION

General Conclusion

This study addresses a significant issue, namely the impact of English culture on enhancing the learner's performance, both inside and outside the classroom. This issue often leads to uncertainty regarding its influence on the learner's English language skills. Hence, it is essential to examine the key contributions of English culture in improving the learner's proficiency in the target language. It appears that increased exposure to English culture positively correlates with improved performance. Moreover, incorporating cultural teaching in English language learning can boost the learner's enthusiasm for the learning process.

Furthermore, this study consisted of two distinct parts. The first part was entirely theoretical, starting with a concise definition of language, categorizing its levels, and highlighting its vital functions. Additionally, it shed light on the culture and its significance, emphasizing the connection between culture and language while acknowledging the impact of the target culture on language acquisition.

On the other hand, the second chapter focused on the practical aspect of the research. It provided a detailed description of the researcher's methodology, including information about the selected participants and the research tools used. Consequently, the data collected about language and culture were analyzed and interpreted.

Through the implementation of an exploratory case study, the collected data successfully confirmed the two hypotheses formulated earlier. The results clearly demonstrated that learners familiar with English culture exhibited the highest level of performance (supporting the first hypothesis). Additionally, the study revealed that teaching the target culture plays a dynamic role in motivating learners and increasing their engagement.

This research work serves as a valuable foundation for future studies. Other researchers may find inspiration in its main ideas, leveraging culture to enhance fluency and accuracy in the English language.

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APPENDICES

Appendix A

Observation

The observation was meticulously conducted, encompassing both environment of the classroom and the dynamic surroundings beyond its walls. The purpose was to gain a comprehensive understanding of the subject's performance, interactions, and learning experiences in different contexts.

Within the classroom, the observation involved keenly observing the subject's participation in class discussions, engagement with educational materials, and interactions with peers and the teacher. The observer paid close attention to the subject's attentiveness, level of involvement, and overall demeanor during lectures, group activities, and individual assignments. Additionally, the observer noted the subject's response to instructional strategies, their ability to grasp new concepts, and their level of initiative in seeking clarification or assistance when needed.

Beyond the confines of the classroom, the observation extended to various settings, including those that focused on how students utilize English when interacting with each other. This aspect of the observation aimed to gain insights into students' language proficiency, communication skills, and their ability to apply English in real-life social situations. The observation focused on the dynamics of communication among students, noting their ability to initiate and sustain conversations

By conducting observations both within and outside the classroom, a holistic view of students' performance was obtained. This approach allowed for a more comprehensive assessment of their academic abilities, strengths, and areas for improvement. It provided valuable insights into students' adaptability to different learning environments, their overall academic progress, and their capacity to apply their knowledge and skills in practical situations. Ultimately, the observations contributed to a more nuanced understanding of students' academic performance and their overall learning journey.

Appendix B

Questionnaire

This questionnaire is an attempt to gather information needed for the accomplishment of a master's dissertation. We direct this questionnaire to investigate to what extent English language culture effect learners' performance. We would be so grateful if you could sincerely answer the following questions, so please, give us precise answers as you can and you can use either English or Arabic to answer. Be sure that the answers you provide will certainly remain confidential and will only be used for research purposes.

Thank you in advance.

Part one: Personal information:

 Gender:　　　　Male □　　　　　　　Female □

Age…….

Academic level……

Occupation ………

Part two:

Q1-What are your objectives for learning English?

……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………

Q2- How do you find learning English?

Difficult □　　　　Easy □

Very Difficult □　　Very easy □

Q3-Do you use English outside the classroom?

Always ☐   Often ☐

Sometimes ☐   Never☐

state some situations in which you use the English language?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

Q4-Do you agree with the incorporation of culture teaching in ELT?

Agree ☐   Disagree ☐

Strongly agree ☐ Strongly disagree☐

Q5-Do you think that learning cultural aspects related to the English foreign language is:

 - Not necessary☐

- To some extent☐

- Very necessary☐

Q6-Do you think your familiarity with English language culture affects your ability to understand and use the language effectively?

a. Yes, it has a significant impact ☐

b. Somewhat, it helps but not essential ☐

c. No, it does not have any impact ☐

Q7-In what ways has exposure to English language culture impacted your performance in English language learning?

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Q8-How can an understanding of English language culture impact the motivation and engagement of students in language learning?

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Q9- In your opinion, to what extent does understanding English language culture help in improving your English language skills?

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Q10-Do you think that cultural awareness is crucial in the learning process?

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Q11-What effect does a lack of familiarity with English language culture have on EFL students?

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Q12-Indicate how well you can perform the following tasks:

Statements	Perfectly	well	Fairly	Not Very Well	Not at all
I can understand movies in English without Arabic subtitles					
I can listen to English TV programs/songs and understand them					
I can write an academic essay in English with proper formatting and citations					
I can express my own opinions in English in front of people					
I can understand and use English idioms and expressions appropriately					

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ملخص

هذا البحث هو دراسة نوعية كمية تبحث في تأثير الثقافة على أداء متعلمي اللغة الأجنبية. تهدف الدراسة إلى تسليط الضوء على العلاقة بين الثقافة واللغة وأهميتها للمتعلمين لإثراء معرفتهم الأكاديمية. تمت الدراسة على 30 طالبًا في السنة الثالثة من برنامج اللغة الإنجليزية في المركز الجامعي صالحي أحمد بالنعامة. تم اختيار العينة عشوائيًا وتم توزيع استبيان يحتوي على 12 سؤالًا على الطلاب. تم أيضًا مراجعة استخدام الطلاب للغة الإنجليزية داخل وخارج القسم عن طريق ملاحظة. بعد تحليل إجابات الطلاب، تبين أن الفرضية صحيحة حيث أظهرت أهمية الثقافة الإنجليزية في تحسين أداء الطلاب

كلمات مقتاحية : التأثير ـ ثقافة اللغة الأجنبية ـ أداء طلاب السنة الثالثة ليسانس كلغة أجنبية ـ اللغة الإنجليزية، مركز جامعة النعامة

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Summary

This research is a qualitative and quantitative study that investigates the impact of culture on the performance of foreign language learners. The study aims to shed light on the relationship between culture and language and its importance for learners in enriching their academic knowledge. The study was conducted on 30 third-year students in the English language program at Salah Ahmed University Center in Naama. The sample was randomly selected, and a questionnaire containing 12 questions was distributed to the students. The students' use of the English language inside and outside the classroom was also reviewed through observation. After analyzing the students' responses, it became evident that the hypothesis is correct, as it demonstrated the significance of English culture in improving students' performance.

Keywords: impact - foreign language culture - performance - 3rd-year EFL students, NAAMA University Centre

Résume

Cette recherche est une étude qualitative et quantitative qui examine l'impact de la culture sur les performances des apprenants en langues étrangères. L'étude vise à mettre en lumière la relation entre la culture et la langue et son importance pour les apprenants afin d'enrichir leurs connaissances académiques. L'étude a été menée auprès de 30 étudiants de troisième année du programme d'anglais à l'Université Salah Ahmed, au Centre de Naama. L'échantillon a été sélectionné de manière aléatoire et un questionnaire contenant 12 questions a été distribué aux étudiants. L'utilisation de la langue anglaise par les étudiants à l'intérieur et à l'extérieur de la salle de classe a également été examinée par observation. Après avoir analysé les réponses des étudiants, il est apparu que l'hypothèse est correcte, car elle a démontré l'importance de la culture anglaise dans l'amélioration des performances des étudiants.

Les mots clés : impact - culture de la langue étrangère - performance - Étudiants de 3ème année en anglais langue étrangère, Centre universitaire de NAAMA