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University of Chadli Ben Djedid – El Tarf
Faculty of Letters and Languages
Department of English



EFL Student's Cultural Awareness and its Interference on their Oral Performance.

Case Study: Second year English Students at Chadli Ben Djedid University.

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of the M.A. Degree in “*Didactiques de L'Anglais*”

SUBMITTED BY

Mr. Yaqoub Saker

Mr. Said Zaarouri

SUPERVISED BY

Mr. Fouad Djedid

BOARD OF EXAMINER

Supervisor: Mr. Fouad Djedid

MCB

Chadli Ben Djedid University

Chairwoman:

MAA

Chadli Ben Djedid University

Examiner:

MAB

Chadli Ben Djedid University

Academic Year

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DEDICATION

We dedicate this humble work to our dear families & friends

Yaqoub and Said

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LIST OF ABBREVIATIONS

EFL: English as a Foreign Language

TC: Target Culture

NC: Native Culture

FL: Foreign Culture

SL: Second Language

ABSTRACT

The purpose of this research is to study the impact of social and cultural dimensions of language on the oral performance of English learners. Due to lack of cultural awareness, EFL learners cannot use the language correctly. Since speech is an inherent part of language compared with writing, the main focus of this study is to prove the effectiveness of higher cultural awareness in improving the oral level of LMD second-year students and reducing severe oral expression obstacles. Thus, it is hypothesized that if EFL learners are aware of the English cultural dimension, they will enhance their oral performance. Our investigation aims to explore the reasons for the poor cultural awareness of EFL learners and finally propose some solutions. The nature of the research and the testing of hypotheses require two research tools. We designed and managed a questionnaire for LMD second-year English students in the Department of Foreign Languages at Chadli Ben Djedid University. After analyzing the data obtained from students' questionnaire, our research hypothesis is confirmed and some solutions and recommendations are suggested.

Keywords: EFL Students, Cultural Awareness, Oral Performance.

ملخص البحث

إن الهدف الأساسي من تعليم اللغات الأجنبية هي القدرة على استعمال اللغة بكفاءة. تهدف هذه الدراسة إلى معرفة تأثير العامل الثقافي على التعبير الشفهي لمتعلم اللغة الأجنبية. إن الكفاءة اللغوية تقتضي الإلمام بقواعد اللغة و الجانب الثقافي لهذه اللغة. لهذا، فقد أولينا الاهتمام في هذه الدراسة للتخلص من التعبير الشفهي في اللغة الانجليزية . الناتجة عن اللاوعي الثقافي، فكانت فرضيتنا لهذا البحث كانت كالآتي : إذا كان المتعلم الأجنبي على دراية بالجانب الاجتماعي والثقافية للغة الأجنبية ، فهو بذلك يكون قادرا عل تحسين الأداء الشفهي للغة المستهدفة. نصبو في دراستنا هذه إلى معرفة أسباب انتشار الظاهرة في أقسام اللغة الانجليزية بالجزائر، وبذلك نقترح حلولاً لها . و لتحقيق هذا الهدف قمنا بتوزيع استبيان على طلبة السنة الثانية ليسانس بفرع اللغة الانجليزية بجامعة الشاذلي بن جديد الطارف، كما أجرينا مقابلات مع عدد من أساتذة التخصص نظرا لتجربتهم الطويلة في مجال بحثنا، و لكونهم أكثر الأساتذة علما بالصعوبات التي تواجه هؤلاء الطلبة . بعد تحليل البيانات والنتائج المتوصل إليها، استطعنا إثبات فرضية الدراسة وحاولنا استخلاص بعض الاقتراحات البيداغوجية والتي تهدف إلى إيجاد حلول مناسبة للمشكلة، ومساعدة المتعلم الجزائري للتغلب على مشكلة اللاوعي الثقافي في استعمال اللغة الانجليزية.

CHAPTER ONE

General Introduction

Introduction

The essential objective of E F L learning is to perform the target language fluently and jauntily in several situations and contexts. Developing language proficiency embraces not only mastering the linguistic aspects such as: (grammar, vocabulary, words, pronunciation ... etc). But it is necessary having a better recognition about the social-cultural elements covering: (ways of life, customs, values, beliefs, idioms, legends ... etc) .thus to use the language appropriately and fluently the speaker needs to realize where, when, and what to say, to whom.

As a truth, EFL learners have insufficient knowledge of the social-cultural dimensions of the foreign language. This cultural unconsciousness causes difficulties in their oral production.

This study is concerned with the anatomy of the effectiveness of high cultural awareness in promoting second-year student's oral proficiency and minimize their speaking obstacles. In addition to that, it aims at exploring the reasons beyond EFL learner's cultural unawareness and suggesting some solutions to boost cultural awareness.

The current study ensures the connection between culture and language teaching. It expresses that learners are aware of the significance of consolidating culture in EFL teaching. But their surrounding knowledge of the English culture is unsatisfactory, so the analysis of the data collected shows that EFL learners would better orally execute if they improve rich background information of the target language. Therefore our research aims were achieved and our hypotheses were confirmed.

1. The statement of the problem

The main goal of learning English as a foreign language is to use it as a communicative tool to exchange thoughts and expressions with co-speaker. However, most students regardless of the mastery of the other skills of language, face difficulties in expressing their opinions orally due to lack of being cultivated in the learned target language that effects negatively on the mastery of English as a second language. Since culture is considered a complementary element to learn the English language, it contributes also to understanding, acquiring, and perform it fluently and freely.

2. The aims and objectives of the study

This research study aims at exploring the relationship between culture and speaking ability, and urge EFL learners to be familiar with the target language culture. Additionally, to show the benefits of being cultivated in the target language's culture and its effect on speaking performance.

The secondary aims are set in the following:

- To examine the effectiveness of integrating culture within English courses.
- To shed light on the current culture teaching situation.
- to investigate its contribution to improve student's oral performance.

3. The research questions

*Is there a relationship between the culture of the target language and the speaking skill?

*Does the cultural consciousness of the target language influence the speaking skill?

4. The hypotheses

According to the research we hypothesize:

There is a relationship between the target language culture and the speaking ability. The cultural awareness of the target language affects the speaking ability.

5. Significant of the study

The concern with culture in Foreign Language is not new, however, it is an ancient orientation that contributes to Teaching English as a foreign language. Examine this domain of study has a great significance for both students as a receivers and teachers presenters of that culture, with this area of study we try to demonstrate the benefits of connecting culture with the learning process, this can help to facilitate the approach of learning English and makes a useful contribution to students to understand the culture deeply exploring the effectiveness of being cultivated with the Context of studying a foreign language. As a result, they may boost their oral performance and improve this skill during the procedure of communicating with others and socialize the individuals with new communities.

6. Methodology

To explain the presumption made in this thesis and to fulfill the research aims, a description methodology is adapted. In this study we relied qualitative questionnaire that is designed to sample selected from the second year L M D students of English at Chadli Ben Djedid EL-Tarf University. The reasons behind choosing this level: Firstly the culture courses deal only with the first and the second year levels, secondly the students of the second year have better experience with English language, so they will give a right and accurate answers.

7. Limitation of the study

In this study, we used a random sample from the second year students, because most of the students learn and study in the same conditions and they have the same ages, social statuses, and follow the same educational curriculum too. We did not conduct all the students because of the time restriction and the exceptional period passed by the country and the world as a whole(Corona Virus 2020).

8. Structure of the Study:

This research is divided into three main chapters. The first chapter represents the theoretical part which establishes the background and the frame of reference of this study, deals with culture and the exploration of the different views of culture in various disciplines, this in the first part of the chapter, in the second part of the chapter it tackled what is speaking skills ,types of speaking skill and the sub skills of speaking skill.

The second chapter gives a full description of the study sampling, design, procedures, and tools used (teachers' interview and students' questionnaire). Then it moves to the analysis and discussion of the data according to each research question.

Finally, the last chapter provides suggestions for EFL learners and teachers, the educational system as well.

Chapter One

Literature Review

Introduction

This chapter is intended to display an overview about two main parts, which are culture, and the second part which is the speaking skill. Firstly, we start with the definition of the concept of culture and then; the exploration of the different views of culture in various disciplines. Moreover, we explore the multiple features of culture, background information about the elements of culture, and also try to highlight the social knowledge that people share in a specific community. We scout the relationship between culture and communication. The chapter sheds light on concepts of culture shock and acculturation in terms of their definitions, their indicators, and stages. Finally, we attempt to demonstrate the inseparability of language and culture with a special focus on the work undertaken by Edward Sapir and Benjamin Lee Whorf. However, the second part covers general insight into speaking. It sheds light on oral proficiency; it presents different conceptualization of speaking, its functions, and its different characteristics. The chapter discusses the linguistic and extra-linguistic elements that a speaker need in order to produce fluent speech. Moreover, the chapter analyses the notion of speaking competence by reflecting speaking on the model of communicative competence. Finally, the chapter explores the situation of teaching speaking in EFL classrooms in terms the difficulties that may face learners when they speak, and the different activities that are designed to enhance EFL learners speaking skill.

Part One: An Overview of Culture

1.1. Approaches to culture

The interpretation of the meaning of culture will be a successful starting point in the present study. It is important to know its various conceptualizations, its origins and development, and its various characteristics in order to discover what culture relates to.

1.1.1. Definition of culture

It is inescapable that learners need a certain level of cultural knowledge and enough capacity to be able to exist and communicate with others and why not live in new cultures humour with a different educational context, to be global citizen, it is essential to everyone to understand the new culture as well as discovering the overall dimensions of his or her own culture.

Culture is very wide area in which the researchers have sought to clarify and find a definition to culture in different domains and look at it from multiple sides.

The first attempt to define culture was made by an English anthropologist in his book “primitive culture (1871)”.”culture is that complex whole which includes, behaviors, arts, morals, laws, customs and any other capabilities and habits acquired by man as a member of society”.

According to Taylor, culture includes all the social aspects it indicates the overall set of characteristics that exist in society. Specifically, culture is the behaviours and attitudes that gained and learned by a person as an element of his own society and it differs from one society to another.

According to Hinkle (1999) anthropology examined a culture in term of styles of people’s life, their attitudes towards the specific thing and how people assume things besides their social behavior in society.

According to Byram (1989), anthropologist is interested with language and the people reacting to others and behaving by a member of one society in a relation to their social construction and considers. Shaules (2007) wrote that “In common usage, the word culture is often used to refer to the visible productions that represent the creative accomplishment of a group of people; things like art, literature, foods, monuments and so on “. (p,24).

According to Chastain (1988) We can distinguish two different definitions for the word culture the first one with big "C" that represents the highest norms of the cultural productivity which is presented by a group of people in the society while culture with small "c" deals with people's way of living and interacting within each other.

Culture refers to the subsistence that allows demarcation to interact successfully and suitably consolidate and apply a set of common knowledge of a community to arrange and interpret messages and statements (Hymens,1971). Kramsh (1998) wrote, "Culture can be defined as membership in a discourse community that shares a common social space and history, and common imaginings. Even when they have left that community, its members may retain" (p, 10).

Moran(2001) defined culture as "... the evolving life of a group of persons consisting of a shared set of practices associated with a shared of products, based upon a shared set of perspectives [perceptions, behaviors, values, and attitudes] on the world and set within specific social contexts" (p, 24).

1.1.2. Characteristics of culture

Even though there is dissimilarity in a connection with the definition of cultures there is a possibility to select some widespread features of culture. Damen's study (as cited in Thu, 2010) proposed six features of culture cited as following:

- Cultures are learned or obtained: the knowledge that appears culture is not natural; however it is acquired socially by members of particular community.
- Cultures are international fact and requirement of human life: there is no society or group of people can exist or visualize without its own culture.
- Cultures are moveable :cultures are dynamic and changing due to people's necessity and value ,also culture possibly change according to some uncontrolled conditions such as: wars or immigrations.

- Cultures are pointedly related to language: through language people can communicate and react with each other and explicitly show their own traditions, feelings, thinking, attitudes and transmit them from one generation to the next.
- Culture between objectivity and subjectivity: objective culture is the visible one represents cultural artifacts, foods, literature, and dress .Whereas subjective culture is the invisible one symbolizes behaviors and life of people governed by the beliefs, values, norms and assumptions.
- Norms and values of culture are authentic: but it does not mean that all people as a member of a society accept and admit them there is always an acception; some persons refuse them, however in the hand they follow the essential stream of their culture because the cultural value remains a value even if it is compromised.

1.2. The Structure of culture

The members of a particular human group set culture off information exchanged and transmitted that is joint by and carried on. This shared knowledge is reflected in distinct components. In consequence, culture is seen as existing at different levels. At the surface, material products and behaviours appear. Underneath, there are the norms and the values that form the basis for those products and behaviours. Beneath, deep assumptions that determine the social dos and don'ts take place.

1.2.1. Elements of culture

Culture is identified by the personal identity of a particular society to show off their belonging and genetic and express their thoughts through both types of culture subjective and objective culture. Triandis (1972) affirmed that the objective elements of culture are the cultural artefacts such as architecture, food, and clothing while the subjective elements of culture are those that cannot be touched such as; norms, values, beliefs, assumptions, attitudes (as cited in shaules,2007, p.40).

1.2.1.1. Norms

Trompenaars and Hampden Turner defined norms as: “mutual sense of a group has of what is right and wrong” (cited in Shaules,2007.p, 57). They stated that our social life includes different types of norms. The first category is called formal norms, such as things relating to legal or legitimated contexts for example: laws and etiquettes of society. The second category is named by informal norms such as our social habits and customs for example: during a celebration we use trill and dancing to show happiness , also for greeting we shake our hands to show the respect. Shaules (2007) claimed that norms lead our behaviors to communicate and make a successful relationships with others and act appropriately according to formal or informal manners.

1.2.1.2. Assumptions:

According to Shaules (2007) assumptions are dealing with social classes and hierarchy of people in the community for example: someone who is very famous or have a high social class or military grade, people will shake their heads when talking with himan put the hands behind in order to show respect and acceptance.

1.2.1.3. Values

Values are essential components of any particular culture. They represent what a given culture includes without taking into consideration what is good or bad. They have peculiarity of evaluating and judging assignments: values decide what is valid and useful or inferior and invalid in a community. Additionally values show what should be done and the way we perform it. Shaules (2007) stated that” values reflect a cultural group’s definition good and bad serve as criteria to choose between alternatives ... values define how one wants to behave”. According to that the religion is a major provenance of values for example: The Islam is source of honesty, tolerance, brotherhood and peace In the Muslim’s communities.

1.2.1.4. Rituals.

Rituals are actions done by people regularly in the same way, Rapport(1999) said that rituals is:” the performance of more or less Invariants sequences of formal acts and utterances not entirely encoded by the performers”. There are a number of characteristics of rituals can be characterized as following:

1. Rituals are performed, formal, invariant series.
2. Rituals are constructed on acts and utterances.
3. Rituals are interpreted by others instead of the performer.

1.2.1.5. Taboos

A taboo is a cultural or religious tradition that prevents people from doing something or talking about a particular subject. People usually think it is offensive. Taboos refer to prohibited behaviors that should be avoided in a particular society. Allan & Buridge (2006, p.1) stated that: “taboos arise out of social constraints on the individual’s behavior where it can cause discomfort, harm or injury”. Violating taboos can cause sickness, legal punishment, death, social disapproval. The term taboo is derived from the Tongan word “tabu” which means prohibited. Cook and Anderson firstly used the term tabu to demote to the behaviour of Polynesians of what can was not done, seen or touched (as cited in Allan and Buridge, 2006). Taboos deal with dietary restrictions like Halal and kosher diets or sexual activities. An example of taboos is eating pork meat, or drinking alcohol in Islamic countries.

1.2.1.6. Artefacts

Cultural artefacts are the visible products and contribution of a particular society. These are the concrete and physical components that can be seen, heard or touched. Artifacts include architectural achievements, literature, dress, food, art achievements; music, painting,

and others such as: books, the Algerian Hayek or kouskous, El-batra town in Jordan, museums...etc.

1.2.1.7. Stereotypes

A stereotype is an unfounded belief that all members of a given society have the same characteristics. It is related to race, religion, age, gender, etc. Stereotypes are usually caused by negative attitudes towards people who are different from you. Bennet (1998) pointed out that there are two types of stereotypes: positive and negative stereotypes. The former involves respecting characteristics assumed to be shared by members of society. The latter case is these characteristics are violated.

1.2.2. Hofstede's cultural dimensions

Hofstede (1997) proposed a series of dimensions for describing and testing culture. He proposed five cultural value orientations used to analyze and describe culture: power distance dimension, individualism-collectivism dimension, masculinity dimension, avoiding uncertainty dimension, long-term orientation and short-term orientation. The five dimensions are as follows:

* The power distance dimension refers to the way culture handles inequality. This is the emotional distance between people of different identities. Hofstede (1997, p. 28) defined it as: "The degree to which weaker members of a country's internal institutions and organizations expect and accept the uneven distribution of power." In a high-power long-distance culture, people should respect their superiors. For example, in Cambodia, people have to respect monks by saying hello, taking off their hats, getting dressed, etc. Low-power distance culture believes in the equality of people.

* The dimensions of individualism and collectivism refer to the way individuals define themselves and their relationships in society. Shaules (2007) pointed out that a culture based

on individualism lacks connections between individuals. People are defined by their achievements. Collectivist culture is based on a strong and complete crowd. They emphasized the importance of interdependent activities aimed at group utility.

* Masculine culture deals with the difference between what men and women are supposed to do. Male culture is a culture with higher male characteristics. They are characterized by self-confidence, competition and material success. Women's culture is committed to involving both men and women in social activities. They value femininity and pay attention to parenting, relationships and living environment.

* The uncertainty avoidance dimension deals with the sense of threat in uncertain and unknown situations. A culture characterized by a strong avoidance of uncertainty is aggressive, intolerant, active, and emotional. Those with weak uncertainty are avoidance, aggressiveness, relaxation, non-emotional and tolerance.

*In terms of the dynamics of Confucianism or long-term versus short-term, long-term culture emphasizes thrift, economy and perseverance, while short-term culture is less economical and interested in quick results.

1.3. Culture and Communication

The world today is made up of different cultures, each of which is more diverse than other cultures in terms of language, lifestyle and traditions. However, people who live in a community and come from different places and belong to different cultures need to communicate and communicate with each other. In this case, individuals or groups may feel misunderstood when dealing with interlocutors.

1.3.1. Intercultural communication

Intercultural communication is used to refer to the way people from different cultures interact and establish connections. People's culture affects the exchanges to a great extent, promotes people's lives, and knows exactly how to treat others appropriately.

The terms intercultural and cross-cultural are synonyms in sense, Kramsh (1998) equalized between the two terms. She said that "The term cross-cultural or intercultural usually refers to the meeting of two cultures or two languages across the political boundaries of nations-states". (p,81) .

She pointed out that intercultural is "the communication between people of different races and gender cultures within the same ethnic language." She pointed out that intercultural communication is also used to describe the language interaction between minority groups and dominant cultures. Kramsh indicated that the two concepts of intercultural and intercultural have the same communication characteristics.

According to Byram (1997) intercultural communication exists in three situations:

- Intercultural communication exists between individuals from a different Languages, who used different native languages, each one here is a native Speaker of the language being used.
- It takes a place between people from several nations who speak different languages. In this situation the language applied is a collective language or lingua franca.
- It effects when the interlocutors are from the same region, however they practice dissimilar languages, and one of them is inborn speaker of the language being use.

1.3.2. The Main barriers of successful intercultural communication

When people from different cultural backgrounds meet, the cultural differences between them may cause misunderstandings. Hofstede (2002) put forward five major barriers to intercultural communication: language, non-verbal communication, stereotypes, behavioral evaluation and stress.

1.3.2.1. Language

Language is a means of communication between people. In actual communication, fluent language users should not only master grammar and vocabulary knowledge of language, but he should also have cultural ability, should know what to say, when, where, to whom and why. In order to reduce language barriers, one should:

- Learn the language.
- Find an interpreter who can speak the language.
- Ask for clarification if the message is ambiguous .

1.3.2.2. Nonverbal communication

Non-verbal communication is the automatic and unconscious use of non-verbal elements in the communication process, such as: gestures, facial expressions, body postures, hand waving, eye contact and other situations. The recipient of the information should provide cultural explanations for each gesture, facial expression, appearance, intimacy, etc. In order to avoid non-verbal barriers.

1.3.2.3. Stereotypes:

Stereotypes are generalizations of a specific group of people; assuming that all group members have the same characteristics, it will cause stereotypes. Hofstede (2002) pointed out that when stereotypes emerged, people accepted the expectations he wanted and saw and rejected explanations that contradicted their own expectations.

1.3.2.4. Behavior Evaluation

Culture is a vital organ in human life. It can influence and act according to people's sense of cultural belonging, and can be expressed in different ways under several circumstances to express and express their social identity. Agar (2002) believed that “cultures that affect a culture at any given moment are multiple, partial, global, and have different influences”.

He seems to be saying that we cannot anticipate the causal influence of culture. On the other hand, Hall holds a different view on the influence of culture. He reiterated that culture is the view that we use to observe things rather than the lens through which things are viewed. Influence our future actions. According to Hofstede (1997), culture explained the influence of behavior in the following way: Everyone acts according to his/her own thoughts, feelings, and the behaviors she/he has done and learned in life self. This will have an impact on people's thinking. Why not help them react differently from others. He showed that s/he must learn these patterns to continue learning other things, and he thinks these norms are a way to distinguish between individuals and others. The idea of the group as a part of society. (Quoted from Shaules, 2007, p.124).

1.3.2.5. Stress

People feel pressure when dealing with unfamiliar situations. Therefore, cross-cultural communication with people from other countries/regions who speak different mother tongues, have different norms and values, and have different beliefs, is considered a possible stressful experience. Hofstede (ibid., p. 19) pointed out: “Like other unfamiliar experiences, intercultural communication may bring some pressure.” He believes that stress can be reduced by the following methods:

- The acceptance of cross-cultural situations where uncertainty of what one expects from others and what others expect takes place.
- The work on reducing other intercultural barriers.
- The forgiveness of oneself and others, and giving the benefit of doubt.

If a person cannot relieve stress and control his own stress, then he will be in the main body of the mental and psychological state, which is called "culture shock".

1.4. Culture shock

1.4.1. Definition of culture shock

Hofstede (Hofstede, 2002, p. 22) defined culture shock as: "the process of making preliminary adjustments to unfamiliar cultures." He believed that cultural shock is related to experiencing a new cultural situation, even a new school, town, organization or family. Shaules (2007, p.106) pointed out that culture shock: "focuses on people's response to the cross-cultural environment". He defines culture shock as how individuals feel and behave when facing a new culture. Oberg (1960) described this concept as "occupational disease of those going abroad caused by the anxiety that results from losing all our familiar signs and symbols of social intercourse" (cited in Shaules, *ibid*). Hofstede (2002) mentioned that culture shock is completely personal, it is different from one person to another, and from one person to another.

1.4.2. The Indicators of culture shock

Hofstede (*ibid.*) claimed that at least six principles indicate a culture shock that a person can experience:

- Lack of familiar norms and hints about behavior or other meanings.

- Those who have suffered culture shock do not respect the values that are considered good, desirable, beautiful and worthwhile.
- Feeling lost, confused, frustrated or hostile.
- Not satisfied with the new behavior.
- The social skills that people have acquired in their own society for work seem to be inappropriate.
- Think this is scary, and the culture shock will not go away.

1.4.3. Stages of culture shock

Culture shock is described as a process consisting of a series of stages. These stages do not necessarily describe culture shock in detail, nor can they make every event that people experience compelling. Hofstede (ibid.) proposed a stage model of culture shock (“honeymoon”, “disorientation”, “irritability and hostility”, “adjustment and integration”, “biculturality”).

- "Honeymoon": At this stage, people feel optimistic, curious and excited when they encounter a new culture for the first time, but his own identity is greatly influenced by his own culture.
- "Disoriented": At this level, a person will lose their way, blame themselves and personal inadequacy, and miss their own norms and familiar clues.
- “Irritability and Hostility”: People are angry and dissatisfied with this new environment due to difficulties.
- "Adjustment and integration": At this stage, people will adapt to the clues of the new culture, they will be able to play a good role in the new environment, and have the ability to distinguish the good from the bad of the two cultures.
- “Biculturality”: A person is fluently competent in both cultures; however, there are differences as to whether everyone can master both cultures.

It is worth mentioning that culture shock is considered a stage that one passes through to be an acculturated person.

1.4.1. Acculturation

1.4.1.1. Definition of acculturation

Adaptation is a concept used to describe the process of acquiring a particular culture without losing it. This is the process of adapting to the new culture without losing the local culture. Acton & De Felix defined the concept acculturation as: “the gradual adaptation to the target culture without necessarily forsaking one’s native language identity” (as cited in Valdes, 1986, p.20). They believed that cultural adaptation is the acquisition of a new culture while preserving personal identity, culture and language. They argued that the fundamental factor affecting cultural adaptation is the difference or social distance between the two cultures.

1.4.1.2. Stages of acculturation

Adaptation is a process that goes through different stages. Acton & De Felix (as cited in Valdes, 1986) proposed acultural adaptation model that has gone through four stages:

- Tourists: It is the first step. At this stage, the target cultural knowledge is completely unattainable; this stage is considered to cause cultural shock to some extent. A person’s spoken language may be called a “phrasebookese”. Learners depend on their native language skills, strategies and resources.
- Survivor: At this stage, the use of language and understanding of culture will be practical and practical. Individuals must enter this stage to be considered fluent, competent and well-educated language. Others only need language and cultural survivor skills. In this phase, people use a language similar to pidgin.
- Immigrant: This stage involves the expected level of adaptation of an educated learner who is literate in his or her mother tongue. Educated people who live or work in

foreign cultures for a long time can achieve this goal. Most educated people will not develop their own language and TC knowledge after this stage.

- Citizen: This stage involves the level of native speakers. In this case, a person has adapted to a certain level, and few people will make mistakes due to the subtleties of language and culture. At this stage, people are expected to have pronunciation and gestures similar to those of native speakers.

Brown (ibid.) pointed out that training is a four-stage process. The initial stage is to deal with excitement and excitement. At this stage, people are excited about the new culture and environment. The second stage is culture shock, which deals with the feeling that a person will invade more cultural differences into one's own culture. The third stage is the recovery stage; it should be gradual, temporary, and constantly changing. The third stage is the recovery stage; it should be gradual, temporary, and constantly changing. The characteristic of this stage is the cultural pressure called by Larson & Smalley (1972): some of the shortcomings of culture are resolved, while others are not. Usually, progress is slow. Individuals will gradually accept the difference between their NC and TC. The final stage constitutes near or complete recovery; it can absorb, adapt and accept the difference between NC and TC.

1.5. Language and culture

1.5.1. The Relationship of language and culture

The user's language and cultural background are obviously intertwined and cannot be separated. There is a fundamental connection between language and the culture of the speaker. A person's language reflects his cultural background and is considered part of his culture. Brown (1994) pointed out the relationship between the two: "a language is a part of a culture and a culture is a part of a language; the two are intricately interwoven so that one

cannot separate the two without losing the significance of either language or culture” (cited in Jiang, 2000, p.328). He believed that culture and language are deeply related and that they complete each other.

Language is related to culture in three main ways. Kramsh (1998, p.3) pointed out: First, "language expresses the reality of culture". People use words to express common facts, events, and experiences in specific groups of people. These words also reflect the language user's attitudes, feelings, opinions and beliefs. Secondly, "language embodies cultural reality"; people give meaning to their experiences by determining the medium or context of communication, such as face-to-face conversation or letter writing.

Language is the mirror of culture. Thanasoulas (2001) views that language and culture are related: “language does not exist apart from culture, that is from the socially inherited assemblages of practices and beliefs that determine the texture of our lives”(cited in Elmes, 2013, p.12). One's cultural backgrounds, beliefs, values, assumptions, and others are all reflected in oneself language. In this sense, Montgomery states: “culture is implicated in every instance of language in use” (cited in Corbett, 2003). In this stance, it is worth mentioning that this may be considered as an argument of the influence of culture on what people say. This is a matter of controversy, and it is contradicted with what it is called “the linguistic relativity”; language reflects its users” thought.

1.5.2. The Linguistic relativity

The relationship between language, thought and culture is expressed in the expression of the "Sapir-Wolf hypothesis". Edward Sapir and his student Benjamin Lee Whorf discussed and developed this. It is also called "Language Relativity". They believe that language determines and resolves the speaker's thoughts, and culture does not affect Language, but it will affect the speaker's thinking and perception. Shaules (2007) pointed out that the

hypothesis proposes that language will affect one's own thinking due to the different classification and description of objects and meanings.

Kramsh (1998, p.11) pointed out that “the Sapir_Whorf Hypothesis makes the claim that the structure of the language one habitually uses influences the manner in which one thinks and behaves.”

Crystal (1997) believed that the origin of the theory of linguistic relativity can be traced back to the work of Johann Herder (1744-1803) and Wilhelm von Humboldt (1762-1835) in the late 18th century. Writings, they paid great attention to language and language diversity. Cultures around the world. Hurd and Humboldt first insisted that language and culture are inseparable. Later, Edward Sapir (1884-1939) and Benjamin Lee Whorf (1897-1941) discussed and put forward these ideas, which led to the "Language Relativity Hypothesis."

Whorf supported this hypothesis by exemplifying different languages. In Hopi, which is an American Indian language, the word "masa'yataka" is used to mean everything that can fly except birds. This is completely different from people who used to think in English. On the one hand, for English speakers, there is only one word for multiple types of snow, while for Eskimos, there are different words for snow, snow on the ground, snow as hard as ice, and so on. He added that Hopi language lacks the concept of time and different forms of tense, while English has different forms that can express different durations. Whorf believes that due to language differences, it is difficult for English and Hopi speakers to understand each other.

The Sapir-Whorf hypothesis is based on two consistent and unified principles: language determinism and language relativity. The former proposes that language determines the way of thinking of the language users. It is called the weak version Sapir-Whorf hypothesis. The latter is the strong one. It points out that the functions and distinctions coded

in one language do not exist in other languages. Therefore, differences in language structure and vocabulary convey differences in cultural significance and meaning.

The Sapir-Whorf hypothesis provides some important contributions for cross-cultural learners. This hypothesis reveals the fact that language is a symbolic system that reflects the social reality and culture of the speaker (ibid.). Because the culture of a particular group or country/region is different from that of other countries/regions, foreigners may have misunderstandings when speaking languages of other countries/regions. Therefore, in a foreign language teaching environment, it is necessary to understand and learn a language. Structure, words, grammar and vocabulary are also involved in learning its culture. Byram & Morgan (1994) stated: “it is axiomatic in our view that cultural learning has to take place as an integral part of language learning, and vice versa” (cited in Hinkel, 1999, p.7).

Part Two: The Speaking skill

1.2. Oral Proficiency

Language proficiency is a concept used to describe the extent to which learners can achieve language skills. It refers to the learner's ability to speak, read, write and listen. Tylor (1988, p.166) pointed out that proficiency refers to:”The ability to make use of competence. Performance is then what is done when proficiency is put to use ...proficiency is a dynamic concept, having to do with process and function”. In this sense, competent language learners can show their proficiency by using the language in actual communication.

Therefore, in English learning, oral ability refers to the oral expression and oral expression ability of the learner when communicating with others. This definition implies The relationship between the oral expression ability of the language and the auditory expression ability. On this basis, people who are proficient in English are those who use spoken English

effectively in different situations. In addition, he should be able to ask and answer questions appropriately, successfully express his thoughts, feelings and thoughts, and be able to interact easily in communication with other interlocutors. Iwashita (2010) believed that fluent, accurate, good, knowledgeable, bilingual and competent characteristics are used to describe proficient language users.

Spoken language needs of a variety of features; vocabulary, grammar, fluency, pronunciation, social language features. Adams (as cited in Iwashita, 2010) claimed that vocabulary, grammar, pronunciation, and fluency contribute the same to improving oral English, while the contribution of social language factors is smaller. Saunders and Brien (as cited in Genesee, 2006) argued that the oral proficiency of English involves vocabulary, grammatical accuracy, prosody, fluency, pronunciation and interactive skills. Since a person's oral level mainly appears in the communication using oral language; therefore, it becomes very important to define speaking skills.

1.3. Speaking skill

1.3.1. Definition

Communication in daily life mainly depends on our ability to speak, express our feelings and thoughts. It is called "spoken language skills" and is considered an important one of the four language skills. Spoken language is the core of foreign language learning, because the purpose of learning is to use the target language for oral and effective communication. Burns & Joyce and Luoma (as cited by Torkey, 2006) described speech as an interactive process in which the speaker is constructed by generating, receiving and processing information according to the context in which the conversation occurs, the interlocutor, and the body. And share meaning. Set and speak the purpose.

Pertie (1987, p.336) stated that :“ speaking is an activity which most of us spend a great deal of time engaged in , apparently without any effort and with not very much thought”. in addition, Hedge (2000, p.261) stated that speaking is: “a skill by which they are judged while first impressions are being formed”. In other words, speaking is a skill that reflects people's thoughts, feelings and thoughts. Celce-Murcia (2001) pointed out that speaking and mastering a language are synonymous, because speech is the main means of communication.

Oral skills are the essence of all human communication. This is a complex process of sending and receiving messages through verbal and nonverbal communication between people. The speaker aims to express himself, thoughts and feelings, or to exchange information with other interlocutors under specific circumstances.

1.3.2. Functions of speaking

Spoken language is a kind of human activity that plays a major role in human communication, and the functions of speech are different. However, many studies have been conducted to classify speech functions in human communication. Brown and Yule (as cited in Richards, 2008) distinguish between two speech functions: interactive functions consisting of maintaining and establishing social relations, and transaction functions with information exchange as the main focus. based on Brown and Yule's research, Richards (2008) expanded the three parts of the research, namely conversation as interaction, conversation as transaction and conversation as performance.

1.3.2.1. Talk as interaction

Talk as interaction is an equal synonym to the concept of conversation. Dialogue or interaction is synonymous with the concept of dialogue. It is characterized by its social function. In such an interactive environment, people are more interested in expressions than

verbal forms. Depending on the surrounding environment, it can be formal or temporary. Conversation involves interaction Master various skills, such as: opening and closing conversations, determining themes, making jokes, adopting turning conventions, interrupting, etc. Usually, the characteristics of conversation as interaction are:

- It has mainly a social function.
- It mirrors role relationship.
- It reflects the personal identity of the speaker.
- It can be either casual or formal.
- The use of conversational conventions.
- It reflects degrees of politeness.
- The use of generic words.
- It is jointly constructed.

1.3.2.2. Talk as transaction

The conversation in a transaction focuses on the verbal or non-verbal information itself, not the interlocutors and the way they interact with each other. The content of the speech should be clear and easy to understand. Class discussions, problem-solving activities, ordering food in a restaurant, and asking directions on the street are all examples of communication. To accomplish this task, different skills are required, such as: asking questions, asking for clarification, proving opinions, making suggestions, describing, etc. The conversation as a transaction has the following characteristics:

- It has an informative focus.
- The use of questions, repetitions, and comprehension checks.
- Linguistic accuracy is not always important.
- The main focus is on the message.

1.3.2.3. Talk as performance

Talking as a performance refers to public speaking, in which the message conveys information to the audience. It takes the form of a monologue in a recognized format and is evaluated based on its impact on the listener. Speeches and welcome speeches are examples of performances. The main characteristics of conversation as a performance are:

- The focus is on both message and audience.
- Organized format and predictable sequencing.
- Form and accuracy are important.
- Closeness to the written language.
- It takes a form of monologue.

1.3.3.1. What a speaker needs to know?

The extra-linguistic knowledge that affects speech production includes problems, such as the subject itself, cultural knowledge, context, and the relationship with other interlocutors. Thornbury (2005, p.12) stated: “context knowledge allows speakers to make reference to the immediate context”. Moreover, relationships between interlocutors determine the degree of formality in conversations.

1.3.3.1.1. The socio-cultural knowledge

The Socio-cultural knowledge refers to the knowledge of social values, norms and behaviors in a given social group, and their influence on the production of speech. Thornbury (2005) believes that social and cultural knowledge can be extra-linguistic or linguistic. For example, knowledge about the way people in a particular culture greet; shaking hands, bowing or hugging are additional language, while knowledge about what they say is language. Research shows the extent to which cultural differences may cause communication

misunderstandings. In addition, the study of dialogue style points out that these cultural differences occur in the same culture and between different cultures.

1.3.4. The linguistic knowledge

Linguistic knowledge refers to the different characteristics of the language, namely vocabulary, grammar and pronunciation. Thornbury (ibid.) discusses the different features of the language below:

1.3.4.1. Genre knowledge

He (ibid, p.14) defined genre as: “the type of speech events, especially in terms of how that speech events might be labelled by its participants”. Generally, voice has two main functions: transactional and interpersonal. The former focuses on conveying information, while the latter focuses on maintaining social relations. These two functions generate various voice events, which are organized according to social and psychological processes. Transactional voice events, for example; service encounters (buying goods, requesting information) follow a fairly predictable script.

The structure of the genre is determined by interactive or non-interactive. For example, casual conversations between friends are interactive, while speeches are non-interactive. In addition, planned and unplanned voices may affect the use of language. Therefore, the speech types are classified according to their general purpose, participation type, and planning level.

1.3.4.2. Discourse knowledge

Discourse knowledge refers to the knowledge of ways of organizing and connecting discourse, and applying this knowledge to the turning structure of human interaction.

Discourse markers are used to express intent, keep turning and mark speaking restrictions. Discourse knowledge (as quoted by Torcky, 2006) included the speaker's ability to maintain utterance coherence so that the listener can easily follow the phonetic sequence. Use vocabulary and grammatical references, and use discourse markers (well, anyway, now, etc.) to make a coherent speech; and finally, manage turns (turn, keep turn, and give up turn).

1.3.4.3. Pragmatic knowledge

Pragmatic knowledge refers to the knowledge of using language to do things under the premise of considering the environment and purpose of language use. Thornbury (2005) claimed that pragmatic knowledge includes knowledge of speech acts and cooperative principles.

1.3.4.3.1. Speech act

Speech act knowledge refers to the speaker's ability to perform and understand different speech functions, such as suggestions, requests, greetings, apologies, supplements, invitations and offers, etc. For example, the following example represents a closed voice action:

A: Have a nice day.

B: You too.

A: Good bye.

B: Bye.

1.3.4.3.2. The co-operative principal

Thornbury stated: "the assumption that, in the absence of any evidence to the contrary, speakers are co-operating with one another forms what is called the co-operative principle. Grice (as cited in Thornbury, 2005) elaborates this principle into four maxims:

- Quantity: a speaker should make his speech as informative as required.

- Quality: a speaker should make a true and valid speech.
- Relation: speech should be relevant.
- Manner: speech should be brief and ordered.

Knowing how to cooperate in a conversation should not conflict with politeness.

Speakers should not hurt people just because they want to tell the truth.

1.3.4.3.3. Politeness

Politeness is very important to language speakers. Polite knowledge refers to understanding the way we protect the facial expressions of other speakers. Language users usually use different methods to avoid facing threats. Politeness marks (thanks in advance) and distancing methods (such as the use of past tense and modal verbs) help to avoid facing potential threats. Knowing how to use words to express politeness is a special characteristic of good language users.

1.3.4.3.4. Register

The speaker's registered knowledge needs to know which language choice is suitable in a particular situation. It depends on the area involved in the discussion, the tenor involved in the relationship between the interlocutors, and the way in which the channel selection is involved.

1.3.4.4. Grammar

The grammatical rules used in spoken languages are different from those used in written languages. Hughes and Luoma (as cited in Torkey, p. 2006) claimed that the correct use of grammar in speech involves taking into account the characteristics of spoken language and adopting different grammatical structures. For example, spoken clauses are next to each other

or have a pause between them, without using conjunctions or coordinators. On the other hand, written language involves the use of coordinators and conjunctions.

1.3.4.5. Vocabulary

Vocabulary knowledge involves the ability to use words and words used by native speakers of the language. Thornbury (2005) believed that the words and pronunciations used in speech are less than those used in written languages. He added that knowing vocabulary involves the ability to manipulate chunks which refer to “any combination of words which occur together with more than random frequency”. (p.23).

1.3.4.6. Phonology

This level of knowledge involves pronunciation. Thornbury believes that phonetics refers to the way in which individual words and sounds are pronounced. Cornbleet & Carter (cited in Torkey, 2006) pointed out that pronunciation knowledge includes the following:

- Sounds: including consonants, vowels and consonant clusters.
- Intonation: it describes the pitch changes (falling and rising pitch).
- Rhythm: it is created in accordance to the stress placing within the same word where it is fixed, or group of words in which it changes depending on meaning.
- Linking and assimilation: it refers to the changes caused by the influence of neighbouring sounds in connected speech.

It is important mentioning that the different characteristics of spoken language can be explained from the speaker’s knowledge: associated speech, use of speech and use of negotiation language. All these elements are part of fluency and are considered the main characteristics of language.

1.3.5. The characteristics of the spoken language

Harmer (2001) mentioned that there are multiple elements that characterize a person's speech: related speech, expression devices, vocabulary, different grammar, pronunciation, and negotiation language. In addition, effective spoken English should be fluent and accurate.

These functions are listed below:

- **Connected speech:** the speaker should find a connection between the different elements of speech such as, assimilation and elision.
- **Expressive devices:** language speakers tend to express themselves and convey meaning by the use of some expressive devices such as gestures, eye gaze, facial expressions, and so on.
- **Lexis:** the spoken language is characterized by the extended use of lexical phrases.
- **Grammatical rules:** they are not necessary identical to those used in written language.
- **Negotiation language:** it refers to the use of some techniques such as: asking for clarification, repairs, and so on.
- **Pronunciation:** speech is characterised by producing sounds. Speaker's ability to produce correct sounds creates an effective and understood speech.
- **Fluency:** Fluency refers to the fluency in interacting with others. Widdowson (as cited in Torkey, 2006) defines fluency as the speaker's ability to use different oral skills to cope with the ongoing interactive process.

1.4. The notion of speaking competence

Spoken language is an interactive process of constructing meaning. Shumin (2002) supposed that speaking a foreign language requires mastering both the grammatical rules of the foreign language and the grammatical rules of the foreign language and practical rules including context. Hymes (1971) believed that foreign language learners not only need

language knowledge to communicate, but also need to understand the cultural aspects of foreign languages. In addition, Canale & Swain (1980) proposed additional abilities to learn and master FL. Discourse and strategic skills, including mastery of language for its functional purposes. According to Canale & Swain theory, there are many communicative abilities in spoken language (as cited by Torcky, 2006), which can be summarized as follows:

- **Grammatical competence:** Shumin (2002) claimed that English learners should use and understand the structure and rules of the language. In addition, Luoma (as cited in Torcky, 2006) believes that people who speak a language need to use words and utterances used by native speakers. Cornbleet & Carter (ibid.) pointed out that a competent speaker should master the rules of pronunciation.
- **Discourse competence:** Scarcella and Oxford (ibid.) claimed that a good speaker needs a certain understanding of discourse markers. Discourse competence involves the speaker's ability to maintain the coherence of verbal expression, appropriate use of grammar and vocabulary references, and good organization of turns.
- **Pragmatic competence:** it is influenced by context, function and communicator. Pohl (ibid.) believes that pragmatic competence includes two different competences: functional competence and sociolinguistic competence. The former refers to the ability to use speech behavior patterns to achieve language functions. The latter refers to the way speakers use language appropriately in different contexts with varying degrees of formality. Yoshida (ibid.) pointed out that social language ability focuses on politeness strategies.
- **Strategic Competence:** Shumin (2002) used the concept of strategic competence to refer to the ability to obtain and use the rules governing specific speech times and specific speech behaviors. Excellent language users will use compensation and achievement strategies when communication is interrupted, such as gestures,

circumcision, topic selection, facial expressions, etc. Scarcella & Oxford (as cited in Torcky, 2006) pointed out that having strategic capabilities requires knowing how to interrupt, how to ask for clarification and how to change the topic. Therefore, strategic capabilities require some skills necessary for other capabilities.

These abilities vary from beginners to skilled speakers, or from basic levels to professionals. Therefore, through the joint contributions of teachers and learners, these oral skills can be clearly improved. Teachers can design activities aimed at enhancing classroom communication skills, and learners should improve their oral skills through more practice.

1.5. Speaking in EFL classes

Oral English is one of the four skills that EFL teaching focuses on. EEL learning aims to develop language skills to achieve professional goals, or just use FL in a communication environment with local people. When teachers use a variety of activities to improve the learners' oral ability, English foreign language learners usually face different problems when expressing their voice.

1.5.1. Difficulties in speaking

EFL learners often encounter difficulties when trying to speak a foreign language. This is only due to the fear of making mistakes, and the lack of specific words in specific situations. Therefore, due to language and psychological factors, English learners find that there are difficulties in speech expression.

1.5.1.1. Linguistic factors

Brown (2001) posed several difficulties that learners can face when they try to speak a foreign language. They are given as follows:

- **Clustering**

Brown (2001) believed that fluent spoken English should be phrases rather than words. When learners give a speech, their spoken language seems to be divided into words or a few phrases. Therefore, a fluent speaker should produce continuous phrasal verbs.

- **Redundancy**

Redundancy refers to the possibility of re-expression, repetition and use to repair expression. By using these technologies, students' speech can be understood.

- **Reduced Forms**

The characteristics of speech are phonetic, morphological, syntactic or pragmatic simplified forms. For students who only learn a complete form of a language, it can be difficult to use these forms in speech.

- **Performance variables**

When foreign language learners speak, they hesitate, pause, etc. Therefore, teachers should use uh, uh, etc... to help their students think while performing oral performance.

- **Colloquial language**

Using collocations (proverbs, idioms, idioms) in the learners' spoken language is considered a difficult task. Therefore, teachers must focus on helping students use these forms.

- **Stress, rhythm and intonation**

It is difficult for learners to master pronunciation rules. Pressure, rhythm, and intonation are unique elements of English because correct pronunciation conveys meaning.

- **Interaction**

Learners need to interact and experience different communication environments to improve their abilities. When negotiating meaning (giving feedback or asking for explanation), learners can acquire new vocabulary and structure.

1.5.1.2. Psychological factors

The mental state of foreign language learners may cause problems in their speech expression. Brown (2001, p.82) noted: "Some psychological factors, such as anxiety, Shyness, fear of making mistakes and lack of vocabulary are considered to be the main reasons why students do not speak. "

***Shyness and fear of making mistakes**

Shyness is a psychological state suffered by many EFL learners. When students participate in class lecture tasks, they may feel shy. Therefore, some people think that shyness is related to speaking in front of people. This feeling may blank the learner's thinking, or they may forget what to say. Sauric (2011) believed that learners feel shy when speaking this language because they think they make mistakes when speaking. Teachers should create a comfortable environment to help students improve their oral English.

***Anxiety**

Anxiety is considered a serious problem that hinders foreign language learners who use the language. Brown (2007) believes that anxiety is a negative mental state, which is related to feeling nervous, worried, self-doubt and vulnerability in the FL learning environment. Feeling anxious in a foreign language class will have a negative impact on the learner's oral ability. Therefore, teachers should work hard to reduce students' anxiety in order to enhance students' oral ability.

***Lack of interest**

Rivers (1968) believes that lack of interest will lead to poor oral performance of students. EF learners may lack interest in the subject due to their lack of understanding of the problem, the teacher's introduction to the course or the difficulty of the subject itself. In this case, the teacher should introduce the course well and provide convenience for the task to support students' participation and participation in the task, thereby improving their oral English skills.

1.5.2. Activities used to teach speaking

The teacher designed various activities in the EFL class to enhance the learners' oral ability. Thornbury (Thornbury, 2005) proposed a variety of effective teaching language tasks. Here are some of them:

1.5.2.1. Awareness activities

Thornbury (Thornbury, 2005, p. 41) defined conscious activity as "the premise of reorganizing the learner's mental language representation". Consciousness activities require three processes: attention (learners should arouse interest, participate and attract attention), attention (referring to the conscious recording of events) and understanding (recognizing rules, principles or patterns). Promotional activities include:

***Using recordings and transcripts**

In order to improve learners' understanding of foreign language functions, teachers can expose learners to real transcripts and recording examples, such as multi-party conversations, monologues, etc.

***Using live listening**

Teachers or other guests can speak in consideration of the level of learners to improve their interactive ability.

***Using noticing gap activities**

This type of activity refers to tasks designed to help students find gaps in their lack of knowledge. These activities enable learners to find knowledge gaps on their own. The teacher guides learners to complete the target knowledge During the execution of this task. These activities aim to raise learners' awareness of the gap between their actual abilities and target abilities.

1.5.2.2. Appropriation activities

Thornbury (2005) proposed that these activities give learners the opportunity to control their spoken English well. Funding activities include:

- **Drilling and chants activities**

Drilling refers to repeating keywords or phrases in a conversation. The recitation is more memorable than the exercise. They give learners the opportunity to choose different words and idioms by listening to foreign songs and playing computer games.

- **Milling activities**

These activities help students to improve their ability to ask questions with a view of completing a survey.

- **Reading aloud activities**

This task involves the learner focusing on low-level speech without thinking about what to say next. Powell (as quoted by Thornbury, 2005) suggested "voice script" techniques for reading aloud include:

- Teacher asks learners to determine where pauses are placed in a given text.
- Students highlight or underline the stressed words.
- Students decide whether sequences of words are slow or deliberate.
- Students read the prepared text aloud.

Oral teaching involves practice, because dialogue and dialogue are natural language. These activities focus on the grammatical rules and vocabulary structure of the language, including: activities on board, missing dialogue activities and dialogue establishment.

- **Informative gap activities**

This activity requires distributing different information among students in order to create gaps in knowledge between students. Therefore, students need to participate in order to achieve the result of the task.

- **Guessing games activities**

These activities develop the imagination and thinking of students. Students describe a specific animal, personality or thing, etc., while other students should guess the answer.

- **Jigsaw Activities**

These activities are best implemented in groups rather than individually. In this activity, the teacher arranged four flashcards and divided the students into four groups. Then he explained the general idea of supporting these cards. Only one card is required for each group. Then, the teacher asked the members of each group to describe what they saw. Later, the teacher and group members decided on the idea that the card insisted on.

1.5.2.3. Autonomy

Thornbury (Thornbury, 2005, p. 90) defines autonomy as: "The ability to self-regulate performance due to gaining control over strictly controlled skills." There are different classroom tasks that can increase students' degree of automation.

- **Presentation and Talk**

The teacher asked his students to speak and speak in front of colleagues. For example, a teacher can induce a student to talk about the book he is reading.

- **Role play**

Role playing is a reliable technique because it allows students to participate in real life and can perform in pairs or groups. Role-playing activities enable students to practice and develop different speech acts, and also help to reduce students' fear. It can be executed through scripts, real life experience or the imagination of students. Hedge (2002) claimed that the success of role-playing depends on the choice of theme and the motivation of teachers.

- **Discussion and debate**

Discussion is the most common task used in EFL classrooms to improve students' oral skills. Discussion activities allow students to talk and share their interests, opinions and experiences. Hedge (2002) assumed that discussion should be free, and the best way to achieve these goals is to divide the class into small groups. This can promote the exchange of ideas and propose.

- **Academic presentation**

This activity includes preparing an effective statement, which requires consideration of the formal characteristics of the language and different genres. It can be executed

individually, in pairs or in groups. When students finish their speech, clarifications, questions and discussions are needed.

Conclusion

This chapter reviewed the related literature to cultural awareness and its interference to enhance EFL student's speaking skills, and it contains two sections. The first section reveals that culture covers all aspects of human life; it determines the way people behave, believe, think, eat, dress, speak, and exchange information when communicating with others. Thus, cultural awareness is crucial in intercultural communication settings and to mastery of foreign language. This chapter demonstrates the inseparability of language and culture; hence, foreign languages can rarely be taught, learnt and used without considering the foreign culture and developing enough cultural background of that culture. The second section deals with speaking a foreign language requires more than knowing the linguistic rules of the target language. It requires being knowledgeable of all aspects of language namely the linguistic, socio-cultural and pragmatic dimensions. In EFL classes, speaking is considered to be a crucial pre-requisite of learning a foreign language; therefore, learners should aim to develop their speaking skill in order to communicate effectively in the target language. In their attempts to speak fluently, learners may face many difficulties that hinder their speech; however, many interesting activities are designed in order to enhance EFL learner's oral proficiency.

Chapter Two

Methodology and Data analysis

Introduction

This chapter introduces the second part of this research, the practical part. This research section is the method chapter. It deals with the issue of effectiveness of the cultural awareness in improving learners' speech production, and devoted to present the overall methodology employed to investigate the research questions. It is designed to provide an analysis for the data obtained from the chosen participants and data collection tools following certain research procedures and design. Finally, it discusses the study findings with regard to research questions and hypotheses.

2.1. Research Framework

2.1.1. Sampling and population

2.1.1.1. Teachers as Participants

The formal interview was planned for English teachers from the Department of Foreign Languages at Chadli Ben Djedid El-Tarf University. Six (6) teachers who currently teach courses included in our research and have long experience in this field of study were interviewed. The participants were randomly picked from a total population of 37 teachers in the English Division.

2.1.1.2. Students as Participants

To carry out our research, Participants during this study ; a sample of 35 second year students of English are chosen arbitrarily from a whole population of 70 from Chadli Ben Djedid El-Tarf University at Department of Foreign Languages, Algeria. There are many reasons for choosing to work with LMD second-year students. First, culture lectures are

programmed only with first and second year LMD students of English. In the one side, we selected second year students because they could have greater knowledge with the English language and culture. On the other side, they have already mastered the laws of grammar and the form of the language in the first year. Second, the primary emphasis is on improving students' speech abilities and communicative skills.

2.1.2. Research Instruments and Procedures

For the requirements of this study, two tools are used; a teachers' interview, and a students' questionnaire. The former is conducted with teachers who actually teach courses involved in our present research and who have long experience in this area of study. The later is administered to second year students of English from El Chadli Ben Djedid El-Tarf University at the Department of Foreign Languages.

2.1.2.1. Teachers' Interview

The teachers' interview is composed of ten questions. The interview is preceded by a brief paragraph which states the aim of the interview and provides some instructions and directions to the participants. It is constituted of 10 distinctive questions that include the most important aspects of our investigation. The two first questions cope with teachers' degrees and work experiences. The third question is intended to obtain information about teachers' views of the word 'culture'. Questions 4 and 5 are concerned with the importance of teaching culture lectures in EFL teaching. The sixth question aims to possess some insights into teaching culture at El Chadli Ben Djedid El-Tarf University. The seventh question aims to explore teachers' evaluation of the level of their students' speaking skill. Question 8 deals with teachers' perceptions about the effectiveness of cultural awareness in enhancing students' speaking skill. In question 9, teachers are asked about the tasks that are used to develop students' speaking skill. The final statement invites teachers to make any further suggestions.

2.1.2.2. Students' questionnaire.

A students' questionnaire was structured in order to study the learners' thoughts and perception about the problem that is treated in the present study. The students' questionnaire was circulated to seventy students. It is introduced by a short paragraph which clarifies the intention of the study and then followed by instructions and guidelines for students about how to answer the questions. The questionnaire encompassed of 20 dissimilar questions. Closed questions (yes/no questions), multiple choices questions, open ended questions, scale items questions, are used to reveal the main hypothesis. These questions are structured into Five sections.

Section one: general information

This section contains of two questions about age and gender, we attempt to collect data about students' background information.

Section two: Language learning (3-5).

This section was designed to obtain information about the reasons why students choose to learn English, their self-evaluation of their English proficiency, and their thoughts on the essence of learning English.

Section Three: Difficulties in Using English (6-9)

This section deals with the difficulties encountered by students in using English. In this part, we try to obtain information about skills that represent more problems faced by learners and students in their self-assessment of their oral skills. In addition, we try to discover the strategies that students use when facing these difficulties.

Section Four: Cultural Awareness & Attitudes towards the English language (10-15)

While this section, we expected to discuss the views and thoughts of the students about the meaning of culture, its relevance in EFL learning and its influence on language in this section. In addition, we examine the cultural aspect that students have come to appreciate and whether or not teachers in their lectures engage with cultural issues. Moreover This section focuses on how English learners find cultural lectures and whether they like the culture of English-speaking countries.

Section Five: cultural awareness and speaking (16-20)

The section of cultural awareness and speaking is worried with the effectiveness of cultural awareness in enhancing students' speaking skill. In this section, we attempt to gather information about the cultural tasks that are used in the EFL classrooms in order to improve students' speaking skill. Furthermore, We try to determine the ways and degrees of efficiency of these a pursuit.

2.1.3. Research Design

This research embraces a descriptive design as it aims at discovering Chadli Ben Djedid University EFL student's cultural awareness, and its interference on their oral performance. A mixed-method was followed since data collection instruments; a students' questionnaire and a teachers' interview, which both provide qualitative and quantitative data.

2.2. Data Analysis

2.2.1. Teachers' Interview Analysis

Q1: what is your academic level?

Teachers' responses differ as follows:

Teacher 01: Magister degree.

Teacher 02: Magister degree.

Teacher 03: Master degree.

Teacher 04: Master degree.

Teacher 05: Magister degree.

Teacher 06: Magister degree.

Teachers' replies indicate that all of them have a high level of education, two of them have a Magister degree, and the other teachers have a Master degree.

Q2: How long have you been teaching the English language at Chadli Ben Djedid University??

Teacher 01: 10 years.

Teacher 02: 10 years.

Teacher 03: 02 years.

Teacher 04: 02 years.

Teacher 05: 08 years

Teacher 06: 07 years.

The data gathered indicate that all teachers have skilled teaching culture of language or oral speech for various times between two years (02 years) and ten years (10 years). These answers prove that all our informants are professional instructors. We are also able to seek various, credible viewpoints and opinions that will enable us to accomplish our goals.

Q3: from your perspective, what is culture teaching?

It is obvious that culture is a dual-faceted phenomenon that can be described from two distinct angles. On the one hand, it can be defined as the collection of artistic

achievements of a human community. On the other hand, it can be characterized as the way of life of a particular culture, including: customs , rituals, food, beliefs, actions and values. So, teaching culture means teaching these sets of knowledge. This question is intended to explore teachers' views regarding that part of the classification ought to be stressed and why.

Teachers 01, 02, 05, and 06 agree that teaching culture requires mixing a mixture of the artistic achievements and lifestyles. Those teachers believe that cultural teaching is teaching people of foreign cultures how to think, behave, speak, eat and dress. We should introduce students to the artistic achievements of foreign societies and how these aspects of life affect the way they use language. Teacher 03 and Teacher 04 define teaching culture as a lifestyle that considers other people's culture, values, beliefs, behaviors, daily habits, customs, traditions, festivals and rituals and their influence on language use.

Q4: In your view, do you think English culture affects the use of English? Please justify your answer

All the teachers react confidently to this question. They agree that culture affects the use of language. They justify their responses by means of the subsequent arguments:

“Culture shows the learner how to take effective action in various circumstances, using the correct features of the English language” (Teacher 1).

“Realizing the English language culture empowers students to get words, expressions, maxims and adages that are identified with the English talking nations societies.” (Teacher 2).

“EFL learners are unable to rely and deal effectively with a native speaker, on their mastery of the language's linguistic aspects” (Teacher 3).

“Culture affects the usage of language through the use of certain words related to the faith, traditions, and lifestyle of that culture. Only when they consider the practices, beliefs, values, and so on of native speakers will EFL learners understand and use this vocabulary properly” (Teacher 4).

“Students who are conscious of the culture of English create substantive speech that incorporates both language and culture” (Teacher 5).

“Awareness of the socio-cultural dimension of English increases fluency in language use. In addition, it promotes the interpretation of idiomatic expressions” (Teacher 6).

Reactions uncover that the socio-social information on the English language impacts second year EFL understudies' utilization of the language. It improves the appreciation and the creation of talk by consolidating both the semantic angles and the socio-social parts of the language. Realizing the social part empowers understudies to get words, expressions, and colloquial articulations identified with the objective culture, so they can easily utilize the language in various circumstances. Subsequently, social abilities are emphatically needed to work effectively with various conversationalists.

Q5: In teaching English as a foreign language, how important is it to learn English culture?

“For EFL learners, learning about the English language culture is essential because it helps them to manage effective conversations, especially with native speakers” (Teacher 1).

“It is very important to understand the culture of English-speaking countries. It introduces learners to the main cultural dimensions found in the real English environment” (Teacher 2).

“It is very interesting to know the cultural history of English-speaking countries because culture and language are two aspects of the same coin” (Teacher 3).

“In EFL learning, culture is very interesting because, without knowing its socio-cultural meaning, learners can not understand the usage of certain vocabulary structures” (Teacher 4).

“Culture is essential to EFL learning. It is the piece of the language that is wrapped up. So as to comprehend the language and to utilize it appropriately and fittingly in its remarkable setting, students need to think about culture” (Teacher 5).

“Culture is essential to EFL learning. It is the piece of the language that is wrapped up. So as to comprehend the language and to utilize it appropriately and fittingly in its remarkable setting, students need to think about culture” (Teacher 6).

The information acquired exhibit that incorporating the socio-social measurement in EFL learning is of an extraordinary significance. Since culture and language are interrelated, second level EFL understudies need to ace the two parts of the language so as to grow high capability in English. What's more, finding out about the English language culture is a factor that rouses understudies to become familiar with the English language. Moreover, the socio-social information causes understudies to decipher concealed implications and respond properly by utilizing important language in a given setting.

Q6: Can you assess the cultural teaching situation at El Chadli Ben Djedid El-Tarf University's Department of Foreign Languages?

“While there were courses to research language culture, students still neglect many important issues relevant to the cultural history of British and American societies. Since one course is not enough to expose the learner to all the cultural elements of these societies” (Teacher 1).

“Due to the lack of prescribed courses and authentic teaching materials, the teaching culture of the Department of Foreign Languages of El Chadli Ben Djedid El-Tarf University is not very good” (Teacher2).

“The situation of teaching culture in the Department of Foreign Languages at El Chadli Ben Djedid El-Tarf University is somewhat good ” (Teacher 3).

“Teaching culture is not given sufficient attention at the Department of Foreign Languages at Chadli Ben Djedid El-Tarf University. In addition some teachers focused only on the linguistic aspects and disregarded the cultural aspects of the language” (Teacher 4).

“ The level of teaching culture at the Department of Foreign Languages at Chadli Ben Djedid El-Tarf University is average, not good and not bad” (Teacher 5).

“The teaching of culture at the Department of Foreign Languages at Chadli Ben Djedid El-Tarf University is well. Culture is implemented in a number of lectures; oral speech, literature, language culture. Some notions are, however, listed, but not well described and exemplified” (Teacher 6).

The above answers indicate that three teachers have the same opinion that teaching culture at Chadli Ben Djedid El-Tarf University's Department of Foreign Languages is not really good and that there is not much attention paid to it, while two teachers argue that it is good. Just one teacher believes this is the average.. Thus, most of the informants think that the situation of teaching culture at the Department of Foreign Languages at Chadli Ben Djedid El-Tarf University is not really good and the socio- cultural aspects are not given as much attention as the linguistic ones.

Q7: How do you explain the extent of oral proficiency in English to your students?

Teacher 01: She pointed out that the oral level of his/her students is different between a group, but usually the oral level of students is good.

Teacher 02: assessed his/her students' speaking skill level as poor.

Teacher 03: She evaluated his/her students as having suitable speaking abilities.

Teacher 04: She answered this question by saying that some of her students were healthy, while others were not. In general, they had average oral skills.

Teacher 05: She declared that his/ her students had average speaking skill levels for most of them.

Teacher 06: She determined that his / her students had average speaking skills.

Based on the data shown above, there is a variety of oral proficiency levels among students, but the majority of students have average speaking skills. As a result, a substantial number of students face speech challenges that need to be overcome in order to develop their oral skills.

Q8: Do you think that learners' awareness of the English culture can help them to improve their speaking skill? How?

“EFL learners' cultural awareness influenced their oral proficiency positively because students will be well-informed about issues related to the way they should operate in each social/ cultural situation, and which vocabulary and paralinguistic features they should use in order to communicate successfully with others” (Teacher 1).

“EFL learners' cultural awareness enables them to choose the appropriate vocabulary in the different social situations” (Teacher 2).

“The effectiveness of cultural awareness in improving learners' ability to understand idiomatic expressions and the informal language of the English speaking societies” (Teacher 3).

“EFL learners' cultural awareness can help them to reduce their oral barriers, so that they can speak English smoothly. Furthermore, EFL cultural awareness enables them to articulate correctly. Besides, they will be able to comprehend and use the English idiomatic expressions appropriately” (Teacher 4).

“EFL learners' awareness of the English language culture helps them to enhance their speaking skills. As well as, EFL learners' cultural awareness enables them to use some words and expressions correctly. Moreover, they will be able to use the paralinguistic features appropriately (gestures, behaviors, facial expressions...etc) that are tolerated in the target culture. Furthermore, they will be able to pronounce words and expressions accurately” (Teacher 5).

“Cultural awareness can certainly enable the EFL learners to improve their speaking skills. She added they will be able to use the relevant words in their appropriate context” (Teacher 6).

The teacher's answer above clearly shows that the second-year EFL students' understanding of the socio-cultural aspects of language improves their oral skills, which determines what they should say in a given context and how to say to whom. Students will be able to correctly understand and use the words, utterances, idiomatic expressions, paralinguistic features and informal language of the target language, and have the correct pronunciation (intonation, stress, rhythm) in order to manage successful communication in specific situations.

Q9: inside the classroom, which cultural tasks do you use to enhance your learners' speaking skill?

The respondents gave the following responses:

“I use different situational activities such as, discussion, role play, reading activities oral presentation about English public figures or habits” (Teacher 1).

“I use a variety of activities in order to fit students' needs and interests” (Teacher 2).

“In order to overcome learners' speaking difficulties, I use simulation and role play activities” (Teacher 3).

“In order to enhance my students' oral performance by the use of role play, videos, and debates” (Teacher 4).

“I use mainly foreign English movies and analyzing patterns of communication activities” (Teacher 5).

“I use discussion activities, role play, and analyzing foreign idioms” (Teacher 6).

We noticed that the English teachers of the Department of Foreign Languages at Chadli Ben Djedid El-Tarf University used a series of cultural tasks to improve students' oral performance and overcome their oral difficulties. These cultural tasks include: role playing, discussion, analysis of English films and video tapes, oral introduction of some English cultural elements, and analysis of communication activities.

Q10: We would deeply appreciate any further suggestions to improve the cultural awareness of learners and overcome their speaking barriers.

Teachers suggested different points:

Teacher 01: She focused on integrating media and using real materials in EFL teaching. She added that the courses and schedule of cultural lectures should suit the needs of learners.

Teacher 02: She suggested that the EFL local learning conditions (class size, lack of authenticity) should be more comfortable. She added that the teacher should use real materials.

Teacher 03: She pointed out that EFL teachers should encourage their students to read, listen to and watch materials with cultural content outside the classroom.

Teacher 04: She believed that teachers of English as a foreign language should improve students' cultural awareness in order to understand and accept foreign cultures, although this difference is related to differences in the native culture of English as a foreign language students and possibly contradictory aspects.

Teacher 05: She suggested that teachers should use real materials (videos, songs, etc.) extensively.

Teacher 06: She considered that the use of authentic materials is the best way to overcome students' speaking problems, so that students can enhance their oral performance.

Teachers' put forward some solutions and suggestions to overcome the students' speaking difficulties. They are summarized as follows:

- Create comfortable EFL teaching conditions for learners and teachers. Teachers should use authentic materials.
- Both teachers and learners should understand and respect the target culture, even if the target culture conflicts with their own culture.
- Learners should read and watch foreign English movies outside of class.
- Teachers should bring cultural relics into the classroom and conduct various cultural activities.
- The integration of the new-fangled technology in teaching.
- Designing well-graded and thorough curriculum of culture lectures and more time scheduling of culture sessions.

2.2.2. Students' questionnaire

Section One: General Information (1-2)

Q1: Students' gender:

Options	Male	Female	Total
Number	8	27	35
Percentage	22.9%	77.1%	100%

Table 2.01: Students' Gender.

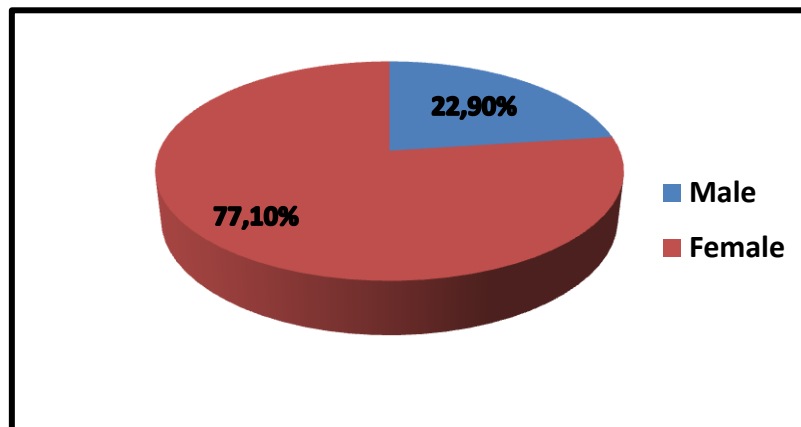


Figure 2.1: Students' Gender.

As can be seen from the above table, most of the students are women. We have recorded 27 females out of 35 students. Female students account for 77.1%% of our sample. Whereas male students have only 14 students, which is 22.9% of the research sample. Pointing out the percentages of males and females in EFL classes helps us reach different opinions and views regarding on cultural awareness and its effectiveness in improving students' oral skills.

Q2: Students' age

Options	19	20	21	22	23	24	25	26	33	Total
Number	1	8	8	9	2	2	3	1	1	35
Percentage	2.9%	22.9%	22.9%	25.8%	5.8%	5.7%	8.6%	2.9%	2.9%	100%

Table 2.2: students' age.

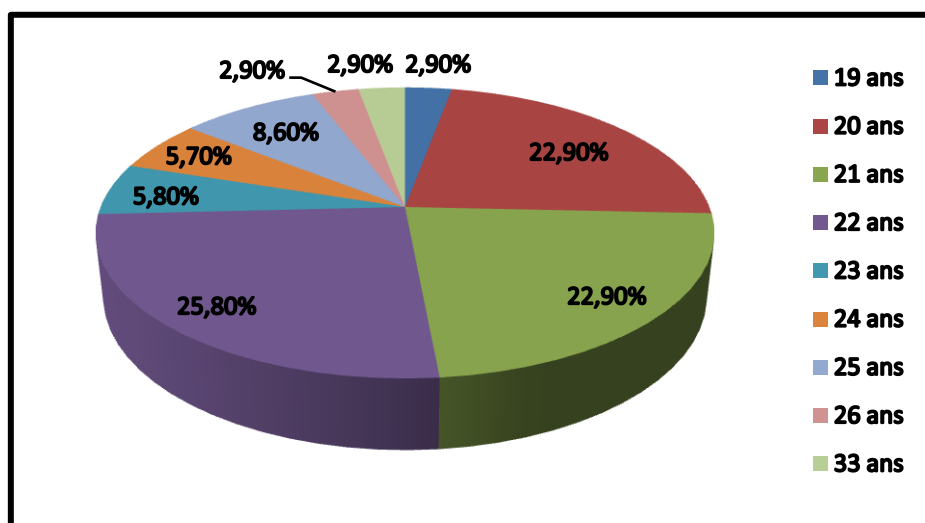


Figure 2.2: Students' age.

The results obtained show that the age of the students in the selected sample varies between 19 and 33 years old. Most students are 22-years old (25.8%). 20 & 21 -year-old students accounted for (22.90%), followed by 25-year-old (8.6%), 23-year-old (5.8%), and 24-year-old (5.7%). 19-year-old, 26-year-old and 33-year-old students accounted for 2.9% of the sample selected in each group. On the one hand, the results obtained ensure that most LMD second-year English students are in a young state and can improve their English ability. On the other hand, the change of student age gives us the opportunity to obtain different views on the issues dealt with in this research from different life experiences.

Section Two: Language Learning

Q3: According to you, why do you study English?

- a- It is the language of scientific research and technology?
- b- You want to be acquainted with more about its speakers and their cultures?
- c- Its Mastery needed to get a good job?
- d- It is a essential school subject?
- e- You like it and you cans speak it easily?

This question is designed to explore the reasons behind learning English. The results are summarized in the table below:

Options	a	b	e	a &b	a & c	a & e	a, b & e	a, b, c & e	b & e	b & c	Total
Number	2	1	4	1	2	7	3	2	11	2	35
Percentage	5.71%	2.85%	11.42%	2.85%	5.71%	20%	8.57%	5.71%	31.4%	5.71%	100%

Table 2.3: Students' Reasons behind Studying English.

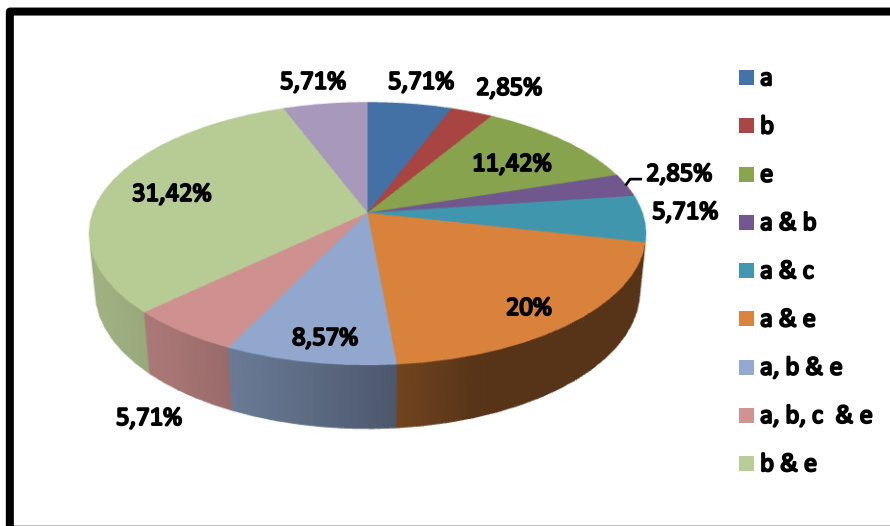


Figure 2.3: Students' Reasons behind Learning English.

The table above shows that most of the respondents (31.42%) in the entire sample chose to learn English because they like English and want to understand the speaker's culture. 20% of students chose English because they like English and they think English is the language of technology and scientific research. 11.42% of students like to learn English because they just like English. Due to the above three reasons, 8.57% of students learn it. The lower proportion of students (5.71%) indicated the reasons for finding a job and its use in technology and scientific research. For these four reasons, the same proportion of students chooses to study it.

The reason behind choosing to learn English is exploration of the culture of English speaking countries and getting a job for only 5.71% of the chosen sample, and a analogous rate 5.71% learn English since it is the language of technology. A low rate of students 2.85% learn it owing to their desire to know more about the culture of English speaking countries or because their belief that it is used in technology and scientific research for each group .This means that most of students are motivated to learn English and they are attentive of the importance of the foreign English culture in developing a high proficiency in English. Few students are learn it for the requirements of a job, those students are not motivated enough to master it.

Q4: Your level in learning English is:

- a- Good
- b- Average
- c- Low

Options	good	Average	Low	Total
Number	12	19	4	35
Percentage	34.28%	54.28%	11.42%	100%

Table 2.4: Students' Self Evaluation of Their Levels in English.

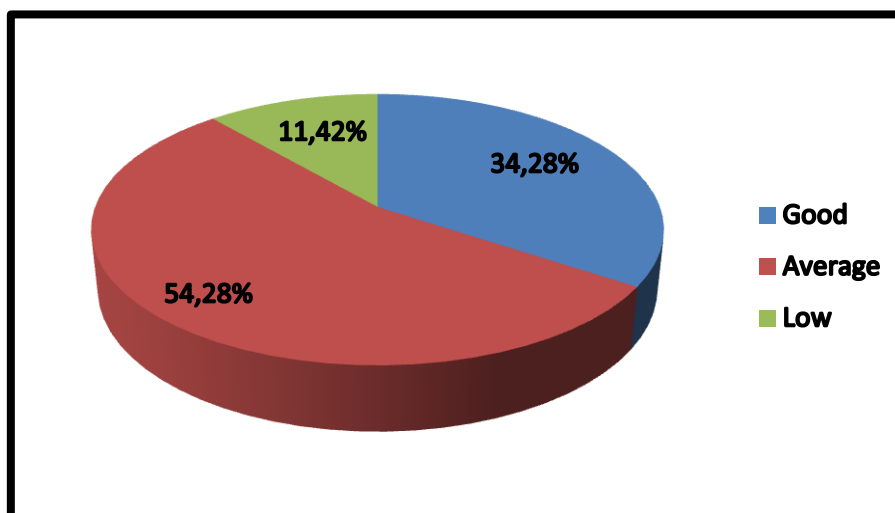


Figure 2.4: Students' Self Evaluation of Their Levels in English.

According to the results that represented above show that a major number of students (19) evaluate their levels in learning English as average followed by percentage of 34.28% of students who measure their selves as good. A minority of students (4) making up 11.42% of students think that they are weak students. The high rate (54.28%) of students who see their selves as average reveals that most of second year LMD students of English are not satisfied with their levels and they need to improve their proficiency in English.

Q5: What does learning English mean mainly to you?

a- learning how to put up & construct words and sentences

b- Learning the meanings of words and sentences

c- Learning how to pronounce words and sentences.

d- Learning concerning the culture(s) of English-speaking people

e- all of them

Options	a	b	c	d	a &c	a &d	b &c	b &d	c &d	e	Total
Numbers	4	2	3	4	2	7	4	1	3	5	35
Percentages	11.42 %	5.71%	8.57%	11.42 %	5.71 %	20%	11.42 %	2.85 %	8.57 %	14.28 %	100%

Table 2.5: students' perceptions about the nature of learning English.

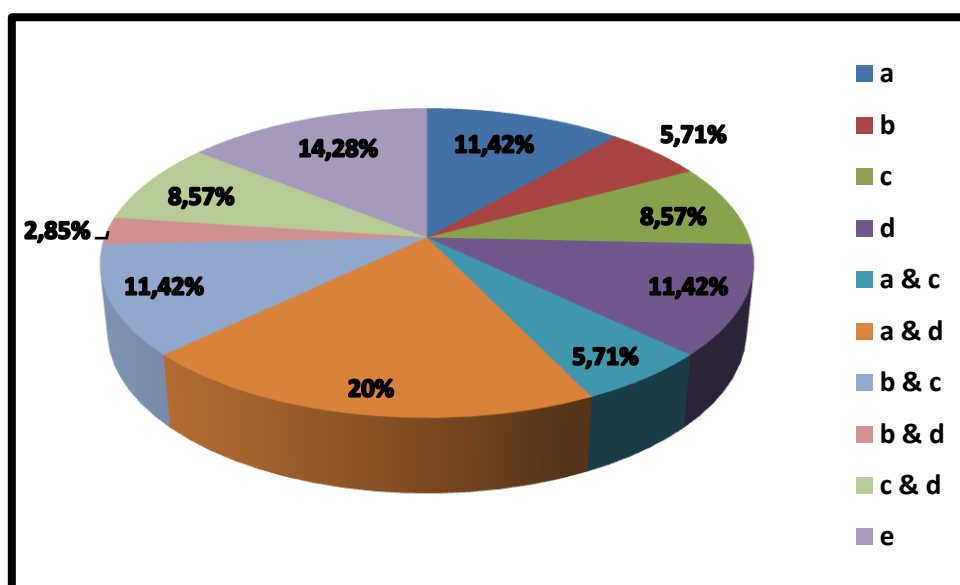


Figure 2.5: students' perceptions about the nature of learning English.

Students view English learning from different angles. Through the results obtained from this question, we noticed that most students (20%) regard learning English as a social and cultural problem of building structure and mastering the language. 14.28% of students believe that learning English is a way of learning structure, learning the meaning of words and sentences, learning pronunciation rules, and learning the social and cultural aspects of the

language. 11.42% of students pay more attention to the social and cultural dimension. For those students who regard it as both pronunciation and word and sentence meaning, the proportion is equal.

Similar rates (8.57%) represent two groups of students who think that learning English is the mastery of the rules of pronunciation, and also those who look at it as matter of pronunciation and mastering the socio-cultural aspect. 5.71% of students who think that knowing the meaning of words and sentences is the central issue of learning English, followed by 2.85% of students who give priority for the socio-cultural aspect and the meaning of words and sentences. According to the results obtained, most of second LMD students of English are aware of the importance of both, the linguistic aspect and the socio-cultural aspect of the language.

Section Three: Difficulties in Using English

Q6: Do you face any difficulties in using the language?

- Yes

- No

Options	Yes	No	Total
Numbers	9	26	35
Percentages	25.71%	74.28%	100%

Table 2.6: Students' capability in Using the Language.

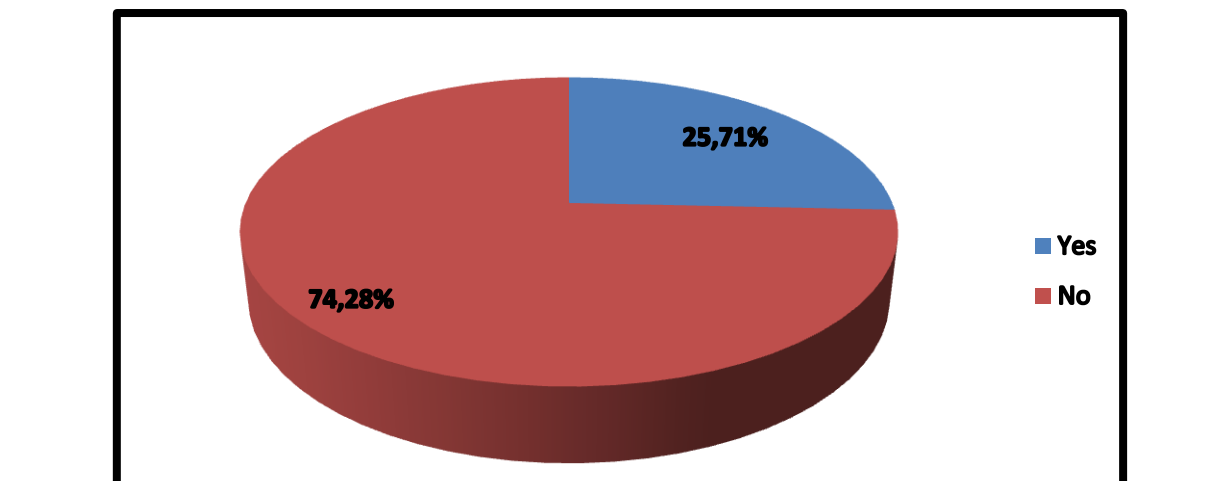


Figure 2.6: Students' capability in Using the Language.

We notice that the majority of students (74.28%) have difficulties in using the language, whereas only 25.71% of them can use it without any difficulties. Thus, most of second year LMD students of English face problems in using the language and this may be a result of different reasons.

Q7: if "no", in which ability do you face the most of your difficulties? Please, tick just one.

- a- Listening
- b- Speaking
- c- Reading
- d- Writing

Options	a	b	c	D	Total
Numbers	4	18	3	10	35
Percentages	11.42%	51.42%	8.57%	28.57%	100%

Table 2.7: Students' English Language Difficulties.

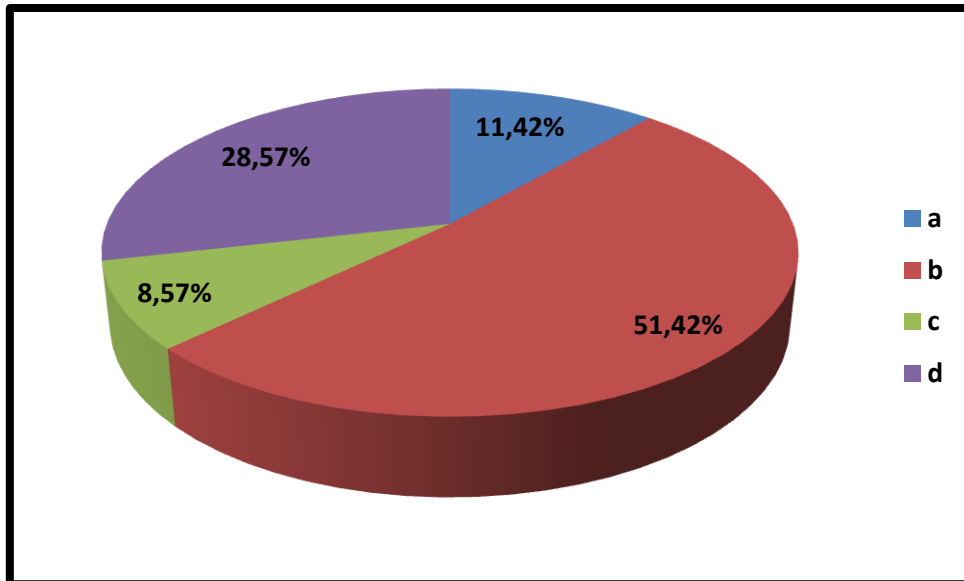


Figure2.7: Students' English Language Difficulties.

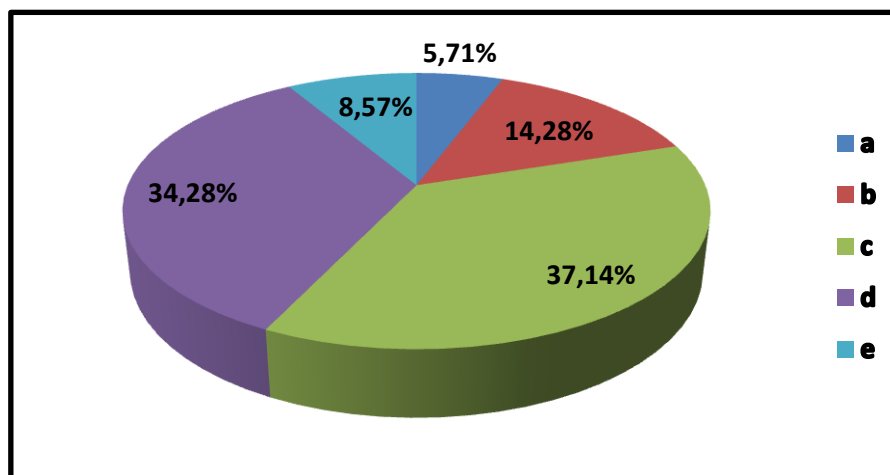
The data obtained in the above table reveal that the majority of students (51.42%) face more difficulties when they try to speak. Students with more writing difficulties make up 28.57%, followed by students who face listening difficulties 11.42%. A low rate (8.57%) represents those who have reading difficulties. The conclusion drawn is that most of second year LMD students face more difficulties in their productive skills.

Q8: Which of the following describes your level of oral performance in English?

- a- High
- b- Above average
- c- Average
- d- Below average
- e- Low

Options	a	b	c	d	e	Total
Numbers	2	5	13	12	3	35
Percentages	5.71%	14.28%	37.14%	34.28%	8.57%	100%

Table 2.08: Students' Self Evaluation of Their Speaking Skill.



Graph 2.8: Students' Self Evaluation of Their Speaking Skill.

By looking up to the results represented in the chart above, the statistics show that 37.14% of students have average level in speaking followed by 34.28% of students who assess their selves as above average speakers. Only 14.28% of students are good in speaking. A percentage of 8.57% of students have low speaking abilities. The lowest rate 5.71% is for those who have high speaking level. These results ensure that most of second year LMD students of English face difficulties in speaking and they are in need to improve this skill.

Q9: What are your speaking difficulties?

- a- Pronunciation difficulties.
- b- Lack of vocabulary and structures.
- c- Lack of practice.

d- Lack of the English foreign culture.

e- All of those.

Options	a	b	c	d	E	a & d	b & d	c & d	Total
Numbers	2	4	4	5	3	3	8	6	35
Percentages	5.71%	11.42%	11.42%	14.28%	8.57%	8.57%	22.85%	17.14%	100%

Table 2.9: Students' Difficulties in Speaking.

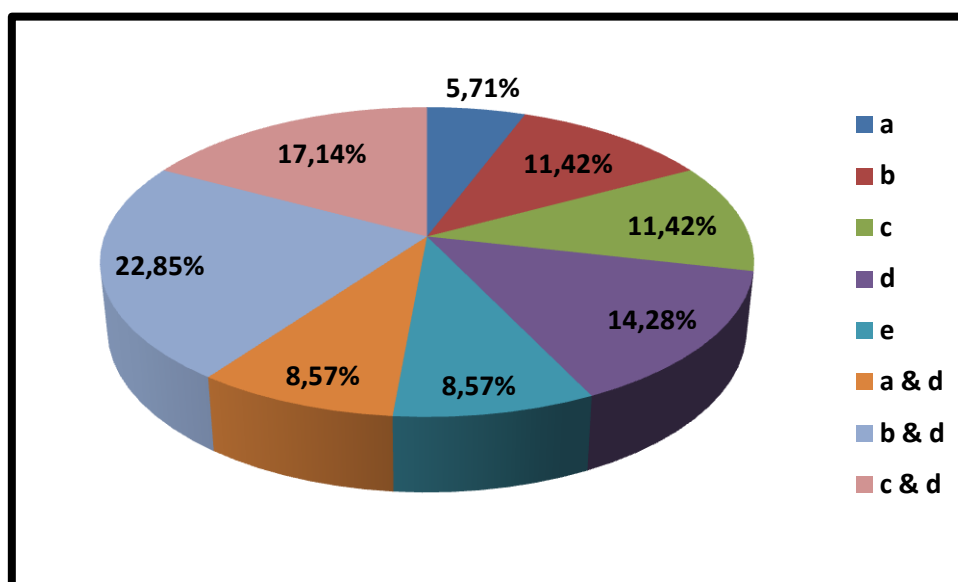


Figure 2.9: Students' Difficulties in Speaking.

If we take glances at the represented results above, we find that most students' difficulties of speaking is due to both lack of vocabulary and lack of the English language cultural background making up a percentage of (22.85%). (17.14%) of students speaking difficulties is resulted from the unawareness of the English speaking countries culture. Equal percentage of the previous one represents who have difficulties because of the lack of practice and the unawareness of the socio-cultural aspect of the language. (11.42%) represents two groups of students, those who have vocabulary difficulties, and whose difficulties are resulted from the lack practice. 8.57% of students' speaking difficulties are caused by pronunciation

problems, lack of vocabulary, lack practice, the unawareness of the English language culture, and the same percentage (8.57%) for those who have pronunciation difficulties and problems in acquiring the English language culture. A low rate 5.71% represents students who have only pronunciation difficulties. The statistics reveal that most second year LMD students' difficulties is resulted from the lack of the English speaking countries cultural background, the lack of practice, and the lack of vocabulary and structures.

Section Three: Cultural awareness & Attitudes towards the English Culture

Q10: According to you, the word culture refers to:

a- Art, Music, Theatre, Literature, Dancing...etc.

b- The way of life of a given human group including; customs, traditions, food, beliefs, behaviours, clothing, and ceremonies.

c- Both of them.

Options	a	b	c	Total
Numbers	4	12	19	35
Percentages	11.42%	34.28%	54.28%%	100%

Table 2.10: Students' Definitions of Culture.

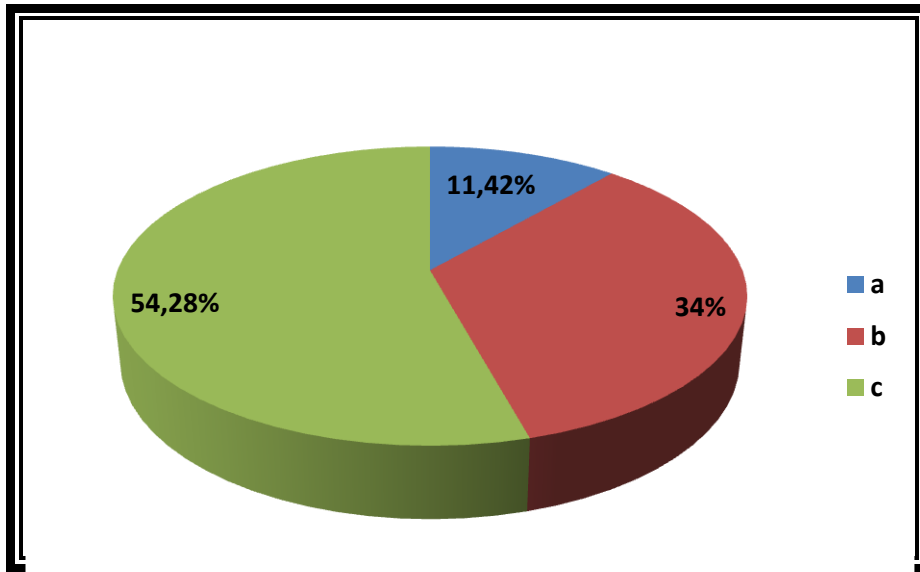


Figure 2.10: Students' Definitions of Culture.

Statistically, the majority of students (54.28%) identify culture and their creative products as the basic way of life of a given human community. 34% of students assume that culture is the unique way of life of a particular society, although in describing culture, a low rate of students consider the creative side.

Q11: In your opinion, does culture affect the use of language?

Yes

No

If "yes", how?

Options	Yes	No	Total
Numbers	28	7	35
Percentages	80%	20%	100%

Table 2.11. The Influence of Culture on the Use of Language.

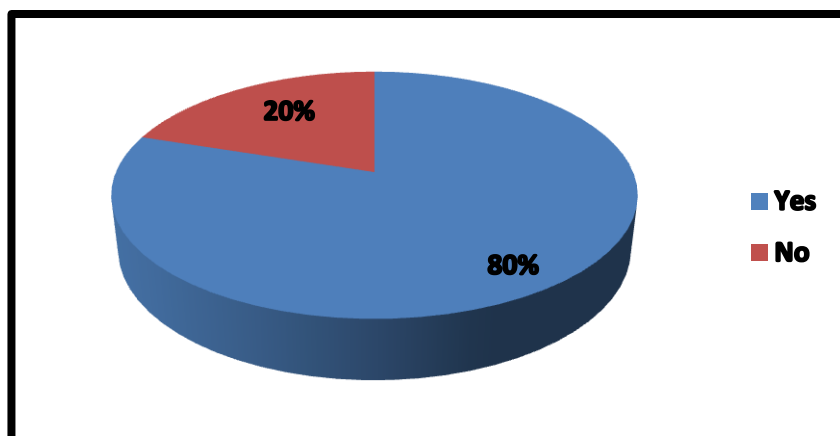


Figure.11: The Influence of Culture on the Use of Language.

After checking the results represented above in the chart, make it clear that the majority of students (80%) have the same opinion with the fact that culture influences the use of language, while a low rate of students (20%) disagree with this fact. This means that most of students are aware of the relationship between culture and language.

According to the second part of this question, the respondents did not answer this question. For those who have answered, they believe that culture affect the language in the way they speak, write, and communicate. They think that culture determines what to say, when, how, and for whom in different settings.

Q12: Do you think that it is important for EFL learners to know about the culture(s) of English-speaking countries, their ways of life, their worldviews?

Yes

No

Please justify your answer.

Options	Yes	No	Total
Numbers	27	8	35
Percentages	77.14%	22.85%	100%

Table 2.12: Students' Views about the Importance Teaching Culture.

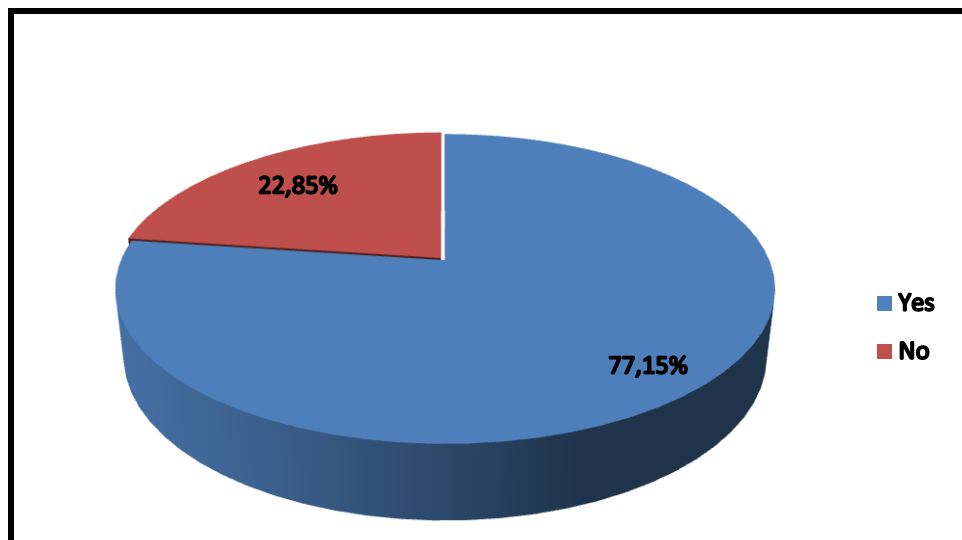


Figure 2.12: Students' Views about the Importance Teaching Culture.

The results obtained denote that 77.15% of students are aware of the importance of being knowledgeable about culture related issues to develop high proficiency in English, whereas just 22.85% of students are unaware of its importance. Thus, the majority of second year LMD students of English are aware of the importance of mastering the socio-cultural aspect of the language. The vast majority of students did not really answer the second part of this question. Those who agreed this fact support their answers by saying that knowing the socio-cultural aspects helps them to speak fluently and interpret the hidden meaning when communicating with natives. Some students believe that culture helps them to improve their oral and written language. Moreover, they think that teaching culture enlarge their background information about cultures of the world.

Q13: Does your English teacher talk to you about the importance of English- speaking countries culture?

Yes

No

Options	Yes	No	Total
Numbers	23	12	35
Percentages	65.71%	34.28%	100%

Table 2.13: Teachers and the Importance of Culture Teaching

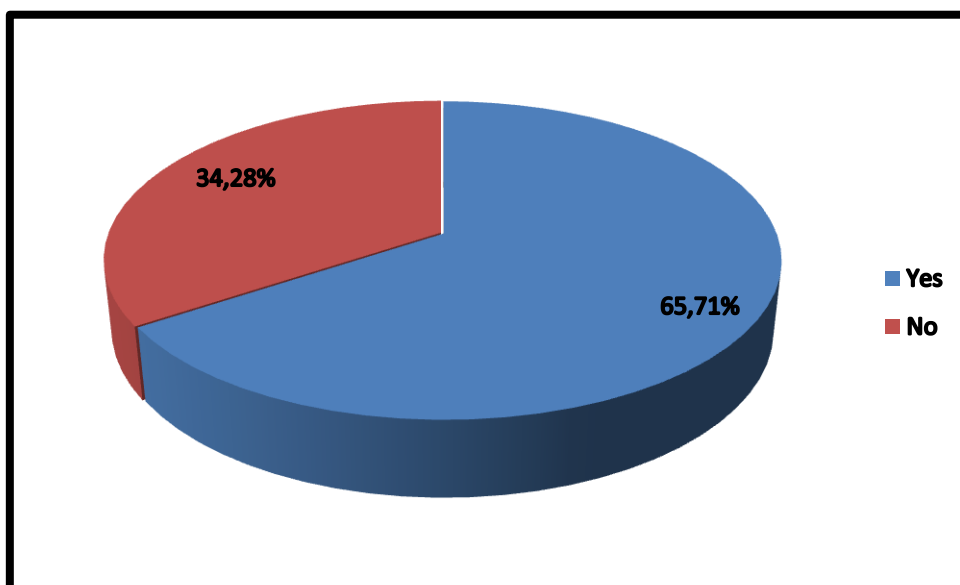


Figure 2.13: Teachers and the Importance of Culture Teaching.

Throughout the results summarized in the table above, 65.71% of the respondents say that their teachers tend to mention the importance of learning culture in their lectures, whereas just 34.28% of students give negative responses. This means that most of teachers of second year LMD students of English attempt to raise students' cultural awareness.

Q14: How much of the foreign culture do you think you've learned up so far?

- a- Very much.
- b- Much.
- c- Little.
- d- Very little.

Options	a	b	C	d	Total
Numbers	3	12	14	6	35
Percentages	8.57%	34.28%	40%	17.14%	100%

Table 14: The students' Self Evaluation of the Amount Cultural Instruction they receive.

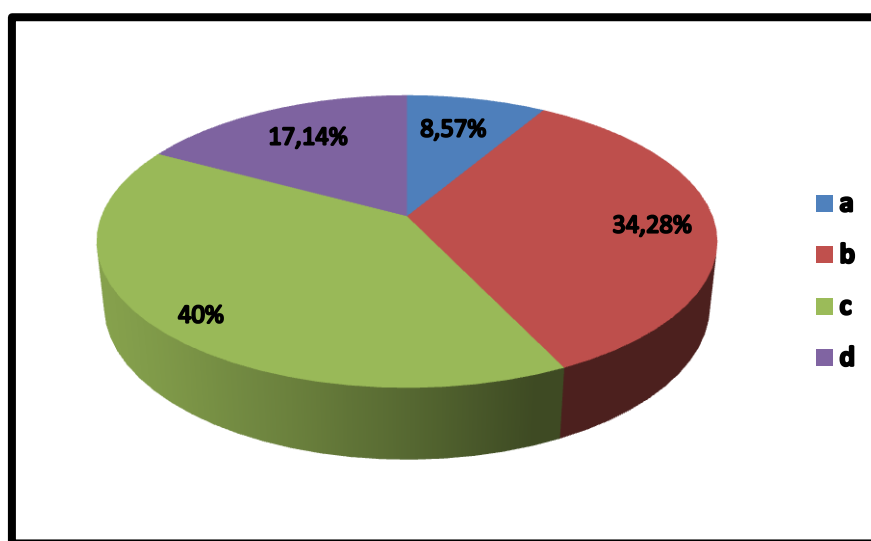


Figure: The students' Self Evaluation of amount the cultural instruction they receive.

The amount of culture learned may cause some difficulties in using the language. Statistically, 40% of students believe that the amount of foreign English culture they have accepted so far is very small, followed by 34.28% of students, who see that they have a lot of knowledge about cultural issues in English-speaking countries. 17.14% of students think they rarely study English culture. Lower students 8.57% are satisfied with the amount of culture they know.

Q15: How do you find learning about others people's culture?

- a- Very interesting.
- b- Not interesting.
- c- Boring.

Options	a	b	c	Total
Numbers	20	10	5	35
Percentage	57.14%	28.57%	14.28%	100%

Table 2.15: Students' Attitudes towards the English Culture.

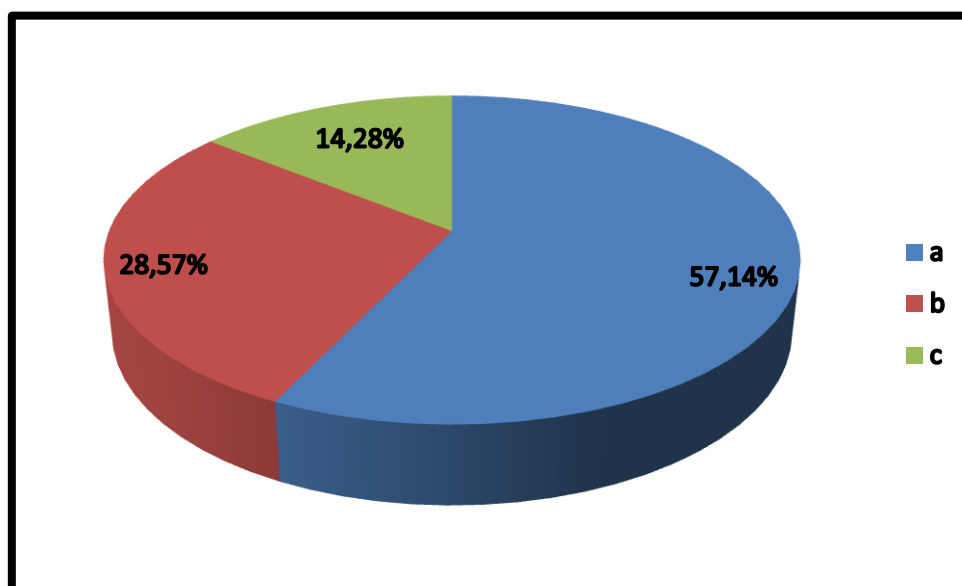


Figure 2.15: Students' Attitudes towards the English Culture.

The attitude of the student is a psychological factor that leads to increasing student understanding of the socio-cultural dimension. The data shown in Table 15 and the graph above indicate that the majority of students 57.14% find learning about English-speaking countries very interesting. 28.57% of students find it uninteresting, while the low rate 14.28% finds it boring.

Section Four: cultural awareness and speaking. (16-20)

Q16: Is it necessary to know about the foreign English culture in order to understand and speak English fluently?

Yes

No

Please justify your answer.

Options	Yes	No	Total
Numbers	26	9	35
Percentages	74.28%	25.71%	100%

Table 2.16: Students' Views about the Effectiveness of Cultural Awareness in Enhancing their Speaking Skill.

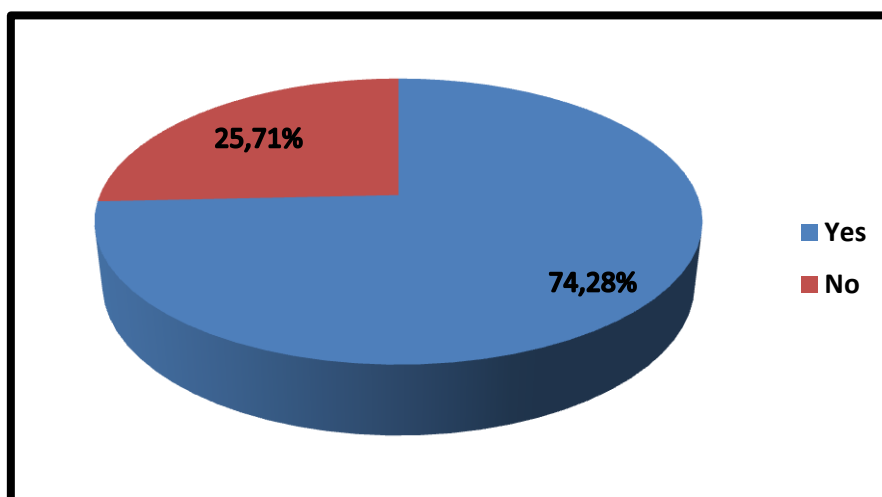


Figure 2.16: Students' Views about the Effectiveness of Cultural Awareness in Enhancing their Speaking Skill.

As the results above indicate above, the majority of students 74.28% are conscious of the value of culture in improving their speaking skills. Minority of students 25.71% claim that it is not important to know the socio-cultural aspect of the language in order to be a fluent speaker of the language.

According to the second part of the question, some students did not answer at all, and some gave unclear answers. The rest of the students had different answers. They felt that mastering the social and cultural aspects of English culture helped them decide what to say and whom to target in a given situation. Other students said that their knowledge of cultural background helps them explain what others are saying when interacting with locals so that they can respond appropriately.

Q17: Inside the classroom, which cultural activities are the most used to improve your speaking skill?

You can tick more than one option

- a- Watching and analyzing foreign films.
- b- Audio songs.
- c- Cooking recipes.
- d- Analyzing foreign proverbs and idioms.
- e- Role play.
- f- Newspapers and magazines.
- g- Analyzing patterns of communication.

Options	a	b	c	d	e	f	g	a & b	b & e	Total
Numbers	3	7	1	2	8	0	4	5	6	35
Percentages	8.33%	19.44%	4.1%	2.77%	22.22%	0%	11.11%	13.88%	16.66%	100%

Table 2.17: The Cultural Activities Used in EFL Class.

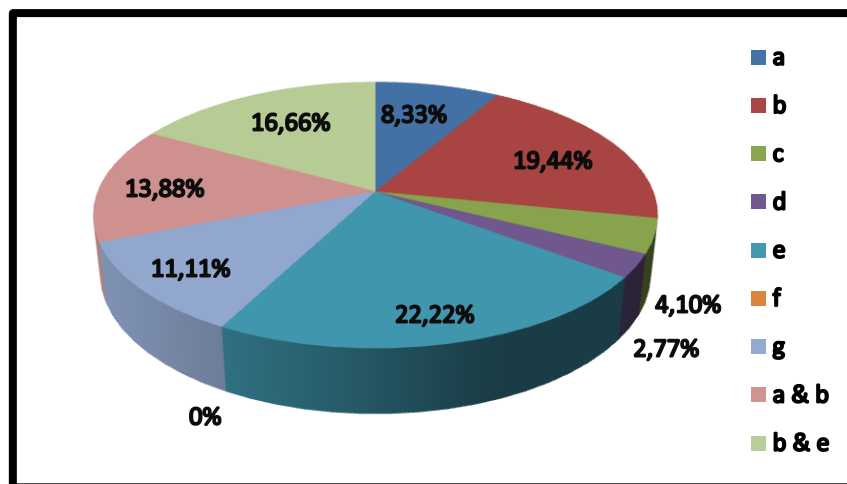


Figure 2.17: The Cultural Activities Used in EFL Class.

The data summarized above shows that the most commonly used cultural tasks are role-playing tasks, accounting for 22.22%. 19.44% of students think that using audio songs combined with role-playing activities. The students who said they used the most cultural resources in the classroom were audio songs 16.66%. 13.88% of students make sure to use audio songs and analyze foreign films at the same time, followed by 11.11% for watching and analyzing foreign films.

The use of patterns of communication makes up 8.33%, and 4.10% % represents the analysis of foreign proverbs and idioms. A low rate 2.77% represents the use of cooking recipes tasks. The zero interest rate makes up for the use of newspapers and magazines. Obviously, most English teachers who teach LMD second-year students prefer to use certain tasks rather than others in order to raise students' cultural awareness and to improve their speaking skills.

Q 18: To what extent do the cultural tasks help you to improve your oral performance?

- a. Very much
- b. Somewhat
- c. Do not know
- d. Not very much
- e. Not at all

Options	a	b	c	d	e	Total
Numbers	5	14	6	8	2	35
Percentages	14.28%	40%	17.14%	22.85%	5.71%	100%

Table 2.18: The Extent to Which the Cultural Tasks Can Improve Students' Speaking Skill.

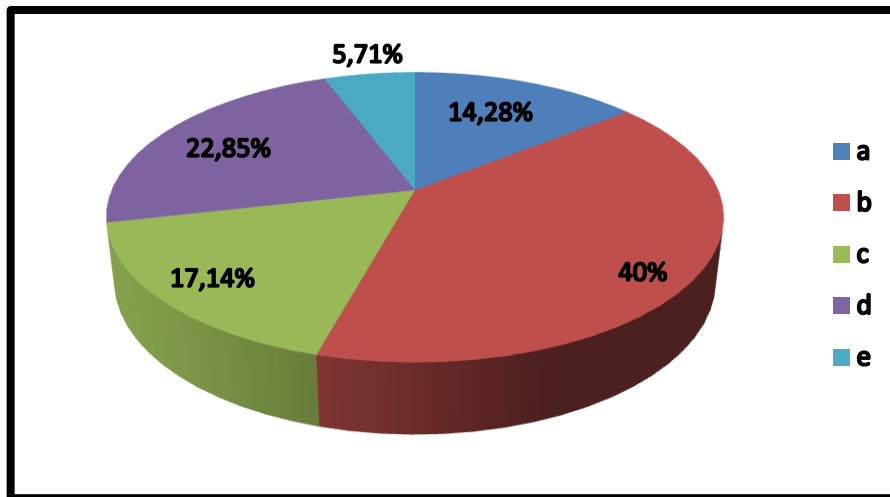


Figure 2.18: The Extent to Which the Cultural Tasks Can Improve Students' Speaking Skill.

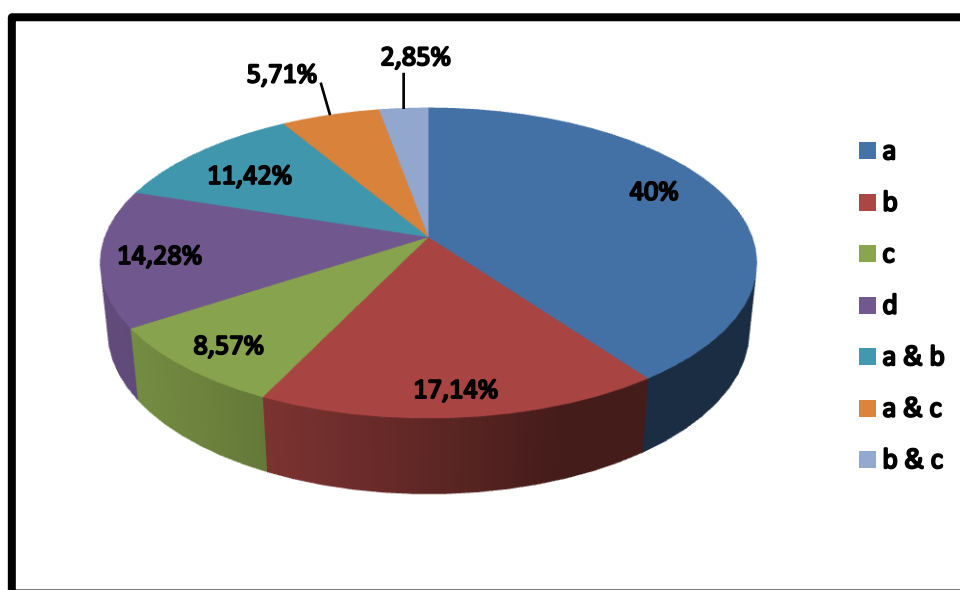
Through the statistics shown in Table 2.18, we noticed that 40% of students think that using cultural activities in the classroom helps them improve their oral English skills, followed by 22.85% of students who think that this is not a language aspect in cultivating students' oral English skills very effective. 17.14% of the students are neutral, whereas students who think that knowing the socio- cultural dimension of the language helps them very much to enhance their oral proficiency make up 14.28% of the chosen sample. The low rate (5.71%) indicates that students believe that social and cultural aspects do not need to improve their oral English. We can draw a conclusion that most LMD second-year English students know the extent to which these cultural tasks can help them improve their oral skills.

Q19: in what way do you think that learning about English people's culture may help you to improve oral proficiency?

- a-** Being fluent speaker in real communication settings.
- b-** Developing your speaking skill during classroom discussion.
- c-** Developing your listening skill.
- d-** All of them.

Options	a	b	c	d	a & b	a & c	b & c	Total
Numbers	14	6	3	5	4	2	1	35
Percentages	40%	17.14%	8.57%	14.28%	11.42%	5.71%	2.85%	100%

Graph 2.19: Students' perceptions about the way the socio-cultural aspect can improve their speaking skill.



Graph 2.19: Students' perceptions about the way the socio-cultural aspect can improve their speaking skill.

Statically, 40% of students believe that mastering the social and cultural aspects of language helps EFL learners speak fluently in a real communication environment, while 17.14% of students believe that it helps them improve in the academic environment Speaking ability. In the entire selected sample, students who believe that the knowledge of the cultural background of English-speaking countries can help them communicate in daily life, and who interact fluently with others in an academic environment and develop their listening skills also account for 14.28% of the total sample. 11.42% of students consider that this knowledge will

influence the language they use in daily life and classrooms, while 8.57% of students believe that by understanding this aspect of language, they can improve their listening. Those who think that cultural knowledge can improve the language they use in daily life and their hearing ability accounted for 5.71% of the total number of respondents. The lowest rate 2.85% represents students who believe that the knowledge helps them develop academic language and listening skills. Therefore, LMD second-year students' cultural awareness of the social and cultural dimensions of English culture does help them improve their oral skills.

Q20: We would greatly appreciate any further suggestions to overcome learners' speaking difficulties.

The majority of respondents did not actually add any comments or solutions. The remaining students provided some solutions to extend their cultural awareness of English language culture both within and outside the classroom, so that they could speak fluently.

Various recommendations & suggestions are made to be applied within the EFL classes:

- Oral expressions lectures should include a variety of the cultural tasks that introduce the students to the culture of English speaking countries.
- Giving more timing for lectures of culture in order to give students the opportunity to more exposure to the English language culture.
- Teachers should introduce the use of real materials in class.

Students stated the value of self-serving efforts to increase their cultural awareness and develop their speaking skills. Outside the classroom the students proposed that they could solve this problem by:

- Using internet to be acquainted with the English cultures, and revealing their selves to authentic materials that may facilitate learning about others' people cultures.

- The use of social media (Facebook, Twitter, Snapchat, what's app) to interrelate with natives, and to know more about their cultures and their patterns of communication.
- Read books about the culture of English-speaking countries.
- The exposure to authentic materials by watching foreign English films and listening English songs.

2.3. Findings and Discussion

The findings obtained from the teacher interview are of great importance in order to achieve the objectives of this report. After evaluating the teacher's response, we draw the following conclusions:

- EFL learners still face many oral difficulties.
- Raising EFL learners' cultural awareness will help them to rise above these difficulties and improve their speaking skills.
- Integrating the socio-cultural dimension in EFL teaching is of immense significance.
- Time scheduling is not enough to lift EFL learners' cultural awareness.
- Although teachers are conscious of the importance of teaching culture and its influence on the use of language, the situation of teaching culture at the Department of Foreign Languages at Chadli Ben Djedid El-Tarf University is not really good.
- Although teachers use various cultural activities in the classroom in order to raise students' cultural awareness, the lack of authenticity still represents a serious problem.

By analyzing the collected data on student responses, we usually point out that there are different views and situations in cultural learning and students' oral difficulties in English learning.

While second year students are highly motivated to learn English and to appreciate English culture, they need to develop their English skills. In addition, second year LMD students are conscious of the value of culture and its influence on the use of language. However they are not happy with the training, they obtain in the English language community.

In addition, the role of the teacher is very important for raising students' cultural awareness. Students in the second grade of English face difficulties in using the language, especially oral records. They believe that having a wealth of knowledge of the social and cultural dimensions of foreign languages will not only help them improve their oral skills in the academic environment, but also help them communicate with locals in daily life.

Conclusion

Through the analysis and interpretation of the teacher interview data & the student questionnaire, it can be proved that the results are different. First of all, it is very important for learners to integrate culture into FEL teaching courses to improve their English. In addition, both EFL teachers and LMD students are aware of the importance of socio-cultural aspects, but learners do not have much background knowledge of this aspect of language. The weak cultural background knowledge of EFL learners is mainly due to timing issues and lack of authenticity. Therefore, improving the second-level EFL students' awareness of the social and cultural dimensions of the target language can improve their oral performance and reduce oral barriers.

Chapter Three

Recommendations and Suggestions

Introduction:

This chapter offers practical recommendations and implications basing on the results and the findings explored by this study. To find the appropriate solutions to students' weakly levels of speaking manner, and to the teacher exclude the challenges that affect the oral performance in the EFL classroom at Chadli Ben Djedid University, the researchers seek to provide suggestions for EFL learners and teachers, the educational system as well.

3.1. Recommendations and Suggestions for teachers:

As a teacher of English the aim is to make our students both linguistically and communicatively competent since linguistic competence alone is not enough for learners of a language to be competent in that language. Language learners need to be aware of the culturally appropriate ways to address people, express gratitude, make requests and agree or disagree with someone. Foreign language teachers should identify key cultural item in every aspect of the language that they teach:

- Help the students to develop an understanding of the fact that all people exhibit culturally conditioned behaviours.
- Help the students to develop an understanding that social variables such as: age, sex, social class, and place of residence influence the way in which people speak and behave.
- Help the students to become more aware of conventional behaviors in common situations in the target culture.
- Help the students to increase their awareness of the culture connotations of words and phrases in the target language.

- Help the students to develop the ability, to evaluate and refine generalizations about the target culture, in terms of supporting evidence.
- Help the students to develop the necessary skills to locate and organize information about the target culture.
- Stimulate student's intellectual curiosity about the target culture, and encourage empathy towards its people.
- The teacher have to include a different activities related to the students daily life to make them feel the actions and practice the language indeed.
- The teacher needs to be aware how to respond to their student s answers during the oral exams.
- The teacher should be aware that culture can be introduced in all courses explicitly or implicitly. Courses of literature, culture of the language, oral expressions, theme and version represent appropriate content to introduce the learner to the English culture.
- The teacher should introduce concrete English culture constituents inside the classroom by using authentic materials such as foreign English films and videos, audio songs, and so on.
- EFL Teachers motivate their students to know about the English culture by designing suitable activities, that fit the learner's needs
- The teacher should encourage the learners to develop their background knowledge of the social -cultural dimensions of the foreign language outside the classroom, and this can be achieved through reading books, using internet, chat rooms or social media communication with English native speakers.
- The teacher should encourage conversations because every social interaction gives students a new opportunity to practice the language

- The model syntactic structure, the students may not use complete oral syntax in informal speech, but encourage them to do so when they are in the classroom .when a student uses fragmented syntax, model complete syntax back to them. This builds oral language skills and gives students practice in a skill necessary for mastering written language.
- The teacher should maintain eye contact, engage in eye contact with students during instruction and encourage them to do the same. Maintaining eye contact will help the learner s gauge their audience’s attention and adjust their language ,their volume, or the organization of their speech.
- Remind students to speak loudly and articulate clearly, so the teacher asks the students to feel the muscles used for speech while they are talking and monitor their volume and articulation.
- The teachers have to ensure students are listening by using consistent cues to get their attention.
- Incorporate the question of the day, during each school activities, ask a question to encourage talk, the can write one on the board so the students can read it and start thinking about their answers as soon as they come in.
- Compile a class booklet of students phrases, give the students a sentence to finish, such as “when my dog got lost I looked ...”
- The teachers have to use question to boost comprehension, asking questions before and after a reading assignment not only help sharpen oral language skills, it also helps students think about what they are reading and absorb information from the work.
- Avoiding overcorrection especially when oral fluency is the aim.
- Parsing and supporting students who speak in English in the classroom.

- Talking frequently about the Importance of the English language and speaking of it fluently in particular.
- Provide the students with the necessary input (words and structures) to use while speaking.
- Using English when giving instructions.

3.2 Recommendations and Suggestions for the students:

- The learner should be aware of the difference between their own culture, and the culture of English speaking countries and respect it even if it contradicts their own beliefs, traditions, or rituals.
- The learner should give as much importance to the social-cultural dimensions of the language, as he or she does with the linguistic system.
- E F L students have to put their speaking skills into practice outside of the classroom box since not each and every information about a certain topic is applied, discussed or analyzed inside the classroom.
- The students should apply English everywhere, and if they want to introduce themselves in English so this is a kind of culture for them .
- The learners have to study more about the other's culture in order to be known for the others. So exploring the others culture is the best way to discover your own culture.
- The learner should talk confidently about things that related to their lives.
- Communicating ideas and explaining opinions clearly using simple English.
- The students have to understand the difference between standard and nonstandard, formal and informal English.
- The students need to make regular useful comments in class discussions and asking searching questions.

- Using gestures, tone, expressions, and word for effects, so that the talk becomes interesting.
- Learning the difference types of speech to use them in several situations.
- Being a confident, articulate and perceptive speaker and listener in the same time.
- The students need to know exactly how to use the English phrases, when asking questions, making requests, and interact with peers.

3.3 Recommendations and Suggestions for the Educational system:

- EFL curriculum designers should give equal importance both culture and linguistic teaching.
- Time allotment to the target culture teaching should be significantly increased.
- Inserting a culture courses in a higher Education level .
- Training EFL teachers on the correction notion and its implementation.
- Suggesting activities to infuse culture in speaking.
- Incorporating culture in the Evaluation system.
- Organizing culture and problem -solving workshops.

Conclusion

The researchers introduced a pack of recommendations and suggestions to teachers and students also the educational system as well, the researchers aimed to give guidance to lead and direct the program makers to offer an effective syllabus to boost the students and integrate them to perform well and control the foreign language successfully, in addition to that raise their capacity to understand and appropriately use the second language, in the other hand why not being familiar with new concepts. Those overtures are given to make sure that both the teacher and the student are on the right way to interpolate all the reasons to improve the productively.

General Conclusion

Current research involves the influence of cultural awareness on speech production. The core of this research is to investigate the effectiveness of social and cultural knowledge of foreign languages in improving the oral performance and reducing the difficulty of second level students of English in the Department of Foreign Language at Chadli Ben Djedid El-Tarf University's.

The first chapter is devoted to the theoretical aspects of cultural concepts and oral skills. First, we introduced the unique cultural concepts proposed by different researchers, and while considering the cultural elements that determine the social and cultural knowledge shared by a given human group, we discussed their characteristics. In addition, we clarified the connections that exist between culture, communication and language. We also analyzed some important concepts, such as culture shock and acculturation. However, the second part deals with the various components of EFL speaking. We have started with the definition of spoken language skills and identified its different functions and characteristics. Then, we introduced the linguistic and non-linguistic knowledge required to produce successful speech. This chapter has discussed and explained the concept of speaking ability. Finally, we considered the problems of the EFL oral class and the activities in the classroom to reduce these problems.

The analysis of the data obtained from the responses of students and teachers draws four main points. First of all, LMD English learners in the second year realize the importance of cultural background knowledge in EFL learning, but their ability in this important part of the language is very limited. as well, because they do not understand the social and cultural aspects of the language, they often misunderstand and abuse certain vocabulary and sublingual features related to English culture; they even misread certain words and expressions.

Besides that, improving the cultural awareness of LMD students can improve their speech skills and reduce their speech barriers. On the other hand, the teaching culture in the Departement of Foreign Languages at El Chadli Ben Djedid University faces certain teaching and material problems. In the end, these results confirmed our research hypothesis. Therefore, our research goal was achieved.

However, we should realize that our research work is limited to Algerian EFL students from Arab and Tamazite cultural backgrounds. In addition, due to time constraints and a large number of second-year students, the research sample was deliberately limited to simple choices.

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Appendices

Appendix A

Teachers' Interview

***Greeting and Introduction**

We are graduate students at Chadli Ben Djedid University. This interview is part of a research work. Your completion of this interview will be of great help to carry, to fruition the present research work. The major reason of this interview is to identify the role and the effectiveness of the cultural dimension in enhancing English foreign language learners' oral performances. You are kindly requested to answer the following questions.

Thank you very much in advance for taking the time to share your experience and professional contribution to this academic research.

*** Personal Details**

- 1.** What is your academic level?
- 2.** How long have you been teaching the English language at Chadli Ben Djedid University?

*** Culture Teaching-related Questions:**

- 3.** From your perspective, what is culture teaching?
- 4.** In your view, Do you think English culture affects the use of English? Please justify your answer
- 5.** In teaching English as a foreign language, how important is it to learn English culture?
- 6.** Can you assess the cultural teaching situation at El Chadli Ben Djedid El-Tarf University's Department of Foreign Languages?
- 7.** How do you explain the extent of oral proficiency in English to your students?

8. Do you think that learners' awareness of the English culture can help them to improve their speaking skill? How?

9. Inside the classroom, which cultural tasks do you use to enhance your learners' speaking skill?

10. We would deeply appreciate any further suggestions to improve the cultural awareness of learners and overcome their speaking barriers.

*** Thanking.**

Appendix B

Students' Questionnaire

Dear students

This questionnaire is part of a research work carried out in the department of English at Chadli Ben Djedid, El-Tarf University. It is undertaken in order to identify the role and the effectiveness of cultural awareness in English foreign language learners' speaking skill, and to enhance their proficiency in using the spoken English language. The findings of the current research are based on your responses. Your answers will be treated anonymously. You are kindly requested to answer accurately and objectively the following questions.

Thank you in advance for your collaboration.

Instructions: Please, tick the appropriate box (or boxes) (✓) and make full statements whenever necessary.

Section One: General Information. Please specify

1. Sex:

a- Male.

b- Female.

2. Age:.....

Section Two: language learning (you can tick more than one option).

3. According to you, why do you study English?

- a- It is the language of scientific research and technology?
- b- You want to be acquainted with more about its speakers and their cultures?
- c- Its Mastery needed to get a good job?
- d- It is a essential school subject
- e- You like it and you cans speak it easily?

4. Your level in learning English is:

- a- Good
- b- Average
- c- Low

5. What does learning English mean mainly to you?

- a- learning how to put up & construct words and sentences
- b- Learning the meanings of words and sentences
- c- Learning how to pronounce words and sentences
- d- Learning concerning the culture(s) of English-speaking people
- e- all of them

Section Three: Difficulties in Using English.

6. Do you face any difficulties in using the language?

- Yes - No

7. If "no", in which ability do you face the most of your difficulties? Please, tick just one.

- a- Listening
- b- Speaking
- c- Reading
- d- Writing

8. Which of the following describes your level of oral performance in English?

- a- High
- b- Above average
- c- Average
- d- Below average
- e- Low

9. What are your speaking difficulties?

- a- Pronunciation difficulties
- b- Lack of vocabulary and structures
- c- Lack of practice
- d- Lack of the English foreign culture
- e- All of those

Section Three: Cultural awareness & Attitudes towards the English Culture

10. According to you, the word culture refers to:

- a- Art, Music, Theatre, Literature, Dancing...etc
- b- The way of life of a given human group including; customs, traditions, food, beliefs, behaviours, clothing, and ceremonies
- c- Both of them

11. In your opinion, does culture affect the use of language?

Yes No

If "yes", how?.....

12. Do you think that it is important for EFL learners to know about the culture(s) of English-speaking countries, their ways of life, their worldviews?

Yes No

Please justify your answer.....

13. Does your English teacher talk to you about the importance of English-speaking countries culture?

Yes No

14. How much of the foreign culture do you think you've learned up so far?

- a- Very much
- b- Much
- c- Little
- d- Very little

15. How do you find learning about others people's culture?

- a- Very interesting
- b- Not interesting
- c- Boring

Section Four: Cultural awareness and Speaking.

16. Is it necessary to know about the foreign English culture in order to understand and speak English fluently?

- Yes No

Please justify your answer.....

17. Inside the classroom, which cultural activities are the most used to improve your speaking skill?

- You can tick more than one option
- a- Watching and analyzing foreign films
 - b- Audio songs
 - c- Cooking recipes
 - d- Analyzing foreign proverbs and idioms
 - e- Role play
 - f- Newspapers and magazines
 - g- Analyzing patterns of communication

18. To what extent do the cultural tasks help you to improve your oral performance?

- a. Very much
- b. Somewhat
- c. Do not know
- d. Not very much
- e. Not at all

19. In what way do you think that learning about English people's culture may help you to improve oral proficiency?

- a- Being fluent speaker in real communication settings.
- b- Developing your speaking skill during classroom discussion.
- c- Developing your listening skill.
- d- All of them.

Q20: We would greatly appreciate any further suggestions to overcome learners' speaking difficulties?.....

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Thank you.