



People's Democratic Republic of Algeria  
Ministry of Higher Education and Scientific Research  
Dr. Moulay Tahar University, Saida  
Faculty of Letters, Languages and Arts  
Department of English Language and Literature



**The Importance of Culture in Teaching Speaking: the Case of Third  
Year Students – University of Saida**

Dissertation submitted as partial fulfillment of the requirements for the degree of *Master in Didactics*.

**Presented by:**

Miss. N. H. NAAR

**Supervised by:**

Dr. H. GHEMBAZA

**Board of Examiners**

Dr. L. SELLAM	(MCB) Chair Person	University of Saida
Dr. H. GHEMBAZA	(MCA) Supervisor	University of Saida
Dr. M. BOUCHEFRA	(MCB) Examiner	University of Saida

**Academic Year: 2019/2020**

## **Declaration of Originality**

I hereby declare that this submission is my work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution.

Date: .....

Name: .....

Signature:.....

## **Dedication**

To my beloved and supportive parents, without you I would not have made it here.

To my fair loving Papa (Mr Naar. K)

To sweet golden hearted Mama (Mrs Belhadi.Y)

To my lovely sisters Yousra and Hanaa

To my everlasting best friends who have been always there for me when I needed you the most.

To Marwa my infancy best friends,

To Rachida my dearest companion all along this journey,

Oussama and Abdou, honored and blessed to have you in my life

## **Acknowledgment**

My thanks go to my supervisor Prof./ Dr. H. GHEMBZA for his help and guidance in completing this research work.

I would also like to thank the members of the committee, Dr. L. SELLAM, Dr. M. BOUCHEFRA who have devoted their time to read and evaluate this humble work.

Likewise, I would like to thank Prof Khiati and Dr Ghembaza for the wonderful experience, and the most enriching learning journey.

Finally, I would like to express my regards and blessings to all of those who provided me with support during the completion of this research work.

## **Abstract**

Culture is known to be the other face of language, that EFL learner needs culture to develop their language use and vice versa. Most importantly, the speaking skill is considered as an essential language skill to be developed in order to communicate properly in different contexts. The present study aims to investigate the importance of culture in teaching speaking to third-year students in Moulay Taher University of Saida. The research tends to explore the teachers' and students' overviews about the integration of culture and cultural features in oral sessions. The methodology is based on a mixture between quantitative and qualitative approaches and they are two questionnaires one directed to 4 oral expression teachers, and the other to third-year students (80 students) in the English department. The findings revealed that students and teachers are aware of the significance of cultural knowledge in developing the speaking skill, and the effectiveness of cultural features in building an understanding of the target culture.

## Table of Contents

Declaration of Originality.....	i
Dedication.....	ii
Acknowledgements.....	iii
Abstract.....	iv
Table of Contents.....	v
List of Tables.....	viii
List of Figures.....	ix
List of Abbreviations.....	x
List of Appendices.....	xi
General Introduction.....	1
1 Chapter one: Literature review .....	5
1.1 Introduction:.....	5
1.2 Language and culture: .....	5
1.2.1 Language and Languaculture :.....	5
1.2.2 The Language–Culture Nexus: .....	5
1.2.3 Culture Pedagogy: A Presentation .....	8
1.3 Language and Culture in Language Teaching: .....	8
1.3.1 Teaching culture with language: .....	10
1.3.2 Characteristics of FC learning: .....	13
1.3.3 Bayram’s FL teaching model:.....	13
1.4 Context in a language teaching: .....	14
1.4.1 Contexts and Contacts: .....	15
1.4.2 Cultural Contexts : .....	15
1.5 Speech acts in language teaching: .....	16
1.5.1 Definitions of Speech Acts: .....	18
1.5.2 Speech acts and context change: .....	19
1.5.3 Categories of speech acts:.....	19
1.6 Teaching speaking skill: .....	21

1.6.1	Communicative competence:.....	23
1.6.2	Intercultural communication:.....	23
1.7	Conclusion: .....	25
2	Chapter Two: Data Analysis and Interpretation .....	27
2.1	Introduction:.....	27
2.2	Research structure: .....	<b>Erreur ! Signet non défini.</b>
2.3	Sample: .....	<b>Erreur ! Signet non défini.</b>
2.3.1	The students' sample: .....	<b>Erreur ! Signet non défini.</b>
2.3.2	The teachers' sample: .....	<b>Erreur ! Signet non défini.</b>
2.4	Research instruments:.....	<b>Erreur ! Signet non défini.</b>
2.5	The questionnaires.....	28
2.5.1	The description of the students' questionnaire: .....	28
2.5.2	The description of the teachers' questionnaire: .....	30
2.6	Results of the Students' Questionnaire:.....	31
2.7	The results of the teachers' questionnaire: .....	45
2.8	Discussion: .....	53
2.8.1	Discussion of the Results of the Students' Questionnaire:.....	53
2.8.2	Discussion of the Results of the teacher' Questionnaire: .....	53
2.9	Conclusion: .....	57
3	Chapter Three: Recommendations and Suggestions. ....	63
3.1	Introduction:.....	<b>Erreur ! Signet non défini.</b>
3.2	Recommendations: .....	<b>Erreur ! Signet non défini.</b>
3.2.1	Teaching Speaking Skill: .....	<b>Erreur ! Signet non défini.</b>
3.2.1.1	Suggested Speaking Activities:.....	<b>Erreur ! Signet non défini.</b>
3.2.2	Teaching culture in EFL classrooms: .....	<b>Erreur ! Signet non défini.</b>
3.2.2.1	Activities to introduce culture in EFL classrooms: .....	<b>Erreur ! Signet non défini.</b>
3.2.3	Teaching context in EFL classrooms: .....	<b>Erreur ! Signet non défini.</b>

3.2.4	Teaching Speech acts in EFL classrooms:.....	<b>Erreur ! Signet non défini.</b>
3.2.4.1	Various Activities in Teaching Speech Act:.....	<b>Erreur ! Signet non défini.</b>
3.3	General suggestions:.....	<b>Erreur ! Signet non défini.</b>
	References.....	78
	Appendices.....	86



## List of Tables

<b>Table</b>	<b>Page</b>
table2. 1.The Students' Perspectives about The Importance of Culture in Communication	32
Table2. 2.The Students' Reasons about The Importance of Culture in Communication.	33
Table2. 3.The Students' Reasons to Develop Cultural Competence.	34
Table2. 4.The Importance of Learning about Cultural Awareness.	34
Table2. 5.The Classroom Activities that Help to Understand the Cultural Differences	35
Table2. 6.The Role of The Oral Sessions' Topics to Enhance the Students' Cultural Knowledge.	35
Table2. 7.The Oral Sessions' Topics that Help to Raise the Students' Cultural Knowledge.	36
Table2. 8.The Implementation of E.xamples of Cultural Situations	37
Table2. 9.The Implementation of Examples of Cultural Situations	37
Table2. 10.The Teacher's Use of Activities about Cultural Knowledge.	38
Table2. 11.The Kind of Activities Introduced in The Classroom.	38
Table2. 12.The Lack of Cultural Awareness Influence on The Students' Speaking skill.	39
Table2. 13.The Speaking Problems Caused by The Lack of Cultural Awareness.	40
Table2. 14.The Students Speaking Problems.	41
Table2. 15.The Importance of Context And Speech Acts in Communication.	42
Table2. 16.The Helpfulness of Learning The Two Cultural Features for Students.	43
Table2. 17.The Importance of Learning about Context and Speech Acts.	44
Table2. 18.The Teachers' Perspectives about The Importance of Culture in Teaching Speaking.	45
Table2. 19. Cultural Awareness Necessity to Improve Third-Year Students' Speaking Skills.	46
Table2. 20.The Role of Cultural Awareness in Understanding The Meaning Conveyed..	46
Table2. 21.Teachers' Remarks about The Students' Efforts to Develop Speaking skills.	47
Table2. 22.The Students' Efforts to Develop a Speaking Fluency.	47
Table2. 23.The Teachers' Attitudes about The Students' Speaking Problems.	48
Table2. 24.The Teachers' Techniques to Deal with The Students' Speaking Problems.	49
Table2. 25.The Teachers' Opinions about The Students' Cultural Background Development .	49
Table2. 26. The Use of The Two Cultural Features (Context And Speech Acts) to Develop The Students' Speaking Skills.	50
Table2. 27.The CEO Syllabus Courses' Emphasis on Cultural Features.	50
Table2. 28.The Implementation of Courses That Focuses on Cultural Knowledge.	51
Table2. 29.The Materials Used to Implement Cultural Courses in Oral Sessions.	52
Table2. 30.The Students' Engagement in Discussions about The Target Culture.	52
Table2. 31.The Students' Use of Cultural Features while Speaking.	52
Table2. 32.The Teachers' Suggestions for The Implementation of Cultural Knowledge in The Third-Year Courses .	53

## List of Figures

<b>Figure</b>	<b>Page</b>
figure 1. 1. a Model of Foreign Language Education (Byram and Esarte-Sarries, 1991, P.15)... 14	
Figure 1. 2. The Five Types of Speech Act that Presented by Austin (1962) Adapted from Huang (2007, Pp. 106-108)..... 21	

## **List of Abbreviations**

EFL	English as Foreign language
CC	Communicative competence
CLT	Communicative Language Teaching
FC	Foreign Culture
FL	Foreign Language
L1	First Language
L2	Second Language
NGO	Non-Governmental Organizations
TL	Target language

## **List of Appendices**

<b>APPENDIX 1. 1 STUDENTS' QUESTIONNAIRE .....</b>	<b>.87</b>
<b>APPENDIX 1. 2 TEACHER'S QUESTIONNAIRE.....</b>	<b>.91</b>

# **General Introduction**

## **General introduction:**

Teaching a foreign language has always been concerned with introducing EFL learners to the correct and appropriate use of that language to achieve communicative or educational goals. It involves learning about grammar, phonology, and lexis. Yet, there are certain features related to the target culture that need to be acquired in order to be even more skillful and competent while using the target language. Besides that culture is ingrained in language, and the language's purpose is to offer people a chance to express their cultural thoughts and beliefs. Brown (2000) stated: *"A language is a part of a culture and culture is a part of a language; the two are intricately interwoven so that one can not separate the two without losing the significance of either language or culture"* ( p.177).

Moreover, people's thoughts and ideas are expressed and delivered through the speech they produce. At this point, language involves various interrelated skills in order to convey messages correctly and appropriately. The speaking skills or in other words the speaking skill plays an important role that people can communicate effectively in various contexts. Yet, in order to develop speaking skills, there are different aspects of language that the speaker needs to recognize as the cultural awareness toward the target culture and the cultural features of this particular culture. These two elements help the language learner to build a solid background about how language should be used, and develop an understanding of its people. Thus, we find that culture is always studied along with the language, and teachers emphasize mostly on delivering cultural knowledge in EFL classrooms in general, and particularly in oral sessions that the students' communicative and speaking skills' enhancement is tightly related to their consciousness about the target culture.

In this respect, our study aims to investigate the importance of introducing culture in EFL speaking classrooms and the significance of the 'context' and 'speech acts' as cultural features in developing the students speaking skill. We have seen that EFL learners encounter speaking and communicative problems especially when it comes to the correct use of the language in different contexts. Thus, we aimed to explore the students' and teachers' perspectives toward the implementation of culture and cultural features in oral sessions, and how these aspects can help the students develop their speaking and communicative skills.

In the light of this study which is about the significance of culture in teaching speaking the research questions are as follows:

1. What are the most common students' overviews about the importance of culture and the cultural features as 'context' and 'speech acts' of the target culture in improving their speaking skill?

2) What are the main complexities that students face while speaking in relation to cultural consideration?

3) What are the attitudes of teachers towards implementing courses to raise the students' awareness about the target culture and the cultural features of language?

In order to answer the previously stated questions, the following hypotheses are proposed:

1) The majority of English language students may not be aware of the cultural features of the target language; as a result, they are unable to perceive the importance of culture in improving their speaking skills.

2) Students tend to speak the target language using their background knowledge of the mother tongue because they are unaware that cultural features differ from a language to another. Thus, they encounter problems of misunderstanding and misinterpretation, and they fail to deliver the content properly and effectively.

3) Teachers are aware of the importance of integrating culture while teaching speaking. Yet, they rarely introduce topics and activities the target culture and its cultural features.

The presented research consists of three chapters. Chapter one deals with the literature review, it presents the different theoretical aspects in the previously conducted researches about introducing culture in EFL classrooms, and the significance of cultural features as 'context' and 'speech acts' in learning the target language. It presents the relationship between culture and language, the concept of languagua culture, and culture pedagogy. As it introduces context and speech acts in language teaching. Chapter two involves the presentation of results, the analyses, and the discussion of the findings, starting with a description of the sample, a description of the questionnaires. While the third chapter deals with the recommendations and suggestions, it presents the various considerations about implementing cultural knowledge in EFL speaking classrooms, the teaching strategies and activities that teachers can introduce in order to engage EFL students to learn about the target culture developing their speaking and communicative skills.

This study intends to argue about the importance of introducing culture in teaching speaking. The discussion of the results proved that both teachers and learners believe

that learning about the target culture is essential to develop speaking skills. Yet, we have faced constraints and limitations while conducting this study.

The first limitation is the pandemic of the coronavirus. The unexpected conditions led to many restrictions while handling this research. We were not able to use various research tools as interviewing teachers and designing tests for third-year students at Moulay Taher University of Saida.

Second, the lack of resources; we have encountered limitations while looking for suitable and authentic resources. Thus, we were obliged to work with the few resources we have found.

Third, we have faced hindrances to reach the students while submitting an online questionnaire because some were not reachable via social networks, and others were somehow reluctant to fill the questionnaire form. Thus, we were obliged to contact them one by one sending them the form of the questionnaire and informing them about the necessity to submit their answers to help in conducting this study.

Fourth, some teachers' respondents were not reachable.

After conducting this study, the teaching process of the speaking skill in oral classes will be refined; it will emphasize mostly on raising the students' awareness about the target culture. And teachers will work to engage their students in interesting activities to practice what they have learned about the target culture and the cultural features in order to develop their speaking skills. This study will be beneficial for both students and teachers, that learners will develop cultural awareness and their speaking skill which will allow them to communicate effectively. And teachers who will develop a teaching proficiency in integrating culture in oral classes, and reduce the speaking problems that students face concerning the language use and cultural aspects of the language.



# **Chapter One:**

# **Literature Review**

## 1 Chapter one: Literature review

### 1.1 Introduction:

Culture has always been tightly linked with language, the reason that makes language the basic mean to deliver people's cultural thoughts, beliefs, and traditions. Additionally, culture is mostly communicated between different groups using language in its oral form, and here the attention is addressed to the speaking skill. Thus, in the educational field EFL students tend to learn both receptive and productive skills, yet the speaking skill as much as it is being neglected as much as it is the most needed by EFL learners to accomplish certain language fluency and to achieve their social and cultural goals. Most importantly, they learn culture to interact easily in different contexts and can realize the different speech acts delivered during the communication.

In this chapter, we will be discussing the theoretical aspects of the culture-language relationship, to what extent it is important to introduce culture while teaching language, more precisely while teaching the speaking skill and the significance of the context and the speech acts in communication.

### 1.2 Language and culture:

The relationship between language and culture takes various forms, and get to be studied and called differently depending on each context of the study, according to Brown (2000):

*"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 can not separate the two without losing the significance of either language or culture."* (p.177).

From the term "languaculture" to culture in relation to education called "cultural pedagogy" to how culture can be taught through language. In this part, we will introduce these various concepts related to our study about the importance of culture in teaching speaking.

#### 1.2.1 Language and Languaculture :

The relationship between language and culture was under a detailed study in Bayram's book, as he stressed on the idea that it is highly complex and can be regarded at different levels. Byram (1989) stated that the relationship between language and culture is still deliberately viewed as a highly intricate problem, even though it is

general or specific. And here is a passage in which he explains in depth the fundamental assumption concerning the relationship between language and culture:

*Thus language pre-eminently embodies the values and meanings of culture, refers to cultural artifacts and signals people's cultural identity. Because of its symbolic and transparent nature language can stand alone and represent the rest of a culture's phenomena – most successfully in the literary use of language – and yet it points beyond itself and thereby constantly undermines its independence. Language in use by particular speakers is constantly referring beyond itself irrespective of the intentions of the speaker: language cannot be used without carrying meaning and referring beyond itself, even in the most sterile environment of the foreign-language class. The meanings of a particular language point to the culture of a particular social grouping, and the analysis of those meanings – their comprehension by learners and other speakers – involves the analysis and comprehension of that culture.*

(Byram, 1989, p. 41–42).

Additionally, Le Page and Tabouret-Keller (1985), Gumperz (1992), and Rampton(1995) have investigated whether the participants' identities might be generated and formed continually through the linguistic interactions, and how the latter function within a social and cultural context. Then utilizing language; the spoken one or the production and reception of the written one; can be seen simply as a linguistic practice in context. Even more Agar (1994) explained that a world of meanings is to be constructed by language with its varieties and in every way it is viewed regularly every day.

The combination of language and culture has led to the founding of what is nowadays called "languaculture", quoting Agar: "*The lingua in languaculture is about discourse, not just about words and sentences. And the culture in languaculture is about meanings that include, but go well beyond, what the dictionary and the grammar offer*" (Agar, 1994, p. 96). Then

he states that a language speaker while negotiating languaculture tends to take advantage of a lot of things besides grammar and vocabulary such as past knowledge, local and cultural information, habits, and behaviors.

Agar (1994) gave much attention to how verbal interaction between different native speakers of the same language, or other speakers using the language as a first or foreign language; carries a variety of languaculture. He stressed on the linguistic practice varieties as to semantics and pragmatics and introduced intercultural communication to

readers who seek to investigate “its rich points” i.e. deducing where the communication has failed. To theorize the abstraction of language and culture, Agar 1994 employed languaculture as a concept and foods, musical traditions, or architectural styles are considered as cultural phenomena that have no relation to any specific language. Yet, these cultural phenomena do not certainly pursue the same roots as language does when speakers emigrate all around the world, though these phenomena and language might be liked historically. Thus, language users are maintaining languaculture with them even when they are disseminated throughout the social networks across cultural contexts and discourse communities.

Furthermore, while using the language there are various kinds of meanings to be carried and produced by the speaker, and the study of languaculture is the study of those various kinds of meaning. In this respect, there are three dimensions of languaculture to be introduced related to three famous cultural perspectives on language:

- The semantic and pragmatic dimension;
  - the poetic dimension;
  - the identity dimension.

Many researchers who gave remarkable attention to intercultural pragmatics and contrastive semantics, as well as Agar (1994) investigated the semantic and pragmatic dimension. It is basically about constancy and variability in the semantics and pragmatics of specific languages. For example, it is necessary to distinguish between ‘tu’ and ‘vous’ because of the French language structure, yet depending on certain situations the speaker is free to choose whether to use ‘tu’ or ‘vous’. Then, sometimes there's certain freedom for example to choose between 'red' and ‘orange’, or between ‘hello’ and ‘how are you’, etc, and this will be depending on some personal choices. And this explains the fact that the semantic-pragmatic distinctions are not fixed to one rule for use, some times are mandatory and other times are used depending on social conditions and personal interpretations (Risager, 2007).

In the second place, Jakobson (1960) explained that making use of the phonological and syllabic structure of the language in question such as rhymes, relationships between speech and writing, genres... etc will initiate the production of various types of meaning which is tightly related to the poetic dimension. Thirdly, sociolinguists as Hymes represented the identity dimension as social meaning, for instance, while using a particular language, the specific way you are using it with a specific accent formulate and introduce your identity to others who are going to associate you according to their

background knowledge and attitudes. Thus, the identity dimension refers to the social variation of the language used (Risager, 2007).

### 1.2.2 The Language–Culture Nexus:

Saville-Troike (1989) has represented the communicative event as a central concept in linguistic anthropology, especially within the ethnography of communication. And it is the main unit which links language to culture. Saville-Troike (1989) defines a communicative event as follows:

*“The communicative event is the basic unit for descriptive purposes. A single event is defined by a unified set of components throughout, beginning with the same general purpose of communication, the same general topic, and involving the same participants, generally using the same language variety, maintaining the same tone or key and the same rules for interaction, in the same setting” (Saville-Troike, 1989, p. 27).*

In the language–culture nexus, language and culture are linked in a quite particular way. The meaning and reference potential of language represent the gist in this ‘connection’ that language goes beyond itself and becomes more explicit related to physical, social, and cultural reality through its meaning and a reference potential (Risager, 2007).

### 1.2.3 Culture Pedagogy: A Presentation

In the last years of the 19th century, Culture pedagogy has been given serious attention and was an interesting subject for debates and theoretical reflection. Culture has always been carried into the language teaching content whether it is universal or national. Kelly (1969) claimed that during the national phase of the history of language teaching, cultural pedagogy was first introduced, whereas the language pedagogy is deeply rooted to the early ages probably starting from 500 BC.

In fact, Language pedagogy and culture pedagogy have been always studied and developed separately until the 1990s, while both started giving attention to each others' studies and perspectives, especially when dealing with 'intercultural learning'. The theoretical aspect related to the concept of 'language and culture pedagogy' is explicated to be a unity and a duality at one or the same time (Risager, 2007).

Owing to the fact previously mentioned that “language and culture” are taught as a compound topic, culture pedagogy is namely concerned with teaching a language with a general intention since it is much about broad topics which are theoretically found all around the world, and it may also involve teaching in cultural and social relations in

target language countries (Risager, 2007). Coincidentally, General language teaching is occupied with two syllabi. First, language teaching implies a challenge on the pedagogical side and the general language teaching in its cornerstone i.e. the linguistic and the cultural dimension being incorporated while teaching (Risager, 2007). Second, culture pedagogy emphasizes foreign language teaching though it gives attention to both foreign and second language teaching, which means primary languages spoken in other countries are to be taught in the first place where that particular language is completely foreign (Risager, 2007). For these reasons, the teacher is challenged while faced with both kinds of teaching, he is to be well qualified in the general language teaching and knowledgeable about the whole matters in hand that involve language, literature, culture, and society at once (Risager, 2007).

Remarkably, Language and culture pedagogy does not tackle the language subjects only, yet the language/culture dimension is founded in all of the other teaching subjects. However, when we are concerned with a second language or a foreign language the language/culture dimension arose (Risager, 2007). The official language of the country tends to be used in by children and young people who belong to certain linguistic minorities when they go to schools, and intending to foster their second language as well as the subject matter, the teacher is responsible to assist them. Similarly, the teacher of subject matters like geography, mathematics, and physics tend to develop language proficiency concerning a cultural pedagogical task as well as their subject-related didactics. In the hope that language/culture dimension is embedded in all subjects, it is important to realize that the purview of language and culture pedagogy is not limited to language subjects only, but functions also as a general pedagogical area that addresses all the subjects issues (Risager, 2007).

Subsequently, teaching a language with a cultural perspective can be seen in different forms, generally speaking, the cultural dimension involves three sub-dimensions as well:

- The content dimension;
  - the context dimension;
  - the poetic dimension.

Starting with The content dimension, it is mainly about the thematic content of teaching involving various types of text, film, etc studying the cultural and social relations (Risager, 2007). In this part, all the images of the target-language countries that are presented to students to interpret and work on represent culture. Second, the

context dimension is concerned with all the social situations in which language is used, carrying sociocultural knowledge to allow the language to function effectively in different situations (Risager, 2007). Here, the context of the language in hand defines 'culture', for instance at this level context refers to context found in the countries where they use the target language as a first language. At last, the poetic dimension mainly refers to language poetics, by means 'culture' is presented in aesthetic, poetic uses of language in both forms (written and spoken) (Risager, 2007).

Otherwise, devoted attention was given to the culture pedagogy in the late 20 years, moving from emphasizing on the materials in teaching to the processes of cultural learning i.e. focusing on the students as individuals taking into account the way their consciousness and personality develop towards the foreign culture in relation to their cultural background (Risager, 2007). Here, they tend to reflexively compare cultures, and understand the notion of the 'other'. To put it differently, the emphasis is on the concept of 'intercultural competence', for instance, an intercultural speaker can mediate between languages and their cultural contexts easily (Risager, 2007).

In the same way, culture-bound language is mostly the crucial concept that represents the culture pedagogy; this can be explained in the following quotation by the German culture educationalist P. Doyé:

*“The very nature of language forbids the separation of language from culture. If language is considered as a system of signs, and signs are characterized by the fact that they are units of form and meaning, it is impossible to learn a language by simply acquiring the forms without their content. And as the content of a language is always culture-bound, any reasonable foreign-language teaching cannot but include the study of a culture from which the language stems.” (Doyé, 1996,p. 105)*

### **1.3 Language and Culture in Language Teaching:**

Even though many pieces of research have emphasized the idea that language and culture can not be separable, yet culture has been very often ignored and seen as supplemental especially in the foreign language teaching field. It is needed to focus on culture in FL teaching specifically for the following reasons:

1- Interacting with language users is the main goal for learning the FL; if they are native speakers or just second language/ foreign language users (Pennycook, 1994, Clyne, 1994). Tseng (2002) claimed that culture learning helps in learning the language:

*“Success in language learning is conditional upon the acquisition of cultural knowledge: language learners acquire cultural background knowledge in order to communicate and to increase their comprehension in the target language.” (Tseng, 2002, p.13).*

2- Learning the foreign language should not be restricted to acquiring grammatical rules, yet they need to learn how language functions in various situations and how to use it in different contexts (Neuner, 1997). According to Willems (1996) and Tanaka (1997), it is significant to implement the cultural contents while teaching FL in relation to cultural contexts to avert speakers from being misunderstood even if they are using correct linguistic forms of the foreign language (Willems, 1996, Tanaka, 1997). In other words, to effectively communicate in various socio-cultural contexts, foreign language users should know the foreign culture.

3- Equally important is that culture facilitates the FL learning process to learners who aim to be proficient in the TL. That is why the language-culture connection is important to the FL education (Nault, 2006). Another key point is that FL learners will discover a new world by learning a new language, according to Alptekin (2002): *“learning a foreign language becomes a kind of enculturation, where one acquires new cultural frames of reference and a new world view, reflecting those of the target language culture and its speakers.” (Alptekin, 2002, p.58).*

### **1.3.1 Teaching culture with language:**

Very interesting evidence to recognize is that in EFL teaching/learning context we tend to teach culture simultaneously while teaching the language; including all the expressions and models found in dialogues as greeting, kinds of address...etc that students might come across, in addition to different concepts of culture they find while reading, all these identify the cultural knowledge. Also, cultural perceptivity can be developed by having background knowledge about gestures, body movements, and distances while using the language (Cakir, 2006). And knowing that feelings, wants, needs can be expressed in various ways in the TL especially when having examples from the literature of the foreign country, students become more engaged to learn that language (Cakir, 2006). Notably, it is important to know how these different patterns function with each other realizing their position in the cultural system to understand the culture in depth (Cakir, 2006). Moreover, language learners must know how cultural influences function in others behavior, and to realize how their thoughts, their activities,



and their forms of linguistic expressions are profoundly influenced by the various patterns of their own culture; for the purpose of communicating with other individuals with other cultural backgrounds on the personal level (Cakir, 2006).

The development of cross-cultural communication is generally enhanced by teaching the target culture, and this can be achieved only in addition to setting an organized list that contains both linguistic and extra-linguistic aspects of the target culture. Through this process, a bridge is to be constructed from one cognitive system to another by language itself (Seelye, 1968). Thus, all the aspects of life that people share in one community define their culture. Another standpoint is that the context facilitates learning and using the language, involving various typically cultural meanings and functions that language learners absorb to be able to use and manipulate the language just as native speakers do. Lado (1963) claimed that the learner's behavior is to be modified adding a new way of life and new values to his existing ones while learning a foreign language.

As already mentioned, it is universally acknowledged that language and culture are significantly interrelated to each other, as cultural systems are highly connected with the communicative behavior, as well as other related factors to culture such as the form and content of a language and the beliefs, values, and needs of the speaker. And it is also recognized that students who are truly interested in developing cultural awareness and cultural sensitiveness are those who are in an urgent need for them (CAKIR, 2006). While some teachers may judge cultural differences which can consequently be passed to the students, yet the teacher's true task is to teach them about the importance of these cultural differences (CAKIR, 2006). Many new classifications and codes should be ingested on the part of the foreign language student in order to understand and speak the language correctly. And these aspects are not found only in a particular foreign language but even in their native language (CAKIR, 2006). According to Rivers (1982), the ability to express ideas and establishing any kind of distinction is owned by all languages that are studied. And in the foreign language teaching classrooms specifically, it is essential to familiarize students with the various distinctions mentioned earlier mainly for the following reasons:

1. The Development of their communicative skills.
2. Be conscious of the linguistic and behavioral patterns of the target and the native culture as well.
3. Developing intercultural and international understanding.

4. Engaging students which result in more enjoyable sessions.

5. Developing certain consciousness about the mistakes that can be faced in comprehension, interpretation, and translation, and communication.

### 1.3.2 Characteristics of FC learning:

- Learning about Culture is developing the process of interpretation. Kramersch (1993) stated that realizing foreign attitudes, values, and mindsets can not be accomplished by teaching learners the facts or information. Culture teaching aims to lead students to *"understand why the speakers of two different languages act and react the way they do, whether in fictional texts or social encounters and what the consequences of these insights may mean for the learner"* (Kramersch, 2003, p.32). It shows the learners how to interpret and perceive things around them, internal and external ones.

- Constructive learning is the cornerstone of Cultural understanding. As Adamowski (1990), Robinson (1985), Tseng (2002) claimed culture is to be learned cognitively and constructively. They stated that individuals tend to have the same cultural understanding as a common process in which meaning is built (constructed) according to their own internal cognitive map. *"Past Experience influences meaning, which in turn affects future experience, which in turn affects subsequent meaning, and so on (Robinson, 1988, p.11)"*. According to Neuner (1997), the learner's native environment gets affected indirectly by the socio-cultural world of the target language which consequently influences and forms their attitudes.

- While teaching grammar, teachers tend to generalize rules, yet culture teaching is way far from this. Kramersch (2003) explains that when developing meanings the rules to be followed are dynamic and that explicates why teaching culture should emphasize "exploration and description" which differ from teaching grammar.

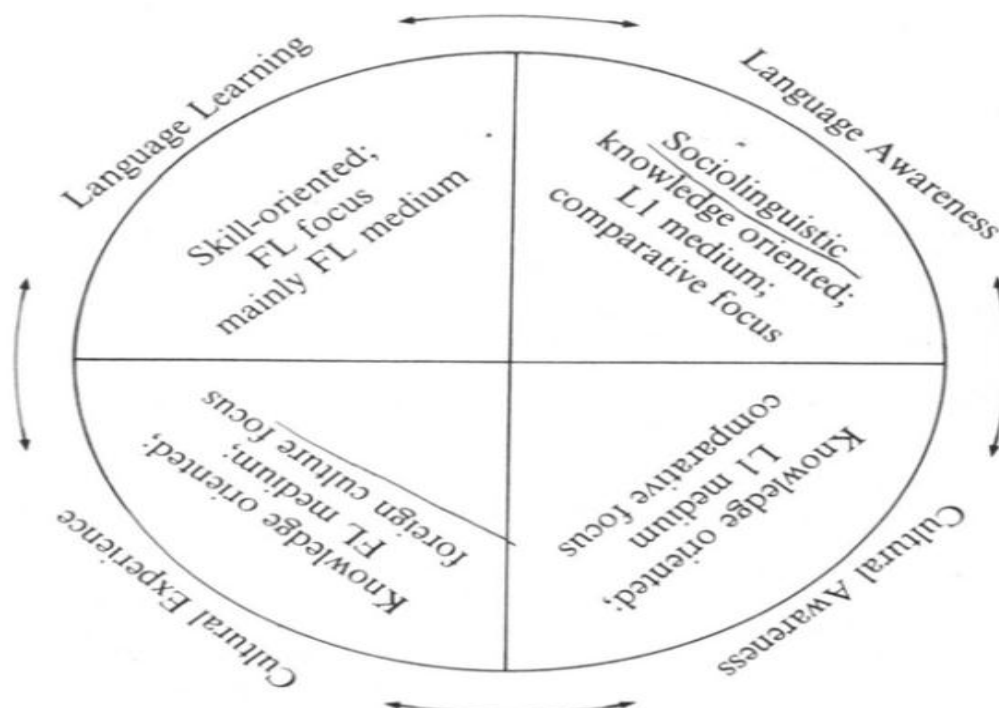
- While teaching foreign culture, it is preferred to take into consideration issues of the stereotypes that can not be neglected in culture teaching. Thus, the teacher aims to develop the learners' sensitivity toward cultural stereotypes (Flewelling, 1994). Moreover, one the factor to enhance learners' motivation towards FL learning is studying about stereotypes (Dlaska, 2000).

### 1.3.3 Bayram's FL teaching model:

Byram (1989a, 1991, 1997a) had introduced a model for culture learning in the FL classroom incorporating learners' native cultures and languages. He employed two approaches while designing this model. The first approach refers to the use of the

learners' mother tongue as a tool to learn FC, the second is the use of FL to integrate the language and culture.

Figure 2 shows the model of FL education; it contains four elements. The model represents a circle of experiences and techniques in which the four elements are introduced. The mutual support of each quarter is shown by the double-headed arrows to the other two contiguous quarters (Byram and Esarte-Sarries, 1991).



**Figure 1. 1 A model of foreign language education (Byram and Esarte-Sarries, 1991, p.15).**

**Language Learning:** It represents foreign language learning. It mainly focuses on the language functions and the context in which the language is used, with an approach of CLT.

- **Language Awareness:** It refers to the learners' ability to analyze and comprehend the language and culture relationship. This is typically known as pragmatic awareness which can be defined as the ability to use the language appropriately in specific situations, thus it facilitates for learners the process of linking their language skills with the understanding of a foreign culture (Eslami-Rasekh, 2005).

- **Cultural Awareness:** It is defined as a non-linguistic dimension of culture. It emphasizes on “*the question of change from monocultural to intercultural competence*” (Byram, 1991, p.24). In culture teaching, it is very necessary to develop Cultural awareness (Bateman, 2002, Tomlinson and Masuhara, 2004, Broady, 2004 ). For the

fear that a lack of cultural competence can cause a failure on the part of the students when developing their linguistic competence, FL teachers should introduce tasks that aim to develop their cultural awareness (Fantini 1995).

- Cultural Experience: it is about the direct experiences resulted from traveling or a similar ambiance in the classroom in which the FL is linked to the target culture.

Most importantly when adopting this model there are two things to be taken into consideration. First, when dealing with teaching materials or teaching methodologies the four components can not be separated; *“they are mutually supportive elements of a whole (Byram, 1991, p.29).”* Second, the learners’ age and development can decide the ratio of attention and time amount given to each of the four elements.

Together with what has been mentioned previously, this model intends to show FL learners how to understand themselves and make sense of the world around them. Byram (1997a) stated that the first language is introduced as a positive aspect to pupils who tend to use a comparative approach while developing both their language and cultural awareness. Moreover, the learners' language learning can be enhanced by their FC various experiences which in return determine the ethnographic skills in FL learning (Risager, 2007).

By the same token, the process of FL/FC learning and socialization can be explicated by this model. Byram (1991) claimed that intercultural competence is a result of learners' socialization:

*“The integration of language and culture learning by using the language as a medium for the continuing socialization of pupils is a process which is not intended to imitate and replicate the socialization of native speaker peers but rather to develop pupil’s cultural competence from its existing stage, by changing it into an intercultural competence” (Byram, 1991, p.19)*

#### **1.4 Context in a language teaching:**

##### **1.4.1 Contexts and Contacts:**

At present, the context (the 'here' and 'now') is the groundwork on which the ethnographic methods are devised to study the way contexts shape the language use frameworks, especially in the places that represent destinations for traveling and trips. As well as the study of the local sociolinguistic situation where students may perchance get through contacts with people with different social, ethnic and linguistic backgrounds while they reach a particular place in a country where the target language is spoken. In

some regions, the language can be used by those people as a second language, because they tend to speak sociolects that is much different in the standard forms of pronunciation. So these localities offer the student an experience to deal with both first and second language contexts (Risager, 1998).

Nevertheless, the study trips that can be organized to foreign-language contexts have good pedagogical reasons as well; it is mainly about the countries or places where the language that students study as a foreign language in the country's schools functions there as a foreign language also(cf. Also Risager, 1998). For example an exchange trip for Danish students to a Polish town where they are going to live and speak English with the Polish students. They will have the chance to learn about the local cultural complexity even though it is difficult to be associated with the linguistic dimensions without having previous knowledge (cf. Risager, 1996). And they will be surrounded by languages mainly the polish one with its various forms; written and spoken though they do not understand it. Thus, their linguistic awareness will develop in these situations and the teacher here is asked to direct the students' focus to use the knowledge of these languages to update the previous ones.

Moreover, e-mails and the Internet offer people a chance to engage in foreign-language contexts and communicate with a large number of contacts all over the world. As well as training the students to engage in particular transnational cooperation when they are using the target language, this is a beneficial recommended task in language teaching, necessary to point that they should be national and transnational NGOs (non-governmental organizations) such as environmental organizations, sports organizations...etc. then, if students are trained to become intercultural speakers through language learning, the same purpose is shared by the cooperation with NGOs which enable students to gain certain competency in language use and practice at all levels - linguistic, discursive, and cultural.

#### 1.4.2 Cultural Contexts:

The term "context" is referred to with a non-technical sense as "environment" in general. In its technical sense:

*"context refers only to a non-linguistic environment; the environment of a sound is the environment of a sound in a sequence of sounds. The context of a word is the*

*environment of a word in a structure. The Grammatical context is the internal relations of language items with each other at the level of form” (Widdowson, 1988:98)*

On the other hand, the term cultural context focuses on the fact that each context conveys a meaning. Society life is divided into two main types of life; social life and cultural life; the social one is much concerned with the relational aspects to the activities and institutions while the cultural life focuses on creating and conveying the meaning (Risgar, 2007). Then, both parts are inseparable and both contribute to conveying meaning and in the relational link while exchanging the meaning. Moreover, the language is also involved in the cultural context that multilingualism is part of each society, and in some languages, the linguistic practice is included in the context as well (Risgar, 2007).

Most importantly, it is significant to any study to differentiate between objective and subjective dimensions of the context; the objective dimension is interested in the concrete and material fixed in time and space, as well as actual social organization and the material interests. Whereas, the subjective dimension refers to the situation's conception; it is about attributing the meaning and the way people interpreted and the world around them (Risgar, 2007).

Furthermore, the context of the communicative event is another significant factor, as the participants deliver meaning with regard to socio-cultural norms, they tend to communicate including the what, when, how, why, where, and when. Thus, successful communicative actions are to be realized that the previously mentioned requirements are respected arising a successful communication and enriching the essential shared knowledge (Scollon & Scollon, 1995). When cultures and languages get together, and for the sake of equilibrating the cognitive and sociocultural exchange of information, participants found obliged to develop a certain consciousness. Besides that their communication strategies need to be assessed and evaluated by the participants themselves to develop their interpersonal and intercultural competence, and focusing on the first hand on the socio-cultural demands involved in the context of the communication to make it successful (Risgar, 2007).

In language learning, culture is developed simultaneously while acquiring the language; it can be perceived as the learners' points of view and their form of attitudes. Byram (1988) argues that language makes no sense and has no meaning far from the context; there is always something to relate to other than the language itself. According to Heath (1986), shared knowledge is not what result the communication between

human beings; it is the shared acceptance of this interaction's context. The cultural mores concerning time, place, individuals, and social conditions are what shape the context of understanding. And attitudes are formed according to those conditions, words and the implied meanings are linked to the context where they are used, that through time and as place vary; language and cultural norms and values vary as well. According to Gudykunst and Kim (1992) whenever there is an intercultural confrontation there are two types of context to be identified: the one which is concerned broadly with the socially related meanings, values, and the physical settings where the interaction takes place; that is of the External context. While the internal context focuses on cultural meanings.

Additionally, language is more often used in a particular way in one situation that can not be used the same way in other situations. Firth (1957) was the first to define the term "Context of the situation" and referred to the meaning related to the situation where the language use takes place. The actual events in addition to a part of the social process determine the "Context of the situation", yet for Firth (1957): "*context is a linguistic apparatus that can be applied to language and includes: a. the relevant objects, b. the Participants, c. the effects of the verbal action*". Any common situation involves a speaker and hearer exchanging spoken utterances and performing certain actions in a particular time surrounded by different external objects and events.

### **1.5 Speech acts in language teaching:**

It is generally known that English teaching and learning processes focus on introducing EFL learners to the correct use of language, and speech acts are very significant to use the language correctly in specific occasions that they offer a chance to make use of various expressions; a compliment, apologize, request, complain, etc. Baleghizadeh (2007) stated that:

*"Now if speech acts give us the chance to do all this in our native language for sure they can do the same thing in the second/foreign language that we are attempting to learn. It is important to master speech acts while learning a second language because they not only facilitate the process of communication but also make it more effective"* (p. 147)



### 1.5.1 Definitions of Speech Acts:

For the purpose of achieving effective communication, it is important to have the ability to use different speech acts properly. Baleghizadeh (2007) defined speech acts as a functional unit in communication. To put it differently, each meaning of a word in communication is performed with a speech act, and as the context changes the meaning of that particular speech act changes as well.

### 1.5.2 Speech acts and context change:

Bayat (2013) claimed that: “*speech acts take part outside the language dimension of communication*” (p.219). That the language grammar and vocabulary are not all that a language learner tends to acquire, yet while communication occurs they acquire to use the speech acts of that specific language correctly (Bayat, 2013). Granted that language learning and the correct utterance use in the target language require the ability to comprehend and produce speech acts appropriately which is regarded as an essential factor of the grammatical and social knowledge of a language learner (Bella, 2011).

Various studies have been carried to assess the use of speech acts of EFL learners (e.g. Ahn, 2007; Halenko & Jones, 2011), founded that the central speech acts acquired while developing a pragmatic competence are those being emphasized on very often. While recent studies found that the responding negatively to invitations, suggestions, offers, or requests seem to be hard to produce by those who belong to different cultures, that a conflict may arise with the interlocutor while refusing which prevents achieving the desired communicational purposes (Siebold & Busch, 2015). Thus, the interaction between interlocutors can be spoiled if the refusals are incorrectly realized, that an amount of offensiveness might be implied in these speech acts (Shokouhi & Khalili, 2008).

Speech act tends to deliver the meaning of each word in communication and if it is to be used in unsuitable contexts it will cause the meaning to be changed (Ilma 2016). Thus for the sake of reaching a successful communication, students as FL learners must develop their communicative competence which involves the improvement of other sub-competencies such as grammatical competence, sociolinguistic competence, discourse competence, and strategic competence (Ilma 2016). These four competencies are interrelated, and to avoid misunderstandings and misinterpretations in conversations it is essential to develop all of them as they complete each other (Ilma 2016).

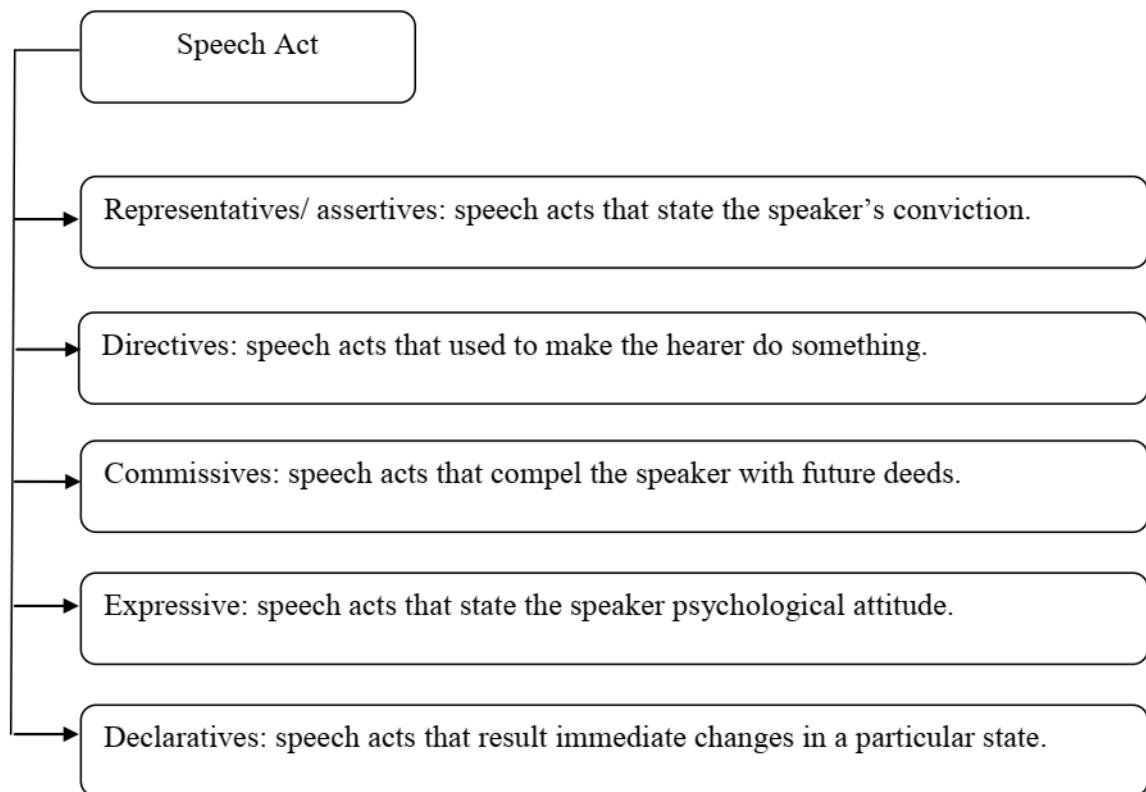


Austin (1962) indicates that an utterance if not used in an appropriate setting will not be performative; that it can not perform a social action that has a conventional effect. Moreover, performing speech acts helps to identify those performative utterances which lead us to realize that performative utterances and speech acts performed when producing sentences implying implicit performative formulas that are facilitated by the contextual requirements (Austin, 1962). Austin (1962) considers that the context of a speech act is a group of different actual states or events to which an utterance and its effect are linked to. And there is no differentiation between both external states of affairs or events and attitudes of the participants and their psychological states (Austin, 1962), a successful speech acts are set by the intervention of the participants' attitudes and expectations. Searle (1969, 1979) agrees with Austin the context tends to facilitate the speech acts performed.

At last, Each speech act tends to serve a particular communicative purpose, as "making a request," "apologizing," and "refusing," and each one of these may also carry other speech acts. Chen (1996) explains the example of the "refusal" that it requires pragmatic competence as well, that is to say, when a speaker tends to produce the "refusal" speech acts he is to state it clearly by saying "NO" or perform some facial expressions and gestures that will deliver the meaning like a face-threatening act.

### **1.5.3 Categories of speech acts:**

There are five categories of speech acts; declaratives, representatives, expressive, directives, and commissives. They are presented in the following figure:



**Figure 1. 2. the five types of speech act that presented by Austin (1962) Adapted from Huang (2007, pp. 106-108).**

### 1.6 Teaching speaking skill:

According to Ur (2012), speaking is the most significant skill among the four skills (listening, speaking, reading, and writing), because people who managed to master a language they are called speakers of that particular language. And Zhang (2009) stated that because speaking is considered as the most difficult skill, the teachers aim to maximize the learners' use of the language.

Moreover, because the speaking skill includes linguistic and non-linguistic elements, like pronunciation, intonation, articulation, and expression, Ur (2012) pointed out that speaking is a neglected skill among the other skills because of the consideration of all its features and difficulty to master. According to Ur (2012) students usually face problems while speaking which can be considered as challenges to the teacher:

1. the students are Shy and afraid of making mistakes and mostly from being criticized by their mates while speaking.
2. The students sometimes are unable to think of anything to say, they might need to read and explore more before they speak.
3. The basic aim behind teaching speaking is to maximize the individual use of the language, but often because of the large classrooms and the limited amount of time, not

all the students have the chance to participate, and some have a little chance to speak that other students participate frequently.

4. L1-use. Students tend to use their mother tongue because it is easier and they feel less exposed using it.

In addition, Zhengdong Gan (2012) stated that the students' problems in speaking skill are concluded in the following:

1. Inadequate vocabulary
2. Grammar as a stumbling block
3. Imperfectly Learned Pronunciation and Intonation
4. Inadequate Opportunities to Speak English in Class
5. Lack of a Focus on Language Improvement in the Curriculum
6. Input-Poor Environment outside class

On the other hand, Bahadorfar (2014) stated that the importance of teaching speaking can be resumed in the following points:

1. Speaking is an essential part of second language learning and teaching.
2. Speaking mastery is a priority for second language students.
3. The students' success in language learning is determined by the improvement of spoken language proficiency.

According to Nunan (2003), the teacher has to follow certain rules while speaking the target language, he/she has to produce the English speech sounds and sound patterns; use word and sentence stress; intonation patterns, and the second language rhythm; select appropriate words and sentences matching appropriately with the proper social setting audience, situation and subject matter; organize thoughts in a meaningful and logical sequence; use language as a means of expressing values and judgments; use the language quickly and confidently with few unnatural pauses.

Moreover, when it comes to practicing and speaking, Harmer (2001) stated that the teacher has three roles during the; prompter, participant, and feedback provider. First, the prompter plays the role of giving clues and helping the students expressing the things they want to say especially when they get lost and can not think of something to say. Second, as a participant, the teacher takes a role of students participating in the activities, this helps him/her giving a good example of an active student, besides that a creative atmosphere will be established and a great interaction rises when the teacher engages the students by participating as one of them. Thirdly, as a feedback provider, the teacher tends to assess the students giving feedback and correction depending on a

particular situation or activity, this will help them to figure out their weaknesses, correct their misunderstandings and get over their hesitation.

As already mentioned above, the teacher is faced with many challenges related to the students' problems in speaking, especially their low motivation when it comes to oral production. According to Ken (2001) students may show certain doings, such as avoiding tasks, keep asking why they have to do assignments, they give up, and feel bored easily, they may have behavior issues, low self-esteem, and self-confidence, then lack the academic skill and organizational skill which are essential to get the work done.

### **1.6.1 Communicative competence:**

Communicative competence (CC) is considered as an essential factor in constructing meanings (Loveday, 1982). Hymes (1972) was the first one who introduces the concept of 'communicative competence'. It is the ability to use the language appropriately with recognition of the grammatical rules and realizing when, where, and to whom the speech is delivered. While, in foreign language learning, it is defined as appropriate use the language a foreign language learner in a particular cultural setting. Canale and Swain's (1980) stated four main components of communicative competence; grammatical competence, social-linguistic competence, discourse competence, and strategic competence. Canale and Swain (1980) explained that the ability to use the language correctly associating the grammar rules to master the language is presented as grammatical competence. The ability to join sentences making a set of meaningful utterances is called discourse competence. The ability to recognize the socio-cultural rules that involve being conscious of the participants' roles, the information to be shared, and the interaction functions (apology, request...etc) are presented as socio-linguistic competence. The ability to use strategies to correct errors related to language use or knowledge while communicating is called strategic competence. According to Tseng (2002), effective communication involves linguistic knowledge as well as the socio-linguistic one.

### **1.6.2 Intercultural communication:**

Communication is believed to be characterized by the culture of the language being used. Samovar & Porter (1997) claimed that according to the cultural differences of a group of people, the interaction takes its way and varies. Thus, the definition of intercultural communication is the interaction between people which their "*cultural*

*perceptions and symbol systems are distinct enough*” to change the way they communicate (p.70).

According to Klopff & Park (1982), the investigation about communication between people with different cultural backgrounds helps to enrich Cross-cultural communication. Thus, cross-cultural communication is built on the principle that people need to learn how to communicate through culture. For example, A Pakistani, an Indian, or an American can learn to communicate the same way while using the target language because the meaning is already shared and learned along with understanding the culture of that particular language, thus it is conveyed easily. So, culture shapes the way people communicate, their language patterns, styles, and nonverbal behaviors (Klopff & Park, 1982).

From another standpoint, the cultural background differences between the speaker and the listener sometimes create certain difficulties during Intercultural communication. Thus, education can introduce an intellectual base to improve the students’ understanding of the target culture. In this respect, some objectives of education are:

- It is significant to take into consideration giving general information about cultural similarities and differences. Thus the learners will be prepared for any unexpected thing that would happen in cross-cultural communication.
- the learner needs to be equipped with Specific knowledge about the target culture especially that he/she can get in touch with the people of that target culture.

On the other hand, communication will not be productive if there is no desire to understand the other person. And the communication patterns stand on emotion which should be given certain importance. Thus, the negative prejudices in cross-cultural interaction are eliminated by positive attitudes. Swaffar (1992) stressed that learners need to study foreign literature which helps them wondering and assessing the cultural components of L2 books, this will be challenging to the ‘*cultural distance*’. As a result of this perspective-changing matter the culture will be considered as a means of, “*developing an awareness of, and sensitivity towards, the values and traditions of the people whose language is being studied*” (Tucker & Lambert, 1972,p.26).

**1.7 Conclusion:**

As to the previously mentioned aspects of theory, we can conclude that language and culture are inseparable especially in language teaching. Moreover, communication depends on the learner's speaking skill without overlooking the other skills, besides the language's culture which is very significant for enhancing the students' abilities to interact and use the language appropriately. And for achieving the cultural goals for successful communication, the context where the interaction occurs and the different speech acts that can be realized are considered as the most important and effective factors that influence communication.

# **Chapter Two: Data Analysis and Interpretation**

## 2 Chapter Two: Data Analysis and Interpretation

### 2.1 Introduction:

In this study, we aim to investigate the importance of culture in teaching the spoken language, as mentioned in the previous chapter that language is learned along with its culture, and successful communication depends on the correct use of language which involves the various features of culture as "context" and "speech acts" in order to understand and deliver a comprehensible meaning. We aim to explore the students' overviews about the importance of culture and mainly "context" and "speech acts" as cultural features of the target culture in improving their speaking skill, and the attitudes of teachers towards implementing courses to raise the students' awareness about the cultural features of the target language culture.

In this chapter, we tend to analyze the results of the study, starting with the research design describing the participants involved in this study, and the research tools used for data collection. Then, we present the data gathered and analyzing them.

### 2.2 Research structure:

This study is mainly based on the use of two questionnaires that are designed and addressed to both teachers and EFL students. The research basic aim is to investigate the importance of culture while teaching the foreign language especially the speaking skill, and whether the implementation of culture-based courses and activities in the oral expression sessions is helpful for students to develop a cultural awareness toward the target culture in general, and improve their speaking skills in particular.

The questionnaire that is addressed to the students emphasizes the importance of having a cultural awareness while using the language; we aim to know whether they are conscious of this matter of fact, the lessons, activities, and materials introduced by their teachers. The second questionnaire is addressed to teachers aiming to investigate their perspectives about the importance of culture while teaching speaking, the way they introduce their students to the target culture to enhance their speaking skill, and the designed courses and activities that emphasize on developing the students' cultural awareness.



**2.3 Sample:**

The population of this study consists of third-year LMD students of English at the English department at the University of Moulay Taher in Saida, and the oral expression teachers in the same department. The study is conducted in the academic year 2019-2020.

**2.3.1 The students' sample:**

The population of the study includes eighty students chosen randomly from the third year five groups; they are coming from different regions in Algeria, and vary in gender and age.

**2.3.2 The teachers' sample:**

It includes four teachers, one teacher who teaches oral expression for all the five groups, and the other three teachers who used to teach oral expression to the third year LMD students in the past years. The teachers vary in terms of degree and work experience.

**2.4 Research instruments:**

For the purpose of having the research questions of this study answered, we undertake this research to know if both students and teachers are aware of the importance of culture in developing speaking skills. Thus, we have chosen three research tools; questionnaire for students, interview for teachers, and a test for the students. Yet, for the unexpected pandemic of the coronavirus, we can not have both an interview and test involved in this study that we use only two questionnaires submitted for students and teachers at the English department of Saida University. The research tools are described in detail in the following part.

**2.5 The questionnaires****2.5.1 The description of the students' questionnaire:**

The questionnaire consists of three main sections, each section deals with a subject concerning the study in hand. The first section entitled: student's attitudes toward cultural awareness, it includes four questions. The second section entitled: Teachers' contribution to developing cultural awareness in oral classes, it contains six questions.

And the last section entitled: the cultural features effecting speaking; it includes six questions.

**Sequence one:** students' attitudes toward cultural awareness.

In this sequence, we aim to know how students think about cultural awareness, whether they see it necessary to be learned, for what reason the student needs to develop his/her cultural competence, and which activities and tasks they think suitable to develop such awareness about the target culture.

The first question is a “yes/no” question aiming to know whether it is significant to have a certain awareness concerning the target culture to communicate effectively. The following question requires justification for the choice in the first question. The second question aims to investigate the main reasons why a language learner needs to have a cultural competence according to them, it is a multiple choices question and the choices given are: to develop a multicultural background, to have cultural knowledge, to teach English, to have cultural skills and followed by other" as to add other reason if exist. The third question is about the reasons they see it necessary to learn about cultural awareness, it is a multiple choices question and choices are: to understand different cultures, to understand different languages, to improve their cultural skills, for additional knowledge and other reasons can be suggested. The fourth question aim to know which classroom activities can help the students understanding the cultural differences according to their point of view, it is followed by choices and they are classroom discussions, presentations, watching movies or videos, performing or role-plays implementation of songs, and music and if there are other choices they can be stated.

**Sequence 02:** the teachers' contribution to developing the students' cultural awareness in oral classes

In this sequence, we aim to know the basic efforts contributed by teachers to raise students' cultural awareness about the target culture in oral classes. The first question is a "yes/no" question, it targets the English student, in particular, aiming to investigate whether he/she finds the topics discussed in the oral sessions focusing on the development of their cultural knowledge. It is followed by a question in case the answer was "yes" to state how these topics are introduced and how they raise their cultural

knowledge. The second question is a multiple-choice question, the choices are: always, sometimes, never. It is concerned with how often the oral expression teacher introduces examples of cultural situations where cultural knowledge is needed, Followed by a question to state some examples if they exist. The third question is a "yes/no" question; it investigates whether the teacher introduces interesting activities that help the students enriching their cultural background, followed by a question to mention what kind of activities he/she introduces.

**Sequence 03:** the cultural features effecting speaking

This sequence is mainly about the cultural features that affect speaking, the speaking skill in general, the problems students encounter while speaking. Then, it focuses on two features which are context and speech acts realization, aiming to know what ideas students hold about these cultural features, and if they see them essential to improve their speaking skills. The first question is about a "yes/no" question, it investigates whether students think that the lack of cultural awareness can cause problems in speaking, followed by a question that requires justification for the answer. The second question is an open-ended question aiming to know what kind of problems they are facing while speaking. The third question is an open-ended question investigating to what extent they think "context" and "speech acts" as cultural features can be significant in communication. The fourth question is a multiple-choice question, and the choices are: very helpful, somehow helpful, not helpful at all, it is about how much they think it is helpful to learn about these two cultural features, followed by a question explaining why

### 2.5.2 The description of the teachers' questionnaire:

This questionnaire is addressed to oral expression teachers in the English department at the university of saida. It is a set of questions (16 questions) including "yes/no" questions, open-ended questions, and questions that require justification or other suggestions.

The first question is a "yes/no", it aims to know whether they agree that culture is important in teaching speaking. It is followed by a question that requires justification. The second question is a "yes/no" question that investigates if they see it necessary for a third-year student to have cultural awareness, especially when giving much attention to

his/her speaking skill. The third question is an open-ended question that aims to know to what extent cultural awareness helps in building a full understanding of the meaning conveyed. The fourth question is a "yes/no" question about whether they notice that students are making efforts to reach a speaking fluency, followed by a question to state how they are making efforts in case the answer to the previous question is "yes". The fifth question is an open-ended question that tends to investigate the major problems faced by the students while speaking which are considered as challenges to teachers. The sixth question is an open-ended question about the way teachers deal with this kind of problems.

The seventh question is a "yes/no" question aiming to know if developing a cultural background is one of the efforts they made to improve their speaking skill. The eighth question is open-ended; it investigates how they think cultural features as to context and speech acts realization can be used to improve the students' speaking skills. The ninth question is a "yes/no" question tends to know whether the syllabus contains courses that emphasize the cultural features in relation to the speaking skill. The tenth question is an open-ended question aiming to investigate how teachers can implement courses that focus on delivering cultural knowledge. The eleventh question is an open-ended question investigating the basic materials that can be used while introducing such courses. The twelfth question is a multiple choice question tending to know if the students are truly engaged while having discussions about the target culture. The thirteenth question is an open-ended question about whether the students use any of the cultural features while speaking, interacting, or even while having an assignment. The last question is open-ended, mainly to give any further suggestions for the implementation of the cultural knowledge in the third-year courses.

## 2.6 Results of the Students' Questionnaire:

**Sequence one:** students' attitudes toward cultural awareness.

**Q1:** do you think that it is important to be aware of the target culture in order to communicate effectively?

Total	Yes	No
100%	100%	0%

80	80	0
----	----	---

**Table2. 1.the students' perspectives about the importance of culture in communication**

As is presented in the table above, the majority of EFL students (100%) have stated clearly that they think it is very important to be aware of the target culture of the language especially when communicating with other speakers of that particular language. That is because they are conscious that they may face such situations involving intercultural interaction and they need to have a certain cultural knowledge to understand the delivered meaning and to speak more properly avoiding misunderstandings. Besides, none of them has answered negatively (0%).

**Q2: Why?**

Percent age	Tot al	Suggested reasons
25%	20	Having a good background about other cultures facilitates communication and it provides a better understanding of others' attitudes.
20%	16	Because sometimes in order to communicate with someone you need to know their cultural background so that you choose your speech well.
12.5%	11	Being aware of the TC is important to give the right meaning to each word and even to be able to think in a foreign language.
11.25%	10	To conduct meaningful and non-misleading concepts and forms of sentences.
10%	8	Because culture is to know the custom, values, and beliefs of this particular community.
8.75%	7	To avoid such situations as hurting the person you are communicating with or say something that does not suit his/her culture.
6.25%	5	It is very important to know the culture of the language that you are acquiring.

3.75%	3	If I did not know any information about that specific topic how can I argue or understand it?
-------	---	---

**Table2. 2.the students' reasons about the importance of culture in communication**

As stated in the table, students have introduced various reasons that culture is significant to communication. 25% percent out of eighty students have said that having a good background about other cultures facilitates communication and it provides a better understanding of others' attitudes that culture gathered all the shared beliefs and meanings of a certain society. Others (20%) have stated that to communicate with someone we need to know their cultural background so that we choose what to say properly. 12.5% of the students claimed that being aware of the target Culture is important to give the right meaning to each word and even to be able to think in the foreign language that each language has its terminology and meanings and altering between languages needs cultural awareness to deliver meaning with the right wording. While ten students (11.25%) said that the reason why culture matters is to conduct meaningful and non-misleading concepts and forms of sentences. Then, 10% of them stated that because the culture is to know the customs, values, and beliefs of this particular community which is going to help to interact easily with that particular community. Other students (8.75%) mentioned another importing factor, which is avoiding such situations as hurting the person we are communicating with or say something that does not suit his/her culture because some forms of utterances are not appropriate to other cultures that we need to be careful knowing how to use that language properly. Five students (6.25%) emphasized the language-culture relationship, that because they are acquiring a particular language they have to be conscious of its culture. The rest of them (3.75%) said that having cultural knowledge gives an advantage for having much information about various topics that you will need to use them while arguing and debating with others.

**Q3:** In your opinion, why should we have cultural competence?

suggested reasons	Percentage
To develop a multicultural background	37.5%
To have a cultural knowledge	62.5%

To teach English	0%
To have cultural skills	0%

**Table2. 3.the students' reasons to develop cultural competence.**

The majority of the EFL students (62.5%) have agreed on the second reason which is having cultural knowledge, it is because cultural knowledge is the main factor for successful communication which is based on other competencies that are tightly related to cultural competence such as the discourse competence. While 37.5% percent of them have agreed on the reason for having cultural competence is to develop multicultural background which much more about having a cultural overview about other cultures that they may integrate into in the future, or even interact with its people, and generally EFL learner are faced sometimes with such situations such as studying abroad or meet native speakers in conferences when they truly need a cultural background about their society. And none of the students have chosen the other two reasons as to teaching English or having cultural skills.

**Q4:** What are the reasons you see important to learn about cultural awareness?

The reasons	Percentage
Understand different cultures	50%
Understand different languages	37.5%
Improving cultural skills	12.5%
Additional knowledge	0%

**Table2. 4.the importance of learning about cultural awareness**

As shown in the table above, most of the students (50%) have agreed on the fact that learning about cultural awareness is essential because it helps them understand different cultures, and as EFL learner they have to know the life aspects of the other communities they are acquiring their languages. Others (37.5%) have concurred on the reason that it is for understanding different languages, that cultural awareness makes them conscious of what others are willing to say, and what is exact meaning lied within the utterances. The rest of the students (12.5%) view that it helps them improve the cultural skills they need when facing real-life situations like conversing or debating with native speakers. And none of them have stated that it is for additional knowledge.

**Q5:** Which Classroom activities help most students to understand cultural differences?

Classroom activities	Percentage
Classroom discussions	25%
Presentations	25%
Watching movies or videos	50%
Performing or role plays	0%
Implementation of songs and music	0%

**Table2. 5.The classroom activities that help to understand the cultural differences**

The table above presents some activities that can be used in the classroom while introducing cultural differences as a topic. The majority of the students (50%) have stated that watching movies and videos helps them more understanding the target culture and at the same time realize the cultural differences because the movies and videos are made by people of that community reporting their daily life. While 25% percent of the students have said that it is due to classroom discussions that they recognize cultural differences. And 25% of them have agreed that presentations suit them better to learn understanding cultural differences and the implementation of songs and music was none of the choices of the students.

**Sequence 2:** Teachers' contribution to developing cultural awareness in oral classes

**Q6:** As an English student, do you find that the topics discussed in the oral sessions focus on developing cultural knowledge?

Total	YES	No
Percentage	25%	75%
Number of students	20	60

**Table2. 6.the role of the oral sessions' topics to enhance the students' cultural knowledge**

This table presents the students' answers about whether the topics that are discussed in oral sessions emphasize on enhancing their cultural knowledge or not. Most of the students (75%) have answered with "No", stating that the topics introduced in the oral



session are not helpful carrying any kind of knowledge that would develop their cultural knowledge, While 25% percent of the students said “Yes” by means that the oral session topics help to raise the students' cultural knowledge.

**Q7:** if yes, How?

Answers	percenta ge	Tot al
In listening sessions, they provided conversations of native speakers as, stories from the English sources.	7.5%	6
The teacher introduces new topics every week and sometimes we know about that topic and sometimes it is new for us.	3.75%	3
No answer	37.5%	30

**Table2. 7.the oral sessions’ topics that help to raise the students' cultural knowledge**

This table shows the answers of the students who agreed that the topics introduced in oral sessions help to develop their cultural knowledge. Few of the students (7.5%) have mentioned that in listening sessions, the teachers provided conversations of native speakers as, stories from the English sources, that emphasizing on the listening skill helps to enhance their speaking skill, and the use of authentic materials involving native speakers provide them the cultural knowledge they need. 3.75% of the students said that the teachers introduce new topics every week and sometimes. 37.5% percent of them have not provided any answers.

**Q8:** How often does the oral expression teacher introduce examples of cultural situations where cultural knowledge is needed?

Answers	Percenta ge	Total
Always	12.5%	10
Sometimes	50%	40
Never	37.5%	30

**Table2. 8.the implementation of examples of cultural situations**

The table above shows the students' answers about how often the oral expression teacher introduces examples of cultural situations where cultural knowledge is mostly needed. Most of the students (50%) have submitted "Sometimes" as their answer, as the previous answers about the listening sessions in which the native speakers' audios are introduced, or even videos about certain situations where native speakers interact with each other or with a person from other cultures. And 12.5% of them stated that teachers "Always" introduce such examples to develop their students' cultural knowledge. While 37.5% have submitted "Never" as an answer that teachers do not introduce any topics related to the target culture.

**Q9:**If there are examples, state some:

Examples :	Percent age	Total
Historical videos	16.25%	13
Advertisements such as visiting London and New York cities.	21.25%	17
We used to talk about other countries' habits in specific subjects.	26.25%	21
They introduce nothing	11.25%	9
No answer	25%	20

**Table2. 9.the implementation of examples of cultural situations**

The results presented in the table above show the students' replies about examples of cultural situations introduced in oral sessions. 16.25% percent of the students have mentioned that teachers tend to use historical videos to inform students about the target culture. While 21.25% percent of them stated that teachers present advertisements about famous English cities like London and New York city which help to have an overview of the lifestyle of those communities. And 26.25% claimed that they were used to talk about other countries' habits and daily life when discussing specific subjects, and this is regarded as the best way to introduce the target culture in oral sessions. On the other hand, 11.25% percent of the students expressed that the teachers introduce nothing, and the rest of them (25%) have not submitted answers.

**Q10:** Does the teacher introduce interesting activities that help to enrich your cultural background?

	YES	NO
Percentage	37.5%	62.5%
Number of students	30	50

**Table2. 10.the teacher's use of activities about cultural knowledge**

The table presents the students' answers about the activities that the teachers introduce in the classroom to enrich their cultural background. The majority of the students (62.5%) that claimed teachers do not introduce any kind of activities that help to improve their cultural background. The rest of them (37.5%) stated that teachers are introducing activities that enrich their cultural knowledge.

**Q11:**What kind of activities the teacher introduces?

Activities:	Percent age	Total
Role-plays	0%	0
Dialogues	25%	20
Performing a speech	0%	0
Presentations	12.5%	10
Watching videos	50%	40
Games	0%	0
No activity introduced	12.5%	10

**Table2. 11.the kind of activities introduced in the classroom**

This table shows the students' answers about the activities introduced in the classroom that they see helpful in developing cultural knowledge. Most of the students (50%) rate that watching videos is mostly introduced in oral sessions because it works on developing both listening and speaking skills, they learn how to get used to natives' way of speaking and various accents, besides that it gives chances for discussions and debates. While 25% of them stated that dialogues are usually practiced in the classroom, which is known as a very practical way to engage them in conversation and preparing them for real-life communication. Other students (12.5%) said that they are

sometimes asked to do presentations about various topics. On the other hand, none of the students (0%) stated that role plays, performing speech, or games were introduced as activities in the classroom to enhance their cultural awareness.

**Sequence 3:** the cultural features effecting speaking

**Q12:** Do you feel that the lack of cultural awareness may lead to problems in speaking?

	Yes	No
Percentage	62.5%	37.5%
Number of students	50	30

**Table2. 12.the lack of cultural awareness influence on the students' speaking skills**

As it is shown in the table above, the students were asked whether the lack of cultural awareness cause speaking problems. The majority of the students (62.5%) agreed that not having cultural awareness leads to problems in speaking. While 37.5% percent of them claimed that cultural awareness has nothing to do with having speaking problems, that a language learner can improve his/her speaking skills without developing cultural awareness.

**Q13:** why?

Suggested reasons	Percent age	Tot al
If the student is unaware of TC he/she may fall in fallacies, he/she may misunderstand some expressions and misuse them in his speech.	11.25%	9
It may make transmitting a meaning or finding a proper equivalent of a word easy to explain an idea in the target language.	6.25%	5
Because in order to present good information or idea you have to know some details about how the	5%	4

target language is used.		
You may not be aware when speaking of something that does not match with someone else's culture, but it is fine with yours and end up in big misunderstanding.	16.25%	13
It may cause many problems without attention, as a result of ignoring the target culture.	7.5%	6
Someone can not articulate if he/she did not know about what topics the others are talking about.	13.25%	11
Because speaking a language is different from knowing its culture.	2.5%	2
Cultural awareness may lead to better speaking, that's all.	7.5%	6
Well, speaking has nothing to do with cultural awareness.	11.25%	9
No answer.	18.75%	15

**Table2. 13.the speaking problems caused by the lack of cultural awareness**

This table presents some of the reasons mentioned by the students about why lacking cultural awareness may cause speaking problems. 11.25% of the students argued that if the student is unaware about TC, he/she may fall in fallacies; he/she may misunderstand some expressions and misuse them in his speech because each language has its use in contextual situations that can be defined only by that language's culture. While other students (6.25%) said that cultural awareness can make transmitting a meaning or finding a proper equivalent of a word easier to explain an idea in the target language. 5% of them stated that the speaker will lack some details about how language can be used properly in order to present good information or idea, and those details can be learned by having an overview of the language's culture such as speech acts or the suitable expressions used for specific contexts. and most of them (16.25%) agreed that the speaker may not be aware when he/she is speaking of something that does not match with someone else's culture, but it is fine with yours and end up in a big misunderstanding, that as long as languages' structures vary, cultures vary as well, and developing a cultural awareness leads for a better understanding for the target culture.

7.5% percent of the students said that speaking problems might be caused without attention, as a result of ignoring the target culture. 13.25%

percent of them explained that a speaker can not articulate if he/she did not know about what topics the others are talking about, because the way each culture talked certain topics differ according to their beliefs and traditions and overlooking this cultural differences leads to problems of speech recognition. Few of them stressed the fact that speaking a language is different from knowing its culture, as both of them go in parallel. 7.5% percent said that Cultural awareness does nothing but leading to better speaking. On the other hand, 11.25% argued that cultural awareness has nothing to do with speaking a language, as to the previously mentioned belief that language and culture are separable. While the majority of the students (18.75%) have not submitted any answers.

**Q14:**What kind of problems you are facing while speaking :( state them)

The speaking problems:	Percent age	Total
Vocabulary and grammar.	16.25%	13
Lack of vocabulary.	10%	8
The use of proverbs and common sayings.	6.25%	5
I do not have a problem when speaking except vocabulary sometimes.	11.25%	9
I have a problem with organizing my ideas.	20%	16
What is allowed to say, and what is forbidden in general.	10%	8
The disarrangement of the sentences while speaking.	7.5%	6
knowing the vocabulary and phrase but I can not invoke them whilst speak	5%	4
I do not have a problem while speaking.	13.75%	11

**Table2. 14.the students speaking problems**

The table above introduces the problems that students encounter while speaking. The majority of them (20%) stated that they have a problem of organizing their ideas while speaking. 16.25% percent said that they have problems related to vocabulary and grammar. 11.25% percent of them stated that they have no speaking problems except for vocabulary sometimes. Others (10%) stated that they lack vocabulary most of the time. While 10% of the students mentioned that they have a situational problem about what they are allowed to say and what they are not. 7.5% of the students said that hindered by the disarrangement of the sentences while they are speaking. 6.25% of them stated that they encounter problems when they need to use proverbs and common sayings. Whereas, 5% of the students said that they know the vocabulary and the phrase form but they can not bring them about while speaking. On the other hand, 13.75% stated that they have no speaking problems.

**Q15:**In your opinion, to what extent “context” and “speech acts” can be important in communication?

Answers	100%	Total: 80
Extremely important	17.5%	14
These two features provoke the audience's attention.	5%	4
Very important.	21.25 %	17
These are important to provide a good understanding of the idea expressed to others.	16.25 %	13
In understanding one another.	6.25%	5
They are the main factors in communication.	12.5%	10
They facilitate interaction between both the speaker and the listener.	10%	8
No idea	11.25 %	9

**Table2. 15.the importance of context and speech acts in communication**

The table above presents the students' opinions about how much these two features (context and speech acts) are important for communication. 21.25% percent of the students claimed that it is very important, as to other students (17.5%) stated that it is extremely important to learn about these two features that they help improving better the students' cultural knowledge. And 16.25% percent of the students explained that the two cultural features are important because they help to provide a good understanding of the idea expressed to others. Other students (12.5%) mentioned that they are the main factors in communication; because both of them define the type of interaction that occurs between two conversers, context and speech acts carry the needed information like the situation of the communication and the other speaker' intentions. Then, 10% of the students claimed that they facilitate interaction between both the speaker and the listener that it makes the communication more understandable and meaningful, 6.25% percent of them have said the same that the two features help in understanding one another. While few of the students (5%) have mentioned a slight detail about this, they said that these two features provoke the audience's attention, because a rigid speech will get the listeners bored and inattentive. Whereas, 11.25% percent of them stated that they have no idea.

**Q16:** How much do you think it is helpful to learn about these two cultural features?

Answers	Percentage	Total
Very helpful	62.5%	50
Somehow helpful	37.5%	30
Not helpful at all	0%	0

**Table2. 16.the helpfulness of learning the two cultural features for students**

In this table, the students stated how much they think it is helpful to learn about these two cultural features. The majority of the students (62.5%) rated that it is very helpful; as most of them already mentioned that they help in understanding the other speakers' intentions behind their speech, and even make their utterances meaningful. Whereas 37.5% percent of them claimed that it is somehow helpful to learn about these two cultural features, that some of the students have no idea about these two features, others claimed that language can be learned separately than culture, and other students



stated that they are not that significant to developing speaking skills. Then, none of them (0%) have said that it is not helpful at all.

**Q17:** Explain why?

Suggested reasons	Percent age	Total
It adds more confidence to the speaker to act normally in front of others and being aware of the information he /she is presenting.	16.25%	13
Because they are the cornerstone of communication.	21.25%	17
It helps to make you aware of the mentality of the native speakers and somehow it gives an image to their life and way of dealing with others.	13.75%	11
To be a good talker to convince others with one's point of view.	8.75%	7
Because both of them helps in understanding more and delivering comprehensible meaning as well.	12.5%	10
To know how to speak and communicate more properly.	10%	8
Anything related to the culture of the language we are learning will help us improve more to master it.	7.5%	6
No idea.	10%	8

**Table2. 17.the importance of learning about context and speech acts**

The table above presents the reasons that the students have stated about the significance of the two cultural features to be learned. Most of the students (21.25%) stressed that because they are the cornerstone of communication. 16.25% percent of them stated that the reason why learning about these cultural features is important is that they add more confidence to the speaker to act normally in front of others and being aware of the information he /she is presenting, that he/she will not be afraid to make mistakes or fall in misunderstandings. 13.75% percent of the students explained they

help to make you aware of the mentality of the native speakers and somehow they give an image to their life and way of dealing with others and to reach a successful communication the speaker needs to be aware of these features. Others (12.5%) said because both of them help in understanding more and delivering comprehensible meaning as well, that understanding the context of the interaction and even the speech acts the other tends to use gives a clear image of how this interaction will keep on and how should be ending. 10% percent of them stated that one reason is to know how to speak and communicate more properly because communication stands on some rules and factors, and both cultural features are among these factors. 8.75% percent of the students stated that because they help to be a good talker to convince others with one's point of view. And 7.5% percent said that anything related to the culture of the language we are learning will help us improve more to master it, that language and culture are interrelated, and improving one of them will eventually improve the other one. And 10% percent of them said that they have no idea.

### 2.7 The results of the teachers' questionnaire:

**Q1:** As an oral expression teacher, do you agree that culture is important for teaching speaking? Why?

Teachers	Answers
1	Yes, it is as important as it helps learners and speakers to mutually understand each other and minimize misunderstandability.
2	Definitely yes! Culture is the spirit of the language. You cannot speak a language completely if you do not understand its culture.
3	Yes, it is. We cannot separate culture from language especially when it comes to oral communication.

**Table2. 18.the teachers' perspectives about the importance of culture in teaching speaking**

The table above presents the teachers' answers about whether they agree that culture is essential to be involved in teaching speaking. The three oral expression teachers have agreed that involving culture while teaching speaking is indeed important.

**Q2:**Is it necessary for a third-year student to have a cultural awareness especially when giving much attention to his/her speaking skill?

Teachers	Answers
1	Yeah, of course, culture is very significant when we teach languages, especially in our case English and its four skills. Further, culture is regarded in pedagogy as the fifth skill. Why? The reason is too simple which goes beyond the lines of mutual understanding or listening comprehension. Culture is also considered as Para- linguistic knowledge which enabled the speakers to understand each other since language is not always based on syntactic structure, but it does beyond meaning which lies as an instance in idioms, proverbs and so.
2	Of course, culture is knowledge, students should be aware of its importance.
3	Yes, it is.

**Table2. 19. cultural awareness necessity to improve third-year students' speaking skills.**

This table shows the teachers' opinions about whether third-year students need to have cultural awareness especially if it is related to their speaking skills. All the teachers agreed that third-year students need to have cultural awareness and they should be aware of its importance.

**Q3:** To which extent does cultural awareness help in building a full understanding of the meaning conveyed?

Teachers	Answers
1	Cultural awareness can fully make interlocutors understand each other as it helps them identify approximately what the speaker intends to express or convey to the listener.
2	it is very important to get in touch with the register of each language in order to transfer a coherent message using the right words and structure for this purpose.
3	To a large extent.

**Table2. 20.the role of cultural awareness in understanding the meaning conveyed.**

The table above presented the teachers' answers when asked to which extent cultural awareness helps to understand the meaning conveyed. All teachers argued that

cultural awareness is very helpful to third-year students that they need to equip themselves with cultural awareness for developing speaking skills.

**Q4:**Do you notice that students are making efforts to reach a speaking fluency?

	Yes	No
Percentage	66.7%	33.3%
Teachers: 03	02	1

**Table2. 21.teachers' remarks about the students' efforts to develop a speaking fluency**

This table introduces results about whether the students are making efforts to develop a speaking fluency or not, the teachers have given their answers. The majority of the teachers (66.7%) have stated that the students are showing certain engagement when it comes to improving their speaking skills. While others (33.3%) said that they are not making any efforts in improving their speaking skills.

**Q5:**How?

Teachers	Answers
1	Students are making great efforts distinguishably in order to be fluent in speaking English through listening extensively to audio podcasts, songs with lyrics, watching TV, and conversing on social networks.
2	A lot of grammatical mistakes that even a first-year shouldn't make. I know we are not natives but at least let just respect grammar which is one of the tools of knowledge.
3	-They ask questions. -They listen attentively. -Try to look for meanings -Try to translate expressions and words.

**Table2. 22.the students' efforts to develop a speaking fluency**

The table above presents the teachers' descriptions of how their students tend to work to develop their speaking skills. Most of the teachers mentioned that the students are making great efforts distinguishably in order to be fluent in speaking English using some learning techniques like listening extensively, translating expressions, and asking

questions. While other teachers claimed that students are not making efforts to develop their speaking skills stating that they have serious grammar issues.

**Q6:** The teacher may find that some problems faced by the students while speaking as a challenge, what are these problems?

Teachers	Answers
1	There are several problems facing learners and which are figured out by their teachers such as hesitation, embarrassment, shyness, academic terms, and concepts that are not yet grasped by them.
2	First of all, they have a serious problem with grammar due to the lack of reading. Oral punctuation and lack of vocabulary as well.
3	-Lack of pragmatic competence (which is culture related issue). -Negative transfer of L1 rules (influence of the students' mother Tongue on learning the target language).

**Table2. 23.the teachers' attitudes about the students' speaking problems**

This table shows the main speaking problems facing the students. All teachers stated that there are several problems facing learners such as hesitation, grammar issues, and negative use of L1 while learning the target language.

**Q7:** And how you deal with them?

Teachers	Answers
1	I always try to opt-out of the appropriate recordings for listening practice. Help them express themselves in very easy and comfortable conditions.
2	Honestly, there's not much to do, it's students' duty to fix their language problems. But we deal with cultural context which is not always beneficial for them especially when we introduce a reading script for students. And then, we go to plan B with a lot of entertainment which students like.
3	- Instructing students in the pragmatics of the target

	language. - Providing learning materials where students can observe some functional aspects of language within both native context (L1) and target context. Thus, students may notice the cultural variations of both linguistic situations.
--	--

**Table2. 24.the teachers’ techniques to deal with the students’ speaking problems**

Concerning the table above, the results show some techniques used by the teachers to deal with students' speaking problems. Teachers mentioned several instructions and techniques they use to deal with the students speaking problems such as listening practices, introducing entertainment activities, and instruct students in the pragmatics of the target language.

**Q8:** Is developing a cultural background one of the efforts they made?

	Yes	No
Percentage	66.7%	33.3%
Teachers: 03	02	01

**Table2. 25.the teachers’ opinions about the students’ cultural background development .**

The above data represents the teachers’ answers about whether the development of cultural background is one of the efforts that the students make to improve their speaking skills. Most of the teachers stated that it is among the skills they are developing. While one teacher has claimed the opposite, that students are not making efforts to develop their cultural background.

**Q9:** Context and speech acts realization are cultural features, how do you think they might be used to improve the student’s speaking skill?

Teachers	Answers
1	Being aware of speech acts and context is a great advantage in listening comprehension as the language will be fully understood based on what we know culturally about the other. For example, in many states in the US, to insist on somebody to drink or eat something has nothing to do with generosity as it means that guy is satisfied with the invitation and he is not

	willing to drink or eat. In contrast to Arabic culture, that means it is a lack of generosity and morals.
2	Through proverbs and idioms help a lot. Role-plays too, because acting the language gives a king of continuous practice of all the cultural features.
3	Through role-playing, task-based activities, and formal instructions.

**Table2. 26. the use of the two cultural features (context and speech acts) to develop the students' speaking skills.**

The table above represents the way teachers can involve learning about context and speech acts realization to improve the students' speaking skills, and teachers have stated several techniques to introduce these two features. They stated the use of proverbs and idioms, Role-plays, and formal instructions.

**Q10:** Does the CEO syllabus contain courses that emphasize on the cultural features in relation to the speaking skill?

	Yes	N o
percentage	100%	0
Teachers: 03	3	0
Teacher: 01	If it is about the CEO syllabus, yes. But the problem is with the time allotted to those activities, is not enough.	

**Table2. 27.the CEO syllabus courses' emphasis on cultural features**

The data presented in the table above introduces the teachers' answers about whether the CEO syllabus includes some courses that focus on developing the students' awareness about the target culture and its main features. All the teachers (100%) claimed that the CEO syllabus contains courses that emphasize on delivering cultural knowledge about the target culture and eventually introduces its cultural features. One teacher added that the syllabus contains such courses, yet the time devoted to the activities is not enough.

**Q11:**How can you implement courses which focus on delivering cultural knowledge?

Teachers	Answers
1	I will use courses for teaching through listening such as Tunein and Itools.
2	Students need to READ (I really insist on that) otherwise, they will never improve their grammar nor the culture related to its language.
3	Through the use of authentic language (videos of native-speaking programs, movies, and, as I mentioned earlier, formal instruction in culture and communication.

**Table2. 28.the implementation of courses that focuses on cultural knowledge**

This table introduces the teachers' suggestions about how they can implement courses that emphasize on delivering a cultural knowledge of the target language. The teachers stated that they tend to focus on listening courses; introduce students to reading practices, and instructing the students culturally and communicatively through the use of authentic language.

**Q12:**Which materials can be used in this matter?

Teachers	Answers
1	Videos and audio podcasts speaking about general topics of interest.
2	Books, videos, games...etc
3	Any material that is related to culture can be helpful, yet I personally prefer the use of some practical activities where students can be exposed to authentic language (through listening or watching) then be involved in conversational tasks that hinge on how cultural features of language influence the flow of communication (understanding how items like social status, when to talk, what to say, listenership, eye-contact, and intonation operate within



	different cultures can be very helpful)
--	---

**Table2. 29.the materials used to implement cultural courses in oral sessions.**

The table above presents the teachers' teaching materials they use in oral sessions to introduce cultural knowledge. Most of the teachers mentioned the use of videos, audio podcasts, books, games. While others stated the use of conversational tasks that introduce how cultural features of language can be used in communication.

**Q13:**Are the students truly engaged while having discussions about the target culture?

	Percentage	Number of teachers:
		03
Always	66.7%	2
Sometimes	33.3%	1
Never	0%	0

**Table2. 30.the students' engagement in discussions about the target culture**

The data presented in this table introduce the teachers' answers about the students' engagement in discussions about the target culture. The majority of the teachers (66.7%) claimed that the students do always engage when introducing topics about the culture of the target language. While one teacher stated that sometimes they engage themselves in debates about the target culture.

**Q14:**Do they use any of the cultural features while speaking, or having an assignment?

	Yes	No
Percentage	66.7%	0%
Number of teachers: 03	2	0
Number of teachers: 01	Only one or two students do engage themselves in learning.	

**Table2. 31.the students' use of cultural features while speaking.**

This table presents the data about whether the students tend to use cultural features while speaking or practicing any kind of task. Most of the teachers (66.7%) stated that they do, they try their best involving some cultural features while using the language. Whereas, one teacher claimed that only one or two of the students are engaged while learning about the target culture.

**Q15:** Any further suggestions for the implementation of the cultural knowledge in the third year courses?

Teachers	Answers
1	No.
2	Reading, working in groups, but students need the gut to engage themselves in knowledge.
3	I think it is important to get students adequately exposed to the target language if we are to develop their cultural awareness. Extensive listening or watching can be greatly helpful. Of course, instruction in cross-cultural communication remains of great importance, but the continuous practice is quite necessary.

**Table2. 32.the teachers' suggestions for the implementation of cultural knowledge in the third-year courses**

The table above introduces the teachers' suggestions about the implementation of cultural knowledge in the third-year courses. One teacher suggested that reading and working in groups may help the students engage themselves in knowledge in general and cultural knowledge in particular. Another teacher stated that it is very important to get the students exposed to the target language in order to help them develop their cultural awareness such as introducing them to extensive listening or watching videos, and added that cross-cultural communication is very significant, yet practicing continuously is essential as well to reach the desired results.

## **2.8 Discussion:**

### **2.8.1 Discussion of the Results of the Students' Questionnaire:**

This part aims to discuss the students' answers to the questions presented in the questionnaire delivered to third-year students. In the first sequence, the answers to

question 1 show that third-year students tend to have positive attitudes toward learning about the target culture to enhance their communicative skills since all of them claim that it is important to be aware of the target culture especially when it comes to effective communication. The answers to question 2 reveal that the majority of the students agree that having awareness about the target culture is significant stating that it facilitates communication, it helps understanding better the others' cultural backgrounds including their costumes, values, and beliefs, and it helps to form meaningful utterances that can be delivered easily to the other interlocutor.

The answers to question 3 point that developing and enriching the ones' cultural knowledge about the target language's culture is the basic aim for having a cultural competence that most of the students see that they need to have a cultural competence for the purpose of developing a cultural knowledge about the target language, or developing a multicultural background. The answers to question 4 indicate that learning about cultural awareness helps to understand the language in-depth as being introduced to its culture and being able to improve certain cultural skills because the majority say that learning about cultural awareness is important to understand different cultures, others stated that it helps to understand various languages, and few mentioned the improvement of their cultural skills. The answers to question 5 show that watching movies and videos are the most efficient classroom activity that supplies the students with information to understand the cultural differences, in addition to classroom discussions and presentations according to the students' claims that being introduced to movies, videos, and being engaged in discussions and presentations are very constructive for them to understand cultural differences.

Moving to sequence two, the answers to question 6 demonstrate that the third-year students are rarely introduced to topics about the target culture that are not able to raise their cultural awareness since the majority state that the topics discussed in the oral sessions are not focusing on developing cultural knowledge about the target language.

The answers to question 7 show that the students are not provided with topics that focus on developing their cultural knowledge, and sometimes when having listening sessions they are introduced to listen to native speakers dialogues because most of the students' answers pointed that they do not discuss culture-related topics and they are

rarely asked to listen to videos and podcasts where native speakers are using the target language.

The answers to question 8 indicate that the reason why students are not having sufficient awareness about the target culture is that the oral expression teachers seldom introduce examples about cultural situations where native speakers interact because the majority of third-year students state that they are rarely exposed to such examples about the target culture.

The answers to question 9 demonstrate that oral expression teachers sporadically acquaint their students with historical videos, discussions about other countries daily habits, and advertisements, that some of the students mention that among the activities sometimes presented to in oral sessions there are historical videos, advertisements about mostly known cities like London and New York, and for few times they are engaged in discussions about the habits and daily life in other countries.

The answers to question 10 point out that the students are more interested in the activities introduced in the oral sessions that they see them helpful for them to enhance their ability having cultural background; here we can assume that teachers design suitable activities to improve the students' cultural awareness but not interesting topics to be discussed about the target culture since most of the students agreed that teachers introduce interesting activities in oral sessions that help them improve better when it comes to having cultural knowledge. The answers to question 11 show that watching videos, presentations, and engaging in dialogues are the activities mostly introduced in the oral sessions that help to familiarize them with the target culture, because most of the third-year students say that these three activities are generally practiced in oral expression sessions.

In sequence three, the answers to question 12 reveal that the EFL students are faced by obstacles while speaking because of the insufficiency of the cultural awareness, because all of them agreed that lacking cultural awareness will lead eventually to speaking problems. The answers to question 13 demonstrate that missing cultural awareness means missing the ability to understand meanings properly and fall in misunderstanding because of the misuse of the language, because culture carries the needed knowledge about the target culture and how the other speakers of the language express themselves and their intentional meaning behind their speech, as most of the

students mention that being unaware of the target culture leads the speaker to misunderstand and misuse the language, then the meaning will not be transmitted effectively.

The answers to question 14 show that the most common problems that students face while speaking are generally related to lack of vocabulary and correct grammatical use of the language, considering the students' affirmations that encounter problems of vocabulary and grammar and often about what to say which hinder them to speak properly. The answers to question 15 denote that the cultural features (context and speech acts) are very important factors in communication that they provide a better understanding for the meaning conveyed and facilitates the interaction between conversers that students state that it is very important to learn about these two cultural features in order to communicate effectively.

The answers to question 16 indicate that learning about cultural features help the students develop their cultural skills, and stimulate them to search and know more about different cultures widening their cultural knowledge, thus their development in speaking will be influenced positively, that the majority of students approve that learning about cultural features is very helpful. The answers to question 17 point out that the importance of acquiring cultural features is determined by the fact that they help the speaker to speak and act properly and be certain that the information is effectively delivered, besides that they help to carry knowledge about the native speakers' mentality and way of communication after all the students state that these two features are the cornerstone of communication and help understanding better and delivering comprehensible meaning. The answers to question 18 show that students have positive perspectives toward the integration of culture in language learning, besides that they see it necessary to acquire cultural knowledge and develop cultural awareness to enhance their communication skills.

### 2.8.2 Discussion of the Results of the teacher' Questionnaire:

This part presents results interpretations in consideration of the answers teachers submit to the questionnaire directed to oral expression teachers. According to teachers' answers to question 1 which state that culture is very important in teaching speaking that learners are assisted to use the language correctly avoiding misunderstandings, the inference that can be deduced is that teaching speaking stands on different teaching principles and introducing the language learners to the culture of the target language is the most important element that language can not be acquired adequately without knowing its culture.

The answers to question 2 indicate that cultural awareness is necessary for third-year students especially when taking into account their speaking skills, because having cultural awareness means having the essential knowledge about the culture of the language you are using, thus you will develop your communicative skills achieving then certain fluency, and this is connected to what teachers said about the cultural awareness significance while teaching EFL learner how to use the language correctly.

The answers to question 3 explain that the meaning shared between two speakers can not be delivered successfully and understood properly if both speakers are not culturally aware of the language they are using, this will contribute in creating misunderstandings and confusion since teachers argued that cultural awareness is so important because it helps to identify what the speaker intended to convey in a way that the listener will grasp the meaning easily. The answers to question 4 indicate that EFL students are interested in the speaking skill that they are doing their best to reach a speaking fluency and develop their competences in relation to speaking, in regards to the teachers' claims that the students do make efforts to improve their speaking skills.

According to what the teachers state that third-year students are making great efforts to be fluent in speaking adopting certain techniques like extensive listening to audio podcasts, songs and they are remarkably involved in oral sessions' activities, The answers to question 5 indicate that third-year students are fully aware of the importance of the speaking skill, and they are trying hard to develop a speaking fluency in order to have the ability to communicate effectively and use the language in various contexts, they develop their techniques to learn and improve their speaking skills independently. The answers to question 6 show that third-year students are facing speaking problems that students which challenge the oral expression teachers, they have grammatical problems which are probably due to the lack of concentration, neglecting the grammar rules while speaking, as to the other problems like hesitation, embarrassment, and shyness that some students are psychologically fragile and easily disconnected, and they have fears facing the audience and being judged and criticized, that why they do not participate more often.

The answers to question 7 indicate that certain teaching instructions help the students get through their fears of expressing themselves orally in front of an audience, and enhance their linguistic and performed use of language. The results show that teachers managed to find solutions in order to help their students to improve overcoming the speaking problems they used to face, that teacher sees that students are making efforts and that they have potentials they tend to reflect upon those problems and find out various ways to deal with them like the use of extensive listening that students will be exposed more to authentic language and develop their pronunciation, instructing students in the target language pragmatics which help them to communicate effectively, and designing interesting activities to motivate the students to engage in learning more to develop their speaking skills.

The answers to question 8 show that third-year students attempt and work intensely to develop their cultural intelligence, for the sake of overcoming the communication barriers caused by cultural differences, thus being culturally knowledgeable means having the ability to communicate easily and freely using the target language, and this is confirmed by teachers who proved that EFL students are making efforts to develop their cultural knowledge. In agreement with what teachers state about the significance of learning about “context” and “speech acts” as cultural features and the importance of integrating them while teaching speaking and most importantly while practicing; the answers to question 9 indicates that the implementation of these two cultural features facilitates more the understanding of the target culture and cultural differences. These features help the students to distinguish between various communities and cultures, learn about their lifestyles, beliefs, and traditions which facilitate the process of integration in those societies. The teachers are aware of the fact that students need to acquire these cultural features that they might be integrated into other societies, so they design certain activities to like role-playing to offer them a chance to practice real-life situations that may face. And students will be more motivated to learn about these features and search for more information about the target culture and even use the language frequently outside the educational context which going to enhance their communicative skills and speaking skills. The answers to question 10 the CEO syllabus introduces several courses that focus on the integration of the cultural features in the speaking lessons, in order to help the students developing their speaking skills in accordance with developing their cultural awareness, since the majority of the teacher ascertained that the CEO syllabus propose courses that emphasize on submitting cultural knowledge to EFL learners, yet the time assigned for activities is insufficient. So teachers tend to adapt and adopt while introducing courses, they edit and change some parts when necessary to suit the students’ needs implementing knowledge about the target culture in oral sessions.



The answers to question 11 show that through years of experience in the teaching field, teachers have developed certain proficiency related to designing suitable activities that suit the students' needs. Teachers are conscious that EFL learners need to develop their awareness about the target culture especially that it influences their speaking skills. Thus, they focus more on introducing activities that matched the students' needs and interests at the same time. They engage them in listening activities so that the students absorb the correct use of language and they use reading to develop their knowledge to be competent while participating in debates. This way, teachers prepare their students for real-life situations where they are going to communicate and motivate them to learn more and to improve their speaking skills independently. The answers to question 12 prove that the most suitable instructions that introduce the target culture to the students involved listening or watching activities using videos and audio podcasts, besides engaging them in conversational activities like role-playing and dialogues, games, and reading books, as proved by teachers that these activities help students to engage themselves in learning the language effectively in parallel with its culture.

The answers to question 13 indicate that EFL learners are seriously engaged in discussions about culture-related topics because students are usually attentive while discussing topics related to their preferences and interests, and speaking the language attract their focus and stimulate their curiosity to know about its culture, about the habits, values, and beliefs of those people who belong to a different culture. This is confirmed by the teachers' responses stating that students are motivated and more engaged to speak and participate when the topic discussed is related to the target culture. As the majority of teachers affirm that students are always engaged when discussing topics about the target culture and they use the cultural features they learned about in the classroom, the answers to question 14 reveal that the EFL students while engaging themselves in learning about the target culture and making efforts to develop their cultural awareness along with their speaking skills, they tend to use some of the cultural features they learn about while practicing the language, by means applying what they learned about the context of interaction and the speech acts realization while communicating.

with regards to the teachers' comments that EFL students need to engage themselves in learning about the target culture and to work hard in order to develop their speaking skills, the answers to question 15 show that cultural knowledge can be implemented in oral session and third-year courses through organizing reading workshops where they can gain the knowledge they need to know deeply the other culture, as well as introducing them to extensive listening or watching videos where they will be highly exposed to the target language through which they will eventually practice and learn to communicate effectively.

### **2.9 Conclusion:**

This chapter is mainly about the presentation of the data gathered through the submission of two questionnaires, one directed to third-year students and the other to oral expression teachers. The data are presented in tables and reported. Our basic aim is to investigate the students and teachers' perspectives toward the role of culture and cultural features in developing the speaking skills, we find out that both of them stress on the significance of implementing cultural knowledge in oral sessions, and they state that learning about cultural features help to improve communicative skills. Thus, we can conclude that third-year students are aware of the importance of learning the foreign language in parallel with its culture to enhance their speaking skills, as to oral expression teachers who deem it necessary to implement cultural knowledge while introducing courses and activities to develop the students' awareness about the target culture and communicative skills. The following chapter will be about the discussion of these results besides introducing some suggestions, recommendations, and the limitations that we faced while conducting this study.

# **Chapter Three:**

# **Recommendations and**

# **Suggestions**

### **3 Chapter Three: Recommendations and Suggestions.**

#### **3.1 Introduction:**

The present study aims to examine the significance of culture in teaching speaking; it investigates the teachers' and students' attitudes toward the integration of cultural courses in oral sessions, and the emphasis on raising the students' awareness about the target culture in order to develop their speaking and communicative skills. The findings reveal that culture is essential while teaching the foreign language, as to its importance in developing the EFL learners' speaking skills. Moreover, the study demonstrates a correlation between the relevance of cultural features mainly "context" and "speech acts" and the improvement of the students' communicative skills to reach the desired speaking fluency.

#### **3.2 Recommendations:**

In the light of the findings and the data gathered, we conclude that oral expression teachers are aware of the importance of implementing courses about culture in oral session to enhance the students' cultural awareness, yet the activities introduced do not correlate between the students' preferences and interests and the target culture.

The oral session's basic aim is to get the students to speak the language fluently and efficiently, and this cannot be achieved if the students are not knowledgeable enough about the culture of the language they are learning, it will create various problems of understanding and forming suitable meaning to be delivered. Thus, the teachers' main focus should be on how to instruct the students in the target culture while working on developing their speaking and communicative skills.

##### **3.2.1 Teaching Speaking Skill:**

Some various studies and researches focus on introducing culture while teaching speaking, they mentioned several suggestions and considerations about how teachers can manage to engage students in speaking classes and get involved in the activities and topics introduced. And as we previously mentioned students tend to engage themselves in learning when the topic discussed and the tasks introduced are related tightly to their interests, teachers need to design such activities that attract the students' attention. Additionally, the students' psychological state is very important that it influences the students' productivity in the classroom, so teachers need to give serious attention to the

students' affective side including motivation, self-esteem, and anxiety. That these factors play an important role in getting students fully immersed while developing their speaking skills and enriching their cultural knowledge. Thus, the teacher's basic goal should be changing the students' way of thinking and mindsets by focusing on the self-confidence activities, the teacher needs to find a way to make those activities interesting and motivating, he/she needs to figure out what are the students' interests and even their language level, that they are more likely to speak if the topic is related to their interests and matching with their language level. For example engaging students to prepare a presentation about topics related to their interests such as favorite destination for a holiday or the things they master such as cooking, sport, and singing...etc

Besides that the way teachers introduce tasks matters as well to get the students to engage and participate without hesitation. Thornbury (2005) supplied criteria for the speaking task, and they are:

- Productivity: appropriate conditions for an autonomous language use will be created by the maximum production of the spoken language.

- Purposefulness: it is important to ensure that every speaking activity has a clear outcome.

- Interactivity: suitable situations should be created where there is the least of possibilities for interaction to practice tasks like talks and presentations.

- Challenge: the task needs to be stimulating and challenging that the students will try their best and bring on their available communication resources to achieve the outcome.

- Safety: the classroom atmosphere needs to be supportive, dynamic with non-judgmental attitudes which will make the students feel confident to engage in the task.

- Authenticity: the task needs to be related to language use in the real life.

So, typically certain motivational strategies help teachers increase the students' motivation while speaking. Cheng and Dornyei (2007) presented some of the motivational strategies they used, they stated that teacher's behavior needs to be motivating, and he/she needs to work on raising students' self-confidence, the teacher needs to establish a pleasant climate in the classroom and to properly present the

different tasks. These four aspects are introduced as motivational strategies to encourage students to participate and to boost their self-confidence.

In the same respect, Astuti (2013) presented four motivational strategies by Dornyei (2001):

First, basic motivational conditions should be created; generating initial motivation; maintaining and protecting motivation, second encouraging positive retrospective self-evaluation. Thirdly, the teachers' role is very crucial to motivate their students as he/she needs to play the role of a motivating factor. Fourth, the language classroom atmosphere needs to be relaxing and encouraging.

### **3.2.1.1 Suggested Speaking Activities:**

Ghembaza (2019) introduced various practical strategies for oral expression teachers which help them to appropriately choose oral activities and refine them to suits the students' needs. The following are some of the activities he planned which focus mainly on developing the students' speaking skills and most importantly raising their awareness of the target culture.

#### **1. A Proverb, a Moral and a Role-play:**

The objective of this activity is to engage students in learning how to use proverbs in a given situation while having a conversation (Ghembaza 2019). The teacher can group the students into small groups consisting of three to five students. The activity can start with an introduction in which the students are asked about what the term "proverb" means, then asked to provide some examples and explaining the moral they carry. The second part of the activity includes grouping the students and providing them with different proverbs printed on slips of paper, the teacher asks each group to choose a proverb randomly. The students are asked to read the proverb, understand the meaning, and point out the moral. The teacher can help the students if they fail to know the proverb's implied message, yet they are not allowed to share their proverbs with the other students in the other groups. After that, the students are asked to imagine a conversational situation in which the proverb can be presented and performed to other students without clearly stating it. The other students as observers are asked to figure out the proverb which is performed through the situation that their classmates have role-

played. At last, the students can share the proverbs each group has got (Ghembaza 2019).

#### 1. Celebrity Guests Role Plays:

This activity aims to engage students to learn how to interact using the target language, introduce students to some speech strategies such as opening and closing conversation and negotiation...etc in order to develop their pragmatic skills in various contexts (Ghembaza 2019). Introduce the students to speech acts like thanking and inviting...etc while giving them a chance to use the various pragmalinguistic forms related to those acts which help them to understand even better. First, the teacher needs to involve the students in an introductory task in which they need to state some celebrities and famous people they know, and they need to mention a celebrity that they are fans of. Then, the second part of the activity deals with simulating a given conversational situation where celebrity guests are invited. The students need to perform a play in which two celebrity guests are invited by two fans, two students will take the roles of the fans as two other students take the roles of the celebrity guests. The teacher asks the students to role the play as if they are having a spontaneous conversation feeling free to speak and interact while performing the situation. Then, when each play is performed the students who are watching are asked to give their opinions and comments about the performance (Ghembaza 2019).

#### **3.2.2 Teaching culture in EFL classrooms:**

Additionally, some researchers have introduced some considerations in order to develop cultural awareness in EFL classrooms. Brown (1994) stated that cultural differences should be fully understood by both learners and teachers of the second language to realize that other people all over the world are different from us, that differences between groups and cultures truly exist. Therefore, the beliefs of the other culture should be conveyed by language teachers whether they recognize them or not (Rivers,1981).

Besides, culture is seen to be deeply embedded in Language. The cultural elements can be introduced to the classroom through listening to utterances of native speakers, reading any original texts, an examination of pictures of native speakers that are implemented in any sort of activity.

In the EFL classroom, and for the aim of developing the students' cultural awareness, it is essential to teach the language along with the ways and attitudes of the social group which are expressed mainly by that particular social group (Cakir, 2006). Moreover, students who learn to understand the foreign culture of a particular language will be able to use words and expressions more skillfully and authentically, to realize the levels of that language and in which situations can be used appropriately, to interact with persons of the other culture easily and naturally, to recognize and accept their different reactions, and to help speakers of other language feel at ease with their own culture (Cakir, 2006).

On the other hand, the majority of learners who have experienced cross-cultural living for learning purposes may find it positively beneficial, while other students may experience certain inhibiting effects such as psychological blocks when it comes to the second culture, the teacher's role at this point is to use such experiences to help students increasing and developing their culture and self-awareness (Cakir, 2006).

In teaching a foreign language, it is important to be sensitive and careful regarding students who are fragile especially in previously mentioned situations, promoting their cultural understanding can be one of the basic techniques that can be used to overcome such hindrances (Cakir, 2006).

According to Seelye (cf. Rivers, 1982) when teaching culture through language, students need to show what understandings, abilities, and attitudes they have acquired:

- That they comprehend the fact that society offers certain options to fulfill the basic physical and psychological needs which lead people to act the way they do.
- That they realize that people's behavior and their way of speaking are naturally affected by the social variables as age, sex, social class, and place of residence.
- That they can determine the way people conventionally act in different situations in the target culture.
- That the ability to organize target culture materials from libraries, mass media, and even personal observation is among the skills they have developed.
- That they possess certain sympathy and rational curiosity about the target culture and its people.



Equally important, language learners need to be communicatively competent in that particular language in order to master it. Mainly, being capable of using the language grammatical forms correctly was never enough to be successful in speaking, the learner needs to learn when to use those forms and in which circumstances (Cakir, 2006). Communicative competence essentially comprises grammatical competence, discourse competence, and sociolinguistic competence. Thus, it is necessary to improve all these competencies to help students eventually develop their communicative competence. The sociolinguistic component of communication refers to rules of speaking which depend on social, pragmatic, and cultural elements (Cakir, 2006).

Moreover, a very important point that should be focused on before starting learning about culture is that students should have a certain openness to learn about other cultures other than their own. At this level, teachers need to be responsible for breaking down all the cultural barriers that the students can face before introducing learning activities for the sake of reaching cultural goals (Cakir, 2006).

For a better introduction, while teaching culture, the teacher has to emphasize the fact that there are numerous similarities between people all over the world. Then, the teacher continues by discussing the differences between them starting with differences between family members, between families, between schools, and between cultures (Cakir, 2006).

Additionally, while teaching the target language the topics to be introduced should be demonstrated in particular contexts going with the native ones. Hence, while introducing a certain topic in the target language the teacher can clarify even more by presenting the equivalent in the first language culture which will increase and facilitate the learning process (Cakir, 2006).

Tomalin and Stempleski (1993) when reintroduced Seelye's (1988) 'seven goals of cultural instruction', they stated that teaching culture has the following goals that teachers need to accomplish them:

- To help the learners understand that all people are culturally different and their behaviors vary according to the conditions they are in.
- To help learners recognize that the way people speak and act is influenced by certain social variables like age, the social class, the place where they live.

- To develop the students' awareness about how people speak and behave conventionally in a common situation in the target culture, by means the proper thing to say, at the appropriate time and place, and to the right people.
- To raise the learners' awareness about the intentions of the used words and phrases in the target language.
- To develop the learners' ability to assess and analyze generalizations related to the target culture in order to avoid oversimplifications and misinterpretations.
- To develop the learners' skills that are essential to refine and organize the information found about the target culture.
- To attract the students to the target culture by inducing their curiosity and sympathy toward people of that culture.

### **3.2.2.1 Activities to introduce culture in EFL classrooms:**

Concerning the significance of culture in EFL classrooms, teachers need to set different goals and instructional strategies to raise the students' awareness about the target culture and to engage them to practice their understanding of that culture and the cultural differences. Teachers need to introduce topics and cultural situations related to symbolism, values, authority, order, ceremony, love, honor, humor, beauty, and spirit and bringing them into discussions reminding the students to consider life aspects in the target culture as lifestyle, uniqueness, common sense, religion, and family values of the speakers (Brooks, 1975).

Furthermore, teachers have various and numerous ideas about the ways to implement culture into classroom activities. There are some suggested strategies such as exemplifying the introduced topics and activities with the use of movies, lectures from native speakers of the target culture, audio-taped interviews with native speakers, videotaped observations of the target language community, and authentic readings (Turkan & Çelik, 2007). And to create a comfortable atmosphere for students to share their opinions invoking their open-mindedness toward the target culture, the teachers can start an activity by asking the students to choose a foreign country. Then engage the students in discussing the stereotypes about that target culture, then speaking about their lifestyles. And they finish the activity by deducing the cultural differences between that distant country and their own country (Turkan & Çelik, 2007).

Most importantly, one challenge that teachers face usually is choosing interesting topics that attract the students' attention. Teachers then need to select topics related to life aspects of the target culture which are appealing and attractive enough to engage the students in classroom discussions (Turkan & Çelik, 2007). As an example, food is a very interesting aspect of the target culture that students would like to know about. Teachers can organize courses or workshops about food like international food or cuisine day and even introduces recipes bringing the needed ingredients and ask the students to help to prepare various dishes following the directions that the teacher states, the food can belong to any English speaking country like the USA or United Kingdom (Turkan & Çelik, 2007).

The following are some activities that would engage students in learning about the target culture introduced by, and developing their speaking skills:

**Role plays:**

Role-playing is one strategy that engages students in authentic situations simulating real ones while using the cultural knowledge they have developed while learning about the target culture (Frank, 2013). It helps them to practice and develop an understanding of people from that culture, in the process they can make mistakes and experience some breakdowns, yet this will help them improve their knowledge about the cultural differences (Frank, 2013). As an example, teachers can ask students to choose a communicative situation where a problem of misunderstanding or interaction breakdowns occurs between people from high and low-context cultures. High-context cultures' people tend to speak implicitly communicating in indirect ways; they are highly attached to their traditions and cherish the unity of the family. While people from low-context cultures tend to be individualistic, they speak explicitly and directly, they are known to be straightforward and concise while communicating (Jerrold 2013& Rutledge, 2011). After the students are divided into groups, they are asked to prepare a short play to exemplify that particular situation. Then students will create scenarios about the situation and the problem, and present the play in front of their classmates. The teacher here asks the other students to observe, analyze the situation and detect the reasons that cause the communication breakdown, and also bring them to discuss the various cultural aspects presented in the play.

Most importantly, teachers should be careful and prepared while instructing the students to role-plays and while assessing their performance so that students manage to present the situation properly and absorb knowledge about the target culture Frank (2013). In this respect, Frank (2013) stated that the teacher should:

- Give the students some examples of the issues he/she wants them to investigate, for example, habits, values, and traditions. The teachers need to simplify the situations presented to help the students understand them.
- Give all the students the chance to participate in role-playing and as observers giving their feedback.
- Allow the students to hold up for a few minutes to comment or discuss something said or done during the play that the observers see that it is very interesting and worth commenting on.
- Give the students who are observing the chance to share their opinions about the situation performed and to give relevant feedback without criticizing.
- Ask students to take notes while observing the situation played and to deduce some key cultural features to use them later in discussions.

### **Cultural observations:**

In order to introduce the students to the target culture effectively, students need to learn how to compare the cultural practices in the target language with those in their own culture to be able to draw the cultural differences (Frank, 2013). In this respect, teachers need to collect and select books, poetry, newspapers, magazines, radio clips, television shows, movies, video clips which include topics about the target culture. Then ask the students to give descriptions about the cultural elements such as behaviors and habits they found when reading, listening or watching. And ask them to bring out similarities and differences between the target culture and their own culture (Frank, 2013). Moreover, to engage the students effectively in the process of observation, the teacher can arrange the students into small groups and ask them to discuss the cultural elements they observed. Then, the teacher can display different photos or video clips from the native culture and ask each group to choose one of the presented photos and giving comments and explaining what it presents. After, the students can present

contrasting from the target culture compared with those from their native culture; the teacher can ask each group to make a brief presentation introducing the cultural differences to their classmates (Frank, 2013).

### **3.2.3 Teaching context in EFL classrooms:**

Yaldin (1979) stated that "We must teach the learner to be situationally appropriate, grammatically accurate; functionally correct we will teach the rules of use and the rules of grammar" (p. 30). That, the context and the situation are very significant when teaching the correct language use because if the students fail to use the language properly in an appropriate situation it will create misunderstanding problems like an offense (Wayees Jellud, 2008). Thus, the teachers should explain to the learners the factor of context and situation, the setting, participants, relevant objects, the topic, functions, and language activities. Then, they will be able to point out these elements of context whenever they face a communicative situation (Wayees Jellud, 2008). The teacher can introduce some dialogues to be performed, the language needs to be natural and real; he/she can ask the students to make use of the various objects founded in the classroom or even bring some. The teacher needs to ask the students to act the situation using the dialogues given in front of their classmates. Then, when they finish their dialogues, the other students are asked to deduce the meaning of the situation and discuss the previously mentioned elements (Wayees Jellud, 2008).

The presented dialogues need to carry cultural knowledge of the target culture to avoid confusing the students, because they may think that it is the same as in their native culture and misunderstand the whole situation. The teachers can also ask the students to memorize the dialogues; this will enrich their vocabulary and offer them some authentic sentences that they may use in various situations (Wayees Jellud, 2008).

The teacher can use other materials to present cultural context such as Pictures, slides, or films which introduce cultural content in different situations to be observed by the students. The teacher can present the material and explain giving examples about the cultural content of the situation introduces such as holidays, food, festivals...etc (Wayees Jellud, 2008).

### **3.2.4 Teaching Speech acts in EFL classrooms:**

Teaching speech acts in foreign language teaching involves that a language teacher should focus on certain principles, which are presented as follows:

#### **Deciding whether a speech act should be taught:**

According to Fujinomori (2004) speech acts activities now are frequently introduced in ESL texts. Yet, teachers claimed that the students are not attracted to such lessons unless the teachers emphasize on some parts' significance (Fujinomori, 2004). The teacher then needs to make sure that the students are in need to learn about a particular speech act in order to devote time and provide materials for the process (Pribadi, 2013). Thus there are some criteria that teachers should take into consideration:

- 1- Whether the students need to use that particular speech acts or will be exposed to more often.
- 2- Whether the students avoid using it or misuse it.
- 3- Whether this avoidance or misuse leads to confusion or offense.

#### **Determining what learners already know:**

The teacher needs to find out what are the students' opinions and knowledge about the performance of a certain speech act in the target language. To exemplify, Fujimori (2004) has designed an activity to know if his students are aware of the appropriate use of advice strategies. He introduced three strategies with examples:

1. Direct: You should buy a train pass.
2. Softened: Maybe you should buy a train pass.
3. Indirect: I bought a train pass and it really made life easier.

Then, he introduced a scenario of a situation when advice is needed, and asked the students to write a piece of advice; by means what would they say in each situation following one of the previously mentioned strategies. He founded that most of the students wrote inappropriate forms of the act. Then, the results revealed that the students lack understanding of when and what kind of, advice-giving is appropriate in the target language (Pribadi, 2013).

### **Establishing goals in teaching speech act:**

After passing through the previous stages, first, the teacher decides that a particular speech act is to be taught. Secondly, the students' level of knowledge has been demonstrated (Pribadi, 2013). The following stage is to determine what is to be known and done by the students, taking into account the time devoted and the level of understanding to be developed. Fujimori (2004) suggested three different levels of goals:

1. Conscious Raising.
2. Knowledge Building.
3. Productive Development.

Firstly, the conscious raising when the teacher needs to raise the students' awareness about the confusion and rudeness that may occur when they are speaking explaining that things are expressed differently in the target language (Pribadi, 2013). Secondly, knowledge building is about introducing the students to the different options they need to know while performing an act, as the example of advice-giving and its three strategies: direct, indirect, and softened (Pribadi, 2013). The third goal is productive development. At this level, the teacher is asked to engage the students in practice, giving them a chance to exercise the various forms and strategies of that particular speech act in a given situation (Pribadi, 2013).

#### **3.2.4.1 Various Activities in Teaching Speech Act:**

According to Baleghizadeh (2007), there are various strategies to teach speech acts which help to integrate cultural knowledge in EFL classrooms activities:

**The model dialog:** Olshtain and Cohen (1991) were the first to recommend this strategy. The teacher is asked to bring some dialogues and ask the students to listen attentively. Then, the students are asked to figure out which speech act was presented in the dialogue (Ridha, 2016). The following activity can be providing them with more dialogues without any information about the situation, and ask the students to point out the various elements like age, social status, and the relationship between the speakers (Ridha, 2016).

#### **1 Role-play:**

The model dialogue can be followed by a very effectual activity which is role-playing. The teacher can group the students in pairs or small groups and ask them to perform the dialogues they were introduced before (Ridha, 2016). And in order to engage the students in the practice, the teacher needs to provide them with information about the situation like age, sex, and social status of the participants (Ridha, 2016).

## **2 Discourse completion task (DCT):**

It is an activity where students are asked to fill in the gaps in a written text concerning a certain situation after reading it (Ridha, 2016). In this practice, the students will be able to develop their understanding of the pragmatics of the target language and the discourse analyses especially when it is related to speech acts in particular situations. Ridha (2016) provided an Example for this activity:

*Please write in the provided space whatever you would say in the following conversational situations.*

*You forget a meeting with a friend; this is the second time that the same thing has happened with the same person. At the end of the day, your friend phones you and says:*

*"I waited for you for more than twenty minutes! What happened?"*

*You:* \_\_\_\_\_

### **3.3 1.3 General suggestions:**

Along with the considerations introduced previously about the implementation of cultural knowledge in oral sessions to develop the students' cultural awareness, the following are some suggestions concerning the use of cultural features in delivering cultural knowledge while teaching speaking, and raising the students' awareness toward the target culture to help them achieve a speaking fluency, thus to develop EFL students' cultural awareness about the target culture while teaching speaking, oral expression teachers need to :

- Consider the importance of implementing culture while teaching speaking. In other words, they need to emphasize on delivering cultural knowledge about the target culture by choosing topics and activities that are culturally related to the target language.



- Recognize the students' speaking difficulties. Teachers need to identify the students' speaking problems either related to language use, or the consideration of context and speech acts while speaking.
- Instruct EFL students in English language pragmatics that it includes learning about context and speech acts and other pragmatic norms of the language that are important to be realized while speaking. Teachers need to provide students with pragmatic knowledge explaining the relationship between developing cultural awareness and having a pragmatic competence, that both of them help to improve the students speaking skills.
- Implement topics, activities, and use authentic materials to raise the students' background knowledge about the target culture. Teachers need to choose suitable topics for classroom discussions which are carrying knowledge about the target culture, as to the use of activities and authentic material to engage the students in a continuous practice of the language which helps to enhance their speaking skills.

### **3.4 Conclusion:**

The study findings unveil the fact that culture has a major role in developing the students' speaking skills; likewise, it has proved that being conscious of the essential use of the cultural features is very helpful for EFL students to be able to use the language properly in different contexts and to communicate effectively. This chapter aims to present some recommendations about teaching speaking to EFL learners and how teachers need to enhance the students' motivation to engage in learning how to develop speaking skills. Then, it highlights the employment of various strategies to teach context and speech acts as cultural features of the target language that teachers need to raise the students' awareness about the relationship between the proper use of these features and the improvement of their speaking and communicative skills. Moreover, this chapter suggested some activities that teachers need to emphasize developing awareness about the target culture; as cultural observations that focus on delivering cultural knowledge and performing activities like role-plays and dialogues which will familiarize them with the use of language in various situations.

## **General conclusion:**

In this study, we aim to investigate the importance of integrating culture while teaching speaking. Our research is conducted to find out the teachers' and EFL students' viewpoints about the necessity of teaching/learning the language in parallel with its culture especially when it comes to speaking skill which depends on delivering meaning through spoken utterances. Besides, that meaning can not be conveyed or understood only if cultural understanding is established because it carries knowledge about the other.

The study focus on answering the research questions raised and the examination of the hypotheses introduces. The first question is about the students' perspectives about the importance of culture and mainly the cultural features (context and speech acts) of the target culture in improving their speaking skill, and it has been hypothesized that the majority of English language students may not be aware of the cultural features of the target language, as a result, they are unable to perceive the importance of culture and its features in improving their speaking skill, the findings show that third-year students are fully conscious of the importance of learning about the target culture and the cultural features in order to enhance their speaking skills. The second question investigates the main complexities that students face while speaking in relation to cultural awareness and cultural features, the hypothesis is that Students tend to speak the target language using their background knowledge of the mother tongue, because they are unaware that language features differ from a language to another, as to cultural features (context, speech acts realization). Thus, they encounter problems of intonation, misunderstanding, and misinterpretation, and they fail to deliver the content properly and effectively. In accordance with the findings, the results indicate that the lack of cultural knowledge about the target culture hinders the students while speaking the language that they are unable to understand the shared meaning or fail to deliver it in proper ways. The third question is about the attitudes of teachers towards implementing courses to raise the students' awareness about the cultural features of the target language culture, and the hypothesis is that teachers are aware of the importance of integrating culture while teaching speaking. Yet, they rarely introduce topics and activities about the target culture and its cultural features. And the findings reveal that teachers stressed on the importance of introducing cultural knowledge in oral classes and that students need to be instructed in the target culture' features with the use of culturally related

topics and activities to engage the students to learn about the target culture and to develop their speaking skills.

Based on the findings, it has been revealed that cultural knowledge is an essential aspect in teaching speaking and that having cultural awareness and being equipped with cultural features help the students foster their understanding toward the target culture and improve their speaking skills that the previously presented results indicate that students face speaking problems because of the lack of cultural awareness, and learning about cultural features help them to communicate easily and effectively. Hence, in oral sessions, students need to be introduced most often to cultural knowledge and cultural features of the target language.

Finally, the present research has proved what has been stated in the theoretical chapter that teaching a foreign language is generally about introducing the target culture, and the importance of context and speech acts in developing a correct use of the target language. This study adds to the previous studies in the field that introducing culture and cultural features while teaching speaking helps to engage the students in learning the target language and develop the speaking skills with enthusiasm. This research sheds light on the significance of culture and cultural features in EFL oral classes, it suggests some strategies that oral expression teachers can follow while teaching speaking, and various activities to engage them in learning about cultural features and developing their speaking skills at the same time. In the light of this study, future researchers can consider investigating the EFL learners' use of cultural features while producing the language, either while writing or speaking, or the effectiveness of extensive listening in developing the students' speaking skills.

## References:

- ADAMOWSKI, E. (1990). *What Does Teaching Culture Mean*. Ontario: TESL 90, Proceedings of the 1990 TESL.
- Agar, M. (1994). *Language Shock: Understanding the Culture of Conversation*. New York: William Morrow.
- Ahn, S. J. (2007). *Korean ESL learners' pragmatic competence: Motivation, amount of contact, and length of residence*. Doctoral dissertation. Texas: A&M University.
- AL-hamash, K. I., Hamdi, Y. (1980). *Principles and Techniques of Teaching English as a Second Language*. Baghdad: IDELTI.
- ALPTEKIN, C. (2002). Toward intercultural communicative competence in ELT. *ELT Journal*, 56(1), 57-64.
- AUSTIN, J. (1962). *How to do things with words*. England: Harvard University Press.
- Aydemir, E. & Mede, E. (2014). Integrating Target Culture in EFL Classrooms. *Turkish Online Journal of Qualitative Inquir*, 5(1), 13-38.
- Bach, K., Harnish, R.M., (1979). *Linguistic Communication and Speech Acts*. Cambridge, MA: MIT Press.
- Bahadorfar, M., & Reza, O. (2014). Technology in Teaching Speaking Skill. *Acme International Journal of Multidisciplinary Research*.
- Baleghizadeh, S. (2007). Speech act in English language teaching., *Iranian Journal of Language Studies (IJLS)*, 1(2), 143-154. Retrieved from <http://www.ijls.net/volumes/volume1issue2/baleghizadeh1>
- BATEMAN, B. E. (2002). Promoting openness toward culture learning: ethnographic interviews for students of Spanish. *Modern Language Journal*, 86(3), 318-331.
- Bayat, N. (2013). A study on the use of speech acts. *Procedia-Social and Behavioral Sciences*, 70, 213-221. Retrieved from <http://dx.doi.org/10.1016/j.sbspro.2013.01.057>
- Bella, S. (2011). Mitigation and politeness in Greek invitation refusals: Effects of length of residence in the target community and intensity of interaction on non-native speakers'

performance. *Journal of pragmatics*, 43(6), 1718-1740. Retrieved from <http://dx.doi.org/10.1016/j.pragma.2010.11.005>

Börsch, S. (Ed.) (1987). *Die Rolle der Psychologie in der Sprachlehrforschung*. Tübingen: Gunter Narr Verlag.

BROADY, E. (2004). Sameness and difference: the challenge of culture in language teaching. *Language learning Journal* 29(1), 68-72.

Brooks, N. (1975). The analysis of language and familiar cultures. In R. Lafayette (Ed.), *The cultural revolution in foreign language teaching* (pp. 19-31). Reports of the Northeast Conference on the Teaching of Foreign Languages. Lincolnwood, IL: National Textbook.

BROWN, H.D. (1994). *Principles of Language Learning and Teaching*. USA: Prentice Hall Regents.

BYRAM, M. & ESARTE-SARRIES, V. (1991). *Investigating Cultural Studies in Foreign Language Teaching*. Clevedon: Multilingual Matters LTD.

BYRAM, M. (1989a) *Cultural Studies in Foreign Language Education*. Clevedon, Philadelphia, Multilingual Matters.

BYRAM, M. (1991). Teaching Culture and Language: Towards an Integrated Model. In BUTTJES, D. & BYRAM, M. (Eds.) *Mediating Languages and Cultures: Towards in Intercultural Theory of Foreign Language Education*. Clevedon: Multilingual Matters Ltd.

BYRAM, M. (1997). 'Cultural awareness' as Vocabulary Learning. *Language Learning Journal*, 16, 51-57.

Byram, M. and Phipps, A. (Eds). (2007). *Language and Culture Pedagogy from a National to a Transnational Paradigm*. UK, USA, Canada: Multilingual Matters Ltd.

CAKIR, I. (2006, July). Developing Cultural Awareness in Foreign Language Teaching. *Turkish Online Journal of Distance Education*.7(3), 1302-6488.

Canale, M. & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1, 1-47.

- CHASTAIN, K. (1988). *Developing Second-Language Skills*. USA: HBJ publishers.
- Chen, H.J. (1996). *Cross-cultural comparison of English and Chinese metapragmatics in refusal*. Indiana University: ERIC Document Reproduction Service No. ED 408 860.
- Cheng, H.F & Dornyei Z. (2007). “*The use of Motivational Strategies in Language Instruction: the case of EFL teaching in Taiwan. Innovation in Language Learning and Teaching*”.
- DLASKA, A. (2000). Integrating Culture and Language Learning in Institution-Wide Language Programs. *Language , culture and curriculum*, 13, 247-263.
- Dornyei, Zoltan. (2001). *Motivational Strategies in the Language Classroom*. Cambridge: Cambridge University Press.
- Doyé, P. (1996). Foreign language teaching and education for intercultural and international understanding. *Evaluation and Research in Education*, 10, (2) and (3), pp. 104–12. Special issue of *Education for European Citizenship*. Guest editor: Michael Byram.
- ESLAMI-RASEKH, Z. (2005). Raising the pragmatic awareness of language learners. *ELT*, 59(3), 199-208.
- FANTINI, A. E. (1995) Language Culture and World Views: Exploring the nexus. *International Journal of Intercultural Relations*, 19(2), 143-153.
- Firth, J. R. *Papers in Linguistics* . London : OUP, 1957-51.
- FLEWELLING, J. L. (1994). The Teaching of Culture: Guidelines from the National Core French Study of Canada. *Foreign Language Annals*, 27(2), 133-142.
- Frank, J. (2013). Raising Cultural Awareness in the English Language Classroom. *English Teaching Forum*, 4, 2-35.
- Fujimori, J. (2004). *Practical Criteria for Teaching Speech Acts*. Tokyo: JALT Publications.
- Ghembaza, A.H. (2019). *A Teacher’s Guide to Oral Communication Lesson Planning and Classroom Instructions*. Sidi Bel Abbes, Algeria: Edition Rached.
- Gumperz, J. J. (1992). Contextualization and understanding. In G, Charles & D, Alessandro (Eds). *Rethinking Context. Language as an Interactive Phenomenon*. (pp. 229–252). Cambridge: Cambridge University Press,

- Gumperz, J. J.(1988). *Discourse Strategies*. New York: CUP.
- Halenko, N., & Jones, C. (2011). Teaching pragmatic awareness of spoken requests to Chinese EAP learners in the UK: Is explicit instruction effective? *System*, 39, 240-250. Retrieved from <http://dx.doi.org/10.1016/j.system.2011.05.003>
- Hall, E. (1989). Unstated features of the cultural context of learning. *The Educational Forum*, 54, 21-34.
- Hall, E. T. (1976). *Beyond culture*. New York: Doubleday.
- Han, T. & Burgucu-Tazegül, A. (2016). Realization of Speech Acts of Refusals and Pragmatic Competence by Turkish EFL Learners. *The Reading Matrix: An International Online Journal*, 16(1), 161-178.
- HARDLY, A. O. (2001) *Teaching language in context*. Boston: Mass Heinle & Heinle.
- Harmer, J. (2001). *The Pracice of English Language Teaching( 3<sup>rd</sup> ed)*. Pearson Education. London and New York: Long Man.
- Heath, S. B. (1986). *Beyond language: Social and cultural factors in schooling language minority students*. CA: California State Department of Education.
- Huang,Y. (2007). *Pragmatics*. Oxford: Oxford University Press.
- Hymes, D. (1972). On Communicative Competence. In Pride, J. B. & Holmes, J. (Eds.) *Sociolinguistics*. Harmondsworth, UK: Penguin Books.
- Ilma, R. (2016). *Speech Acts in English Language Teaching*. Palembang: PGRI University Palembang.
- Jakobson, R. (1960). Closing statement: Linguistics and poetics. In S, Thomas (ed.) *Style in Language*. (pp. 428–435).Cambridge Mass: The Bellknap Press of Harvard University Press.
- Jerrold, F. (2013). Raising Cultural Awareness in the English Language. *English Teaching Forum*, 51(4), 2-11.

- Kelly, L. G. (1969). *25 Centuries of Language Teaching: 500 BC–1969*. Rowley Mass: Newbury House.
- Klopf, D. W., & Park, M. (1982). *Cross cultural communication: An introduction to the fundamentals*. Seoul: Hanshin Publishing Co.
- KRAMSCH, C. (1993). *Context and culture in language teaching*. Oxford: Oxford University Press.
- KRAMSCH, C. (2003). Teaching language along the cultural fault line. In D. L, LANGE, & R. M, PAIGE (Eds.) *Culture as the core: perspectives son culture in second language learning*. Greenwich: Connecticut Information age publishing.
- LADO, R. (1963). *Linguistics Across Cultures*. USA: The University of Michigan Press.
- Le Page, R. & Tabouret-Keller, A. (1985). *Acts of Identity: Creole-based Approaches to Language and Ethnicity*. Cambridge: Cambridge University Press.
- LIU, D. (1998). Ethnocentrism in TESOL: Teacher education and the neglected needs of international TESOL students. *ELT*, 52 (1) 3-10.
- LOVEDAY, L. (1982). *The sociolinguistics of learning and using a non-native language*. Oxford: Pergamon Press.
- NAULT, D. (2006). Going Global: Rethinking Culture Teaching in ELT Contexts *Language. Culture and Curriculum*, 19 (3), 314-328.
- NEUNER, G. (1997). The role of Sociocultural Competence in Foreign Language Teaching and Learning. *Language Teaching*, 29, 234-239.
- Nunan, D. (2003). *Practical English Language Teaching*. New York: McGraw Hill
- Pandhiani, S. M. & Umrani, S. (2016). Investigating the Relevance of Language and Culture: Language Teaching in Cultural Context. *International journal of English education*, 5(3), 109-117.
- Pennycook, A. (1994). *The Cultural Politics of English as an International Language*. London and New York: Longman.
- Prakasam, V. & Abbi, A. (1993). *Semantic Theories and Language Teaching*. New Delhi: Allied Publishers.



- Pribadi, H. (2013). *Speech Act In English Language Teaching*. Indonesia: University Of Indonesia.
- Rampton, B. (1995). *Crossing: Language and Ethnicity Among Adolescents*. London and New York: Longman.
- Risager, K. (1996). Eleven som etnograf. *Sprogforum* 4, pp. 49–54.
- RISAGER, K. (2007). *Language and Culture Pedagogy: From a National to a Transnational Paradigm*. Clevedon: Multilingual Matters.
- Risager, Karen (1998) Language teaching and the process of European integration. In Byram, M. & Fleming, M (Eds). *Language Learning in Intercultural Perspective. Approaches through Drama and Ethnography*. (pp. 242–254). Cambridge: Cambridge University Press.
- RIVERS, W. M. (1981). *Teaching-Foreign Language Skills*. Chicago: The University of Chicago Press.
- ROBINSON, G. L. N. (1988). *Crosscultural Understanding* Hertfordshire. UK: Prentice Hall International Ltd.
- Rutledge, B. (2011). Cultural Differences High Context versus Low Context. Retrieved from: [www.thearticulatecea.typepad.com/.../cultural-differences-h...](http://www.thearticulatecea.typepad.com/.../cultural-differences-h...)
- Samovar, L. A., & Porter, R. E. (Eds.). (1997). *Intercultural communication: A reader* (8th ed.). Belmont, CA: Wadsworth Publishing Company.
- Saville - Troike, M. (1982). *The Ethnography of Communication*. Oxford: Basil Blackwell.
- Saville-Troike, M. (1989). *The Ethnography of Communication: An Introduction* (2nd ed). Oxford: Blackwell.
- Sbisa, M. (2002). Speech acts in context. *Language & Communication*, 22 , 421–436. Retrieved from [www.elsevier.com/locate/langcom](http://www.elsevier.com/locate/langcom)
- Scollon, R., & Scollon, S. (1995). *Intercultural communication*. Cambridge, MA: Blackwell.
- Searle, J.R. (1969). *Speech Acts*. Cambridge: Cambridge University Press.

- Searle, J.R. (1979). *Expression and Meaning*. Cambridge: Cambridge University Press.
- SEELYE, H.H. (1968). Analysis and Teaching of the Cross-Cultural Context. In E.M, Birkmair (ed). *The Britanica Review of Foreign Language Education*. (pp37 -81). Chicago: Vol.1.
- Siebold, K. & Busch, H. (2015). Need for clarity–Facework in Spanish and German refusals. *Journal of Pragmatics*, 75, 53-68. Retrieved from <http://dx.doi.org/10.1016/j.pragma.2014.10.006>
- STERN, H. H. (1992). *Issues and Options in Language Teaching*. Oxford: Oxford University Press.
- TANAKA, K. (1997). Developing Pragmatic Competence: A Learners-as-Researchers Approach *TESOL. Journal* Spring, 14-18.
- Thornburry. S. (2005). *“How to Teach Speaking”* Pearson Education. London and New York: Long Man.
- Tomalin, B. & Stempleski, S. (1993). *Cultural Awareness*. Oxford: Oxford University Press.
- TOMLINSON, B. & MUASUHARA, H. (2004). Developing Cultural Awareness. *Modern English Teachers*, 13(1), 5-11.
- TSENG, Y.-H. (2002). A Lesson in Culture. *ELT*, 56, 11-21.
- TURKAN, S. & ÇELİK, S. (2007). Integrating Culture into EFL Texts and Classrooms: Suggested Lesson Plans. *Novitas-ROYAL*, 1(1), 18-33.
- Ur, P. (2012). *A Course in Language Teaching. Practice and Theory*. Cambridge: Cambridge University Press.
- Wayees Jellud, I. (2008). The Importance of Contextual Situation in Language Teaching. *ADAB AL-RAFIDAYN*, 51, 161-186.
- White, V. R. (1988). *The ELT Curriculum: Design . Innovation and Management*. GB : Page Bros Ltd.,.
- Widdowson, H. G. (1988). *Teaching Language as Communication*. London: OUP.

- WILLEMS, G. M. (1996). Foreign language study for intercultural communication. *Multicultural Teaching*, 14(3), 36-40.
- Yalden, J. (1979). The Functional Approach to Curriculum Design. *Speaq Journal*, 3(3-4) , 26.
- Yi Qu. (2010). Culture Understanding in Foreign Language Teaching. *English Language Teaching*, 3(4), 58-61.

## Appendices

### Appendix 1. 1Students' Questionnaire

#### Student's questionnaire

Dear student, we are undertaking a research about the importance of culture in teaching speaking, we will be very grateful for your collaboration and honesty while filling this form of questionnaire. The data gathered from this questionnaire will be treated confidentially, please make sure you complete this questionnaire and return it as soon as possible.

Sequence 1: student's attitudes toward cultural awareness

1. Do you think that it is important to be aware of the target culture in order to communicate effectively?

Yes

No

Why:

-----  
-----

2. In your opinion why we should have cultural competence:

- To develop a Multicultural background
- To have a Cultural knowledge
- To Teach English
- To have Cultural skills

Other reasons:

-----  
-----

3. What are the reasons you see important to learn about cultural awareness?

- Understand different cultures
- Understand different languages
- Improving cultural skills
- Additional knowledge

Others, state them:

-----

-----

4. Which Classroom activities help most the students to understand cultural differences:

- Classroom discussions
- Presentations
- Watching movies or videos
- Performing or role plays
- Implementation of songs and music

If more can be suggested, state them:

-----

-----

Sequence 2: Teachers' contribution in developing cultural awareness in oral classes.

1. As an English student, do you find that the topics discussed in the oral sessions focus on developing a cultural knowledge?

Yes

No

How:

-----

-----

2. How often does the oral expression teacher introduce examples about cultural situations where cultural knowledge is needed?

- Always
- Sometimes
- Never

If there are examples, state some:

-----

-----

-----

3. Does the teacher introduce interesting activities that help to enrich your cultural background?

- Yes
- No

What kind of activities does the teacher introduce?

- Role plays
- Dialogues
- Performing a speech
- Watching videos
- Games

Others:

-----

-----

Sequence 3: the cultural features affecting speaking

1. Do you feel that the lack of cultural awareness may lead to problems in speaking?

Yes

No

Why: \_\_\_\_\_

-----

2. What kind of problems you are facing while speaking :( state some of them)

-----

-----

3. In your opinion, to what extent “context” and “speech acts” can be important in communication?

-----

-----

-----

4. How much do you think it is helpful to learn about these two cultural features?

How much do

Very helpful

Somehow helpful

Not helpful at all

Explain why?

-----

-----

## Appendix 1. 2 Teacher's Questionnaire

### Teachers' questionnaire

Dear teacher, we are undertaking a research about the importance of culture in teaching speaking, we will be very grateful for your collaboration and honesty while filling this form of questionnaire. The data gathered from this questionnaire will be treated confidentially, please make sure you complete this questionnaire and return it as soon as possible.

1. As an oral expression teacher, do you agree that culture is important for teaching speaking? Why?

-----  
-----

2. Is it necessary for a third year student to have a cultural awareness specially when giving much attention to his/her speaking skill?

-----  
-----

3. To which extent does cultural awareness help in building a full understanding of the meaning conveyed?

-----  
-----

4. Do you notice that students are making efforts to reach a speaking fluency?

YES



NO

5.How?

-----  
-----

6.the teacher may find that some problems faced by the students while speaking as a challenge, what are these problems?

-----  
-----  
-----

7.And how you deal with them?

-----  
-----  
-----

8.Is developing a cultural background one of the efforts they made?

YES

NO

Other : -----  
-----

9.Context and speech acts realization are cultural features, how do you think they might be used to improve the student's speaking skill?

-----  
-----

-----

10. Does the syllabus contain courses that emphasize on the cultural features in relation to the speaking skill?

YES

NO

Other :

-----

-----

11. How can you implement courses which focus on delivering a cultural knowledge?

-----

-----

12. Which materials can be used in this matter?

-----

-----

13. Are the students truly engaged while having discussions about the target culture?

Always

Sometimes

Never

Other:

-----

-----

14. Do they use any of the cultural features while speaking, or having an assignment?

YES

NO

15. Any further suggestions for the implementation of the cultural knowledge in the third year courses?

-----  
-----  
-----