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OPTION: LINGUISTICS

Investigating Teachers' and Students' Attitudes towards the Impact of Cultural Awareness on Students Speaking Skills

Case of: EFL Teachers and Second Year Students at the University of 8 Mai 1945, Guelma

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A Dissertation Submitted to the Department of Letters and English Language in Partial

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DEDICATION

I dedicate this humble work

to my parents who were very enthusiastic, proud and supporting through

my study,

To my sisters Chaima and Douaa,

To my beloved husband,

To my extended family and friends who have been so supportive and

encouraged the fulfillment of this work.

To all those who believed in me and prayed for my success.

To all those who love me.

Esma.

DEDICATION

I dedicate this modest work to the memory of my grandfather.

To my sympathetic father "Ahmed" and the candle of my life, my adorable mother "Akila", thank you for your prayers, your help and Support.

To my lovely sisters: Fahima,Asma, and Meriem.

To all my brothers: Abdallah, Nour, Ismail, Fares, Yasser and Islam.

To my dearest niece and nephews.

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ABSTRACT

The major goal of English language teaching and learning is to provide learners with the ability to use English effectively during communication and to enhance their speaking skills. But, many students of English as a foreign language cannot use the target language appropriately due to cultural unawareness. Correspondingly, this study aims at investigating the attitudes of both teachers and students towards the effect of cultural awareness on students' speaking skills. Thus, it is hypothesized that raising second year students' cultural awareness would improve their speaking skills. In order to test this hypothesis, a descriptive quantitative method is used in which two questionnaires were addressed and distributed to fifty three second year students, and to twelve teachers at the department of English, University of 8 Mai 1945- Guelma. The analysis of results revealed that both students and teachers are aware of the importance of developing students' cultural awareness and its effectiveness in enhancing students' speaking skills. Furthermore, most questionnaires' participants insist on the need of integrating culture in foreign language classes. This assumes that most of second year students and their teachers believe that attracting students attention towards the target culture acts as an effective tool in improving speaking skills. Thus, our research hypothesis is confirmed. On the basis of these results, it is recommended that teachers have to raise students' awareness towards the importance of appropriately speaking English, and help them to develop this skill through the use of cultural awareness activities and strategies.

Key Words: Cultural Awareness, Speaking Skills, EFL, Target Culture.

LIST OF ABBREVIATIONS

EFL: English as a Foreign Language

FL: Foreign Language

CA: Cultural Awareness

L2: Second Language

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GENERAL INTRODUCTION

Most Foreign Language learners may find difficulties when interacting with other users of the English language, whether natives or non natives. The difficulty lies on the fact that both the speaker and the listener are from distinct cultures. Accordingly, students would have obstacles during communication and different misconceptions due to the ignorance of the socio-cultural rules of the language. Particularly, the EFL students may find difficulties to express their intended meanings and fail to understand the others. Thus, One must have some knowledge of when and how to use the language. Further, they should have some insights about the way of living and thinking of speakers of that language, i.e. their culture. This latter would enable them to develop their speaking skills and engage with high self esteem in various conversations.

In order to develop a foreign language speaking skills students need not only to master the linguistic aspects like grammar and vocabulary, but they need to be proficient in the socio-cultural elements like beliefs, values, customs and idioms. However, we can notice that most EFL students lack the knowledge of socio-cultural dimension. Consequently, the majority of them would have speaking difficulties and lower oral proficiency.

Thus, this research attempts to develop the learners' speaking skills through cultural awareness. Moreover, it aims to motivate them to know more about the target culture and explore cultural differences.

1. Statement of the Problem

Cultural awareness has become important element in learning and teaching a foreign language, particularly, at the department of English (University of Guelma). Thus, cultural differences are considered as the most noticeable factors behind students misunderstanding of the Target culture. It has been recognized that students do not only need knowledge and rules of grammar and vocabulary in the learning process but also the ability to use language in its appropriate social and cultural context.

It is of a crucial importance for students to be aware of cultural differences and the different meaning of the same concepts and objects. Communication could not be achieved unless the student has enough knowledge about the target culture. They should also be familiar with the similarities and differences between the two cultures.

2. Research Questions

This study attempts to answer the following questions:

1- Does cultural awareness have crucial impact in enhancing EFL students speaking skills?

2- Are teachers and students satisfied about including culture in learning a foreign language?

3- What is the relationship between language and culture?

4- Why is it important for students to be aware of the target culture?

3. Aims of the Study

Being aware of the cultural differences is a must for students to learn a foreign language. It facilitates the learning process and encourages them to overtake the difficulties they face while speaking. For that reason, the main aims of this study are:

1. Raising teachers' and students' awareness about the importance of culture in learning a foreign language.

2. Determining the relationship between raising students' cultural awareness and their level of speaking skills.

3. Examining the impact of integrating culture in the Learning process.

4. Testing the contribution of cultural awareness in developing students' speaking skills.

4. Research Hypothesis

Being aware of the target culture is important in learning a foreign language. It facilitates students' speaking skills and promotes intercultural communication within classrooms. So, we hypothesize that:

H₁: if students are aware of the English culture, their speaking skills will be enhanced.

The null hypothesis implies that no relationship exists between Cultural awareness and EFL speaking skill. Hence,

H₂: if students are aware of the English culture, their speaking skills will not be enhanced.

5. Research Methodology and Design

5.1 Research Method

In our research, which investigates the impact of English cultural awareness on students speaking skills, we opted for a quantitative descriptive method. The nature of the present research work indicates that it is a descriptive research since it describes students' as well as teachers' attitudes towards raising students cultural awareness and its effect on students speaking skills. Cultural awareness has been analyzed from a quantitative perspective because the aim of this study is to examine the effect of cultural awareness on developing EFL students' speaking skills. This investigation aims at emphasizing the hypothesis through conducting two questionnaires to both teachers and students. While one will be given to second year LMD students of English at Guelma University, the other will be addressed to their teachers. This would allow for the confirmation or the rejection of the research hypothesis.

5.2 Population of the Study

Our sample will be selected randomly. It is composed of students and teachers at the department of English, Guelma University of 08 Mai 1945. Participants of the sample are second year students and their teachers. The reason behind choosing them as the population of the study is that they have enough knowledge and background of the target culture. Eventually, they are somehow aware of the differences and similarities of the two cultures. Consequently, students' communicative competence and speaking skills are evolving through time. Hence, they will help in collecting more reliable data.

5.3 Data Gathering Tools

The current study is conducted to confirm the research hypothesis. The students' questionnaire and teachers' questionnaire would provide us with enough information

about the importance of cultural awareness as well as its impact on students' speaking skills. A total number of 53 second year students and 12 teachers at the Department of Letters and English Language, Guelma University, participated in answering the questionnaires as the only tool to carry out this study. Therefore, they are the appropriate tool to gather data about students' awareness of the English culture and also will allow us to know whether the research much up with its goals.

6. Structure of the Dissertation

The dissertation consists of three basic chapters. The first two chapters deal with the two variables, and the third chapter is devoted to the analysis of the responses and discussions of the results obtained. Chapter one is entirely devoted to Developing Cultural Awareness. It covers the significance of teaching culture within foreign language classes. Also, it tackles the concept of culture and cultural awareness, its importance for EFL learners, and how they can develop it. The second chapter is devoted to Speaking Skills. It deals with its definition, functions, and types. The third chapter explores the case study, and it covers all the aspects related to the population under study. It presents the gathered data from students and teachers through data gathering tools. Also, it analyzes the participants' answers in order to obtain the needed results that help in answering the research questions. The final findings help to confirm or reject the hypothesis, and to suggest some implications and recommendations for teachers and students about how to develop CA when teaching culture and when Speaking . Finally, the research proposes suggestions for further researches.

Chapter One

An Overview of Cultural Awareness

Content

Introduction

Culture is a system of rules, laws, norms and behaviors .It is a distinctive feature of human beings and it plays an important role in their lives. So, the aim of this chapter is to provide an overview of the concept of culture, the relationship between language and culture, views about culture and some cultural components. It, also, provides an overall idea about integrating culture into foreign language classes. It sheds light on the relation between students' cultural awareness and their speaking skills,

1.1 Culture

1.1.1 Definition of Culture

Since culture is the essence of society, much has been written on such issue. According to Brooks (2004, p. 16), culture is a complex concept that cannot go hand in hand with music, food, clothes, holidays, and dances but they are parts of it. Learning about the "surface-level things" such as "French cuisine" is really good thing. However, the most important part of culture is its deep level. So, to understand the concept of culture one should know about its definitions.

Generally speaking culture is usually divided into two main categories:

Culture with capital 'C'; which involves literature and arts. And culture with small 'c' it includes mainly attitudes, values, traditions, beliefs, and everyday lifestyles (Ritchards & Schmidt, 2002, p. 138).

Tylor defines culture as "that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of a society" (1873, p. 1). According to Tylor's definition, culture is what a member of a certain society learns from his or her group and becomes aware in terms of

habits, qualities or abilities; in other words, culture is the socially patterned behavior which individuals are not born with but learn in their own community. This view about the term culture was debated for years in an attempt to state clearly what is meant by 'complex whole' included in Tylor's definition. Shaules (2007, p. 26) for example, stated that 'complex whole' refers to "the shared knowledge, values and physical products of a group of people".

However, Goodenough (1957) sees culture as the socially acquired knowledge and beliefs that are not only to be learned but to be respected in order to behave appropriately (as cited in Hudson, 1996, p. 71).

Hofstede (1994, p. 5) views culture as "the collective programming of the mind which distinguishes the members of one group or category of people from another". From this definition Hofstede is stating that culture divided people into distinct categories based on different qualities and characteristics.

Tylor (1958, p. 13) says that culture equals civilization. That is to say, culture is synonymous with civilization.

Roberts, Byram, Barro, Jordan and Street (2001, p. 50-54) highlight three major views of culture. The first one is the cognitive view of culture. It sees culture as knowledge rather than actual behavior. In this respect, Goodenough (as cited in Roberts et al, 2001, p. 50) states that:

A society's culture consists of whatever it is one has to know or believe in order to operate in a manner acceptable to it members... Culture is a not a material phenomenon; it does not consist of things, peoples, behaviors, or emotions. It is rather an organization of these things. It is the form of things that people have in their mind, their models for perceiving, reacting and otherwise interpreting them.

Therefore, Goodenough sees culture as the knowledge which enables people to interact in an acceptable manner. It is also the way people organize, perceive and interpret things in their mind.

The second view is the symbolic view of culture. It sees culture as a complex whole of "public meanings". Culture is not restricted to exist only in people's heads but it shared and acted out publicly among those who share the same culture.

Finally, the critical view of culture goes beyond describing and interpreting cultural phenomena, and to pose critical questions about how such things come to be (Roberts et al, p. 52-53).

Hollins points out that:

Culture is derived from understandings acquired by people through experience and observation about how to live together as a community, how to interact with the physical environment, and knowledge or beliefs about their relationships or positions within the universe (2008, p. 18).

It is apparent from this definition that culture is about who we are and how we live in communities.

Samovar and Porter gave a general definition of culture:

Culture refers to the cumulative deposit of knowledge, experience, beliefs, values, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of the universe, and material objects and possessions acquired by a group of people in the course of generations through individual or group striving (as cited in Adian & Arivia, 2009, p. 121).

For Kramsch culture is "a common system of standards for perceiving, believing, evaluating and acting" (Kramsch, 1998, p. 10). These standards are shared by members of a given society which guide them to think, believe, and behave in an appropriate way.

Matsumoto views that culture is "the set of attitudes, values, beliefs, and behaviors shared by a group of people, but different for each individual, communicated from one generation to the next" (1996, p. 16). He believes that culture is the common beliefs of one group of people which is passed from one generation to another. For Larson and Smalley (1972, p. 39), culture is a:

> Blueprint that guides the behavior of people in a community and is incubated in family life. It governs our behavior in groups, makes us sensitive to matters of status, and helps us know what others expect of us and what will happen if we do not live up to their expectations. Culture helps us to know how far we can go as individuals and what our responsibility is to the group.

Culture, therefore, is an abstract mental blueprint that shapes and influences perception and behavior of people. It is socially acquired and it shows us our responsibilities towards the society.

Geertz defines culture as "a historically transmitted pattern of meanings embodied in symbols, a system of inherited conceptions expressed in a symbolic form by means of which men communicate, perpetuate and develop their knowledge about attitudes towards life" (Geertz, 1973, p. 89). His conception of culture highlights the inseparability of language and culture. He stresses that culture is a system of shared concepts and meanings, encoded in symbols and words. It is historically transmitted

and inherited from one generation to another; in other words these shared meanings are represented in the language that people use to communicate with each other.

According to Dahl (2002, p. 1) the word culture derives from the Latin word "colere" which means to build, to care for, or to cultivate. It refers to something that is created by humans' intervention.

Seelye (1993) defines culture as "knowledge and behavior patterns provided by differing traditions to enable their culture bearers to satisfy basic physical and psychological needs" (p. 23).

Hinkel (1999), also, defines culture as "… the way of life of people, the social constructs that evolve within a group, the ways of thinking, feeling, believing and behaving that are imparted to members of a group in the socialization process" (p. 3)

The aim of stating all the previous definitions is to keep the process of defining culture clear, simple, and meaningful.

1.1.2 Characteristics of Culture

Culture is characterized by varied features. For better understanding of the concept of culture, one should examine its characteristics. According to Haviland, Prins, McBride and Walrath (2010, p. 28):

Through the comparative study of many human cultures, past and present, Anthropologists have gained an understanding of the basic characteristics evident in all of them: Every culture is socially learned, shared, based on symbols, Integrated, and dynamic. A careful study of these characteristics helps us to see the importance and the function of culture itself.

From the above mentioned quotation, one can notice that the main characteristics of culture are learned, shared, based on symbols, integrated, dynamic.

Firstly, culture is learned. It is not innate. In other word, a person is not born with cultural concepts but instead learns them. Secondly, culture is shared. It is not property of an individual or a group of people but rather it belongs and shared between all people of a certain society. Thirdly, culture is based on symbols because when we communicate we use language and language is composed of sings and symbols. As Kramsch (1998, p. 3) stresses that "language is a system of signs that is seen as having itself a cultural value", In the same vein, Haviland et al (p. 34) see that "Much of human behavior involves symbols, signs, sounds, emblems, and other things that are linked to something else and represent them in a meaningful way." Fourthly, culture is integrated. The culture may exchange practices, beliefs, ideas and rituals in society between its members in order to function in a good way. Fifthly, culture is dynamic i-e culture is not static .Cultures may change over time by adding some new cultural aspects and ignoring the old ones.

According to Durant, culture is "something learned , transmitted , passed down from one generation to the next, through human actions, often in the form of face -to-face interaction, and, of course, through linguistic communication" (1997, p. 24).

Schein believes that culture is "a pattern of shared basic assumptions that was learned by a group as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel n relation to those problems" (2004, p. 17). In other words, she considers culture as set of acts and qualities that are learnt through interaction with groups or organizations.

1.1.3 Views of Culture

In this part we integrate *two* different *views of culture.* Lazar, Cankova, Kostova, Golubina, Huber-Kriegler, Ivanus…, and Wiensinger (2007, p. 8) see that iceberg model of culture is the best way to identify its components. The visible part of it contains literature, language, food, music ...etc. While the hidden part includes the implicit components of culture, such as: values, norms, beliefs, behavioral patterns ...etc. From this view one can notice that the cultural components which belongs to the surface part can be understood easily and interact with new cultures without facing any ambiguous problems. Yet, the other components "the deep ones" are too difficult to come across with new cultures. However, the deep and surface structure are linked together to have a full understanding of the target culture.

Correspondingly, other models of culture are often illustrated in terms of big C "Culture" and small c "culture". Chastain (1988) differentiates between a big "C" culture which refers to products and contributions of a society, and small "c" culture which refers to the total way of life of a group of people. In the same view, Lee also distinguishes between two types of culture: a big "C" and small "c". Big "C" represents a set of facts and statistics relating to the arts, history, geography, business, education, festivals and customs of a target speech society. Whereas small "c" refers the invisible and deeper sense of the target culture; for example: norms, beliefs, socio-cultural variables like age, gender, and social position (2009).

1.1.4 Cultural Components

Most of the definitions refer to culture as shared knowledge between a particular group of people and a unit that is composed of different components. These components are cultural norms, values, assumptions, rituals, taboos and stereotypes.

1.1.4.1 Norms

Norms are about the different parameters of behavior by which people are aware of their needs how they are supposed to act, think and feel in different situations in which they are involved in. How they differentiate between what is good and bad, acceptable and not. For instance if a cultural norm is disobeyed then the person is going to be punished from his society.

According to Shaules (2007), there are two types of norms explicit and implicit. Explicit norms represent laws and formal rules of any society. For example, laws in respecting traffic rules. They also involve some behaviors that are expected to be done by people such as taking one's shoes off before entering a home. However, the implicit norms are the sub-conscious behaviors which are difficult to interpret for instance respecting time, arriving late in social event .Those behaviors can be polite or impolite, and it depends on which culture we belong.

1.1.4.2 Beliefs

In order to understand the place of beliefs in relation to culture, it is important to define the term itself. Han defines it as:

> a messy construct which contains attitudes, values, judgments, axioms, opinions, ideology, perceptions, conceptions, conceptual systems, preconceptions, dispositions, implicit theories, internal mental processes, action strategies, rules of practice, perspectives, repertoires of understanding, and social strategy, to name but a few that can found in the literature (2010, p. 131).

However in relation to culture, Han refers to the term belief as a personal knowledge of a teacher (2010, p. 132).

1.1.4.3 Values

Generally speaking, values are what individuals regard strongly as good or bad. In other words, they are a set of beliefs and rules for making choices and knowing what is right or wrong. Peterson (2004) defines values as "cultural values are principles or qualities that a group of people will tend to see as good or right or worthwhile" (p. 22). Shaules (2007) sees it as "a cultural group's definition of good or bad and serve as criteria to choose between alternatives" (p. 57-58).

1.1.4.4 Assumptions

Assumptions are related to everyday life, without them we cannot know the meaning of things. Shaules (2007) defines them as "Cultural assumptions are described as abstract, organized and general concepts which pervade a person' outlook and behavior" (as cited in Hinkel, 1999, p. 5). Deep assumptions form the hidden structure by which they are based on. They include assumptions about hierarchy and equality, degree of gender separation, etc. According to Shaules:

Deep assumptions are rarely questioned and often form the framework within which problems are resolved. If one assumes that 'freedom' involves having the choice to do as one pleases, one will seek freedom by trying to provide for more choices. If one assumes that 'freedom' involves the security of not having to face the antisocial behavior of others, one will seek freedom by imposing limits to extreme behavior. In this way, deep assumptions form the starting point for debate and can lead to opposite results. 'Freedom' as choice assumes the individual is primary. 'Freedom' as security from antisocial behavior assumes relationships between people as primary (2007, p. 242).

1.1.4.5 Stereotypes

A stereotype is a belief about a group of people in a given society who has common characteristics, either in relation to race, religion, age and gender. Seelye (1993) defines them as "Stereotypes pose an interesting paradox…; they often capture characteristics that are common in the target society" (p. 64). Generally speaking, cultural stereotypes are making a judgment about .They often have negative impacts in terms of discrimination and generalizations.

1.2 The Relationship between Language and Culture

After defining the term culture and knowing its characteristics, we move to examine the relationship between culture and language.

1.2.1 The Relationship between Language and Culture

Researchers have revealed the close relationship between culture and foreign language learning .Language is used in context and cannot be understood or learnt out of this context. According to Kramsh language is the main means whereby people conduct their social lives and when it is used in context of communication, it is bound up with culture in various and complex ways. She claims that language relates in three different ways: First, "language expresses cultural reality." In other words, people use language to express their ideas, events, attitudes, beliefs, etc., that can be only understood when shared within specific cultural setting. Second, "language embodies cultural reality," it enables people to use it in different ways. For example, language is used in several ways to greet people, write a letter, read a book, etc. Moreover, individuals give meaning to their experience by the medium of communication they opt for. The way people use the spoken medium for instance creates meanings that are comprehensible to the speech community. The way language is used creates

understandable meanings to the other members of the society Third, "language symbolizes cultural reality" because language is a system of signs and symbols used to picture or depict the reality and symbolizes one's identity. That is to say, speakers of a given language regard their language as a symbol of their social identity (Kramsh, 1998, p. 3).

Furthermore, culture is important in language learning and teaching. According to Kramsh (1993, p. 8) culture is important in language teaching in which cultural awareness can be enable language proficiency and the result of reflection on language proficiency.

Wardhaugh (2010, p. 222) pointed out three main claims concerning the relationship between language and culture. Firstly, it is claimed that the structure of a language determines the way in which speakers of that language view the world. Secondly, the structure of a language does not determine the world-view. Thirdly, it is also claimed that there is no relationship between language and culture.

1.2.2 Linguistic Relativity

The Linguistic relativity was first formulated by Whorf in 1940 and it s also known as the Sapir-Whorf Hypothesis (Kramsch, 2009). It holds that languages including the cognitive sciences that study them could affect people's ways of thinking and their perception of the world. Kramsch (2009) claims that this hypothesis is based on the belief that language influences both behavior and thought of people; in other words, it states that language and thoughts are interconnected. The hypothesis is the result of Whorf experience where she observed people's reaction to things according to how these things are called (Kramsch, 2009).

Linguistic relativity has a strong and weak version. The strong version is what is known as 'linguistic determinism'; it goes under the idea that our way of thinking and perceiving of the world is determined by the language we speak. This hypothesis was criticized by scientists who did not believe in the principle of being "prisoners of their language" (Kramsch, 1998). Whereas, the weak version is related to speakers of different languages do not understand each other and agree on the same meaning of the words and that speakers' perceptions are influenced by some elements of language such as vocabulary or grammatical systems, they can affect also their attitudes and behavior (Kramsch, 1998, p. 13). Otherwise , language affects our thought and does not determine it.

Therefore, we can conclude that culture and language are connected together and they cannot be separated from each other.

1.3 Culture and Communication

Language is regarded as a part of each culture and it is defined as a means of communication. Therefore, Communication and cultural aspects are crucial for successful learning.

1.3.1 Definition of Communication

Communication in foreign languages is the ability to understand ideas and express thoughts and feelings whether orally or in written form in relation to socio-cultural context. Allwood (1985) states that communication is: "the sharing of information between people on different levels of awareness and control".

1.3.2 Intercultural Situation

In fact, there are many cases and situations that one can face in intercultural interaction. In this research, the focus is placed upon three main aspects: Intercultural competence, cultural awareness, and cultural sensitivity.

1.3.2.1 Intercultural Competence

Many researchers have already agreed that intercultural competence is the ability of an individual or a group of people to understand other cultures interact with them appropriately. It is also the effective way in which a person can construct good and healthy relationships, be positive and productive either in his/her own country or another community. Intercultural competence can also be defined as the shift of one's own behavior to fit others attitudes. In this case, the individual should first understand well its culture and its components and then the other culture. This later is related to cultural awareness and its impact on effective intercultural communication (Bennett, p. 483).

According to Dervin and Gross (2016), intercultural competence is related to foreign language education. In this way both culture and knowledge are needed for a successful communication and practices. Besides, learners need to appropriately acquire and develop their foreign languages for effective understanding of other cultures. Furthermore, they need more knowledge about the other culture that makes them aware from misunderstanding (p.14).

Mostafaei Alaei and Nosrati (2018) defined intercultural communicative competence the same as intercultural competence. They claimed that it is the correct comprehension of the other culture and at the same time trying to make them know more about your own one .This means that one person can play a role of a bridge between the two

cultures in a way that he/she will be able to understand their behavior, knowledge, and language; and then relate them to his/her own one (p. 2).

Moreover, Barker offered another explanation for intercultural communicative competence. She declared that it consists of three main components: cognitive, affective, and behavioral attributes. In another way, the ability to decode the verbal and non verbal massages of the other culture; respect and appreciate their behavior; and be productive in their community (p. 15).

1.3.2.2 Cultural Awareness

According to Ghorbani (2012)., cultural awareness can be defined as the deep understanding of the once culture and the host culture with the ability of making both of them at the same level, and knowing the cultural differences and how they can relate to each other (p. 95).

Furthermore, Baker (2015) claimed that cultural awareness is a conscious understanding of the role culture plays in language learning and communication in both first and foreign languages (p. 65). In the field of modern language education, teachers and students start to focus more on the role language and culture play in relation to intercultural communication. For Ghorbani, it is a necessity to make students aware of other cultures by knowing and understanding their cultural identity with the ability to perceive the target culture (p. 95).

Moreover, Ribeiro (2016) added that it is not a matter of knowledge and skills to develop cultural awareness in the learning process, but it is also related to the openness of the learner, the interaction with the other cultures and understanding their behavior (p. 3).

1.3.2.2.1 Story Telling as Awareness Strategy

Story telling is considered as a key concept in relation to cultural awareness. From the past decades people use stories to explain, to describe, and to make something clear. It is a way in which objects can have a soul. Through story telling, the individual can express himself/herself and make the other understand more. Moreover, it can be considered as a bridge between different cultures. In this way a person will be able to know the cultural differences. Accordingly, this person become more aware of his/her own culture and the host culture so that he/she can respond effectively in cultural situations (Ribeiro, 2016, p. 3-4).

1.3.2.2.2 Photography as Awareness Strategy

The use of photography, also, plays an important role in cultural awareness. Actually, it is an original technique that represents the whole world. With the use of social media, this world becomes a small community that shares different similarities. It means this visual language gives people access to know more about other cultures and understand it. In addition, photography is used as a mean to facilitate the difficulties and challenges across cultures (Alvaray, 2013, p. 109-110).

1.3.2.3 Cultural Sensitivity

According to a Galante (2014), in the field of intercultural studies terms like cultural sensitivity, intercultural communicative competence, and cross-cultural adaptation are used in the same way to replace each other (p. 55-56). Cultural sensitivity is defined as the positive desire to know and comprehend effectively the cultural differences; and then accept them during intercultural situations (Tuncel & Paker, 2018, p. 199). Farther, other researchers defined the term the same way into relation to cultural differences. They agreed that ''To be effective in another culture, people must be interested in other

cultures, be sensitive enough to notice cultural differences, and then also be willing to modify their behavior as an indication of respect for the people of other cultures''(Hammer, Bennett & Wiseman, 2003, p. 422). It means that people from another culture need to be aware of cultural differences in order to have effective communication.

Another researcher, Bennett, developed a model for cultural sensitivity and called it The Developmental Model of Intercultural Sensitivity (DMIS). This model was created to help people perceive and understand effectively the target culture (Hammer, Bennett & Wiseman, 2003, p. 423). It is composed of two main dimensions: ethnocentrism and ethnorelativism. For ethnocentrism, it includes denial, defense, minimization .On the other hand, ethnorelativism; it consists of acceptance, cognitive and behavioral adaptation, and integration (Altshuler, Sussman, & Kachur, 2003, p. 389).

1.3.2.3.1 Empathy

It is related to intercultural sensitivity in which they can both replace each other. It is defined as putting oneself in the shoes of someone else with a complete comprehension of the surrounding world. It is mainly composed of two main components: the affective component and the cognitive one (Micó-Cebrián & Cava, 2014, p. 5). In addition, the word empathy is also related to cultural awareness during intercultural situations in which the person is considered to be competent person. On the other hand empathy does not mean exactly putting oneself in the shoes of others. It is more about understanding the others and pretending their same reactions (Koester & Lustig, 2016, p. 74).

Furthermore, Bennett declared that empathy can also be related to adaptation. It is when someone pretends to be someone else and trying to use different perspectives to deal and communicate with new intercultural conversation (p. 7).

1.3.2.3.2 Non Judgment

According to Mostafaei Alaei and Nosrati (2018), during an intercultural communicative situation one person needs different fundaments. One of them is a specific attitude that helps him/her to understand effectively the communication (p. 2). In addition, Corbett (2003) declared that "Once people . . . recognize that they are, truly, products of their own cultures, they are better prepared and more willing to look at the behavior of persons from other cultures and accept them non-judgmentally" (p. 25).

It means that once an individual understand correctly his/her culture, he/she will be able to comprehend well the other cultures. In addition, he/she will be a competent communicator without judging the others about their behaviors. It is more about the acceptance and the respect of the other world view.

1.3.3 Obstacles of Successful Cultural Communication

The term cultural communication was first introduced by Hall as a field of study and an academic discipline (Tuncel & Paker, 2018, p. 198) .It refers to the process of interaction between different individuals from different cultures. Moreover, this process should not be face to face conversation, but it can be shaped in various ways (Halualani, 2019, p. 3).

Generally, there are kinds of misunderstanding that can take place during cultural communication. As a result different problems may occur, and much information may lose. Jandt (2004) introduced six main factors that can lead to miscommunication. He

refers to these factors as barriers. These barriers are: anxiety, assuming similarity instead of difference, ethnocentrism, stereotypes and prejudice, nonverbal misinterpretations, and language (p. 109).

1.3.3.1 Language

Language is conceded as an obstacle in intercultural communication. In fact, it is related to culture in which they are mainly inseparable. Language is a mean that shows how people think and perceive other cultures. In addition, learning new a language within another culture helps people to think the same way they do in the target culture (Tuncel & Paker, 2018, p. 198).

Moreover, Jandt (2018) declares that language is one challenge in intercultural communication. Specifically, he explains that this challenge is described in terms of translation between languages. In fact, translation has many problems that can be summarized as the following; lack of vocabulary equivalence, idiomatic equivalence, grammatical-syntactical equivalence, experiential equivalence, and conceptual equivalence (p. 397).

Speaking the same language does not mean having the same comprehension of the words and objects. Because people speaking the same language within one culture do not interpret things the same way and sometimes do not understand each other's. As a result people from different cultures speaking the same language do not also have a shared meaning of the same things.

1.3.3.2 Nonverbal Communication

People communication is based on both verbal and non verbal cues. Non verbal communication is a silent and unconscious process of conveying meaning without using words (McLaren, 1998, p. 132). In addition, Jandt (2004) declares that nonverbal

communication should not be only between human beings, but also objects can send silent massages (p. 270). Nonverbal communication refers also to proxemics, territoriality, kinesics, chronemics, paralanguage, silence, haptics, artifactual communication, and olfactics.

Generally speaking, people tend to use nonverbal communication to interact with other when they do not share the same language. In fact, these non verbal cues vary from one culture to another, and each culture has its specific interpretaions. Sometimes, within the same culture people may have difficulties in the comprehension of specific nonverbal behaviors (Jandt, 2004, p. 321). That is why nonverbal communication acts as a barrier in intercultural communication.

1.3.3.3 Anxiety

Anxiety and uncertainty share the same meaning in intercultural communication. Anxiety is an emotion in which a person feels uncomfortable, unbalanced; and starts to think and act in a negative unconscious way. Anxiety is considered as an obstacle in intercultural communication especially when people meet new once. They start to have a high feeling of Anxiety that leads to sometimes to the end of the conversations. In addition, individuals start to think that they should protect themselves by ignoring strangers and the whole communication (Duronto, Nishida & Nakayama, 2005, p. 551).

Moreover, intergroup anxiety is a process that shows if people have the intention to communicate with strangers even if they have unbalanced feeling, stress, and fear from interaction. As a result of such negative feelings and emotions, they start to think how to finish this empty conversation by avoidance (Florack, Rohmann, Palcu & Mazziotta, 2014, p. 280).

1.3.3.4 Ethnocentrism

According to Lin & Rancer (2003), ethnocentrism refers to how people view their own culture in comparison to other cultures. They think they are the chosen ones and the center of the world. In addition, their main focus is to judge the others based on their own worldview. Such behaviors are shared in all cultures because they do believe only in their traditions. As a result, ethnocentric groups begin to have these ideas of strong, weak, superior, inferior, and the otherness (p. 63).

Generally speaking, ethnocentrism has a negative impact towards intercultural communication. It may create denial of others from different cultures, miscomprehension of their behaviors, and a total refusal of interaction within intercultural groups (Lin & Rancer, 2003, p. 63-64). In addition to this, Lin & Rancer declare that "the disposition toward ethnocentrism might well be the characteristic that most directly relates to intercultural communication" (p. 64). Moreover, ethnocentric behavior is totally shared in all over the world. They also mention the developmental model towards intercultural sensitivity in which they explain that ethnocentrism and intercultural sensitivity are related (p. 64).

1.4 Cultural Awareness (CA)

People may hear the concept of cultural awareness that is used in different domains. However, the majority of them do not know its exact meaning. This research will explain the concept of CA and its role in the learning/teaching process. Further, it will demonstrate how CA can be developed through time.

1.4.1 Definition of CA

According to Morgan (1995), cultural awareness is related to the study of cultures. She defines it as a process in which an individual should be aware of his own culture

and the other cultures as well (p. 9). In addition, Ghorbani (2012) defines cultural awareness the same way Carol Morgan did. She explains more how cultural awareness can have a positive impact on individuals, how it can also develop their worldviews and acquire new positive behaviors. Moreover, she describes it as if it is composed of three elements: awareness of one's own culturally-induced behavior, awareness of the culturally-induced behavior of others, and ability to explain one's own cultural standpoint (p. 95).

Furthermore, Fei (2015) declares that any person in this globalized world should have cultural self-awareness to coexist with other cultures. He refers to it as a total comprehension of one's own culture and then compares it with other cultures to take positive advantages and acquire it despite the fact that it is a difficult process to be adapted (p. 50).

Fei (2015), also, defines cultural awareness but in a different way. He concludes it as "each appreciates its own best, each appreciates the best of others, all appreciate the best together, to build greater harmony for all" (p. 51). In other words, to live together in a multicultural world people should be aware of themselves and of the other as well.

Accordingly, cultural awareness can be considered as the result of intercultural education. Shaules (2007) declared that cultural awareness can be acquired from learning. He defines it as "the recognition that culture affects perception and that culture influences values, attitudes and behavior". He, also, stresses that one can have cultural awareness through four stages: The first stage is recognition. Stage two is acceptance/rejection. The third stage is: integration/ethnocentrism. And the fourth one is transcendence (p. 86).

Intercultural awareness is considered as an important part concerning language education because of its positive role of helping people in their interactions (Galante, 2014, p. 55). In addition, Galante declares that recently communicative competence starts to gain more interest in relation to intercultural communication. She adds that if language and culture are related to each other therefore culture should be one dimension of language teaching. She explains more by saying that teachers neglect other domains when teaching a language. They only focus on the language itself and forget its culture which is totally wrong. That is why cultural awareness is fully ignored in the teaching and learning processes (p. 55). Thus cultural awareness is needed in domain of teaching and learning as Ribeiro explains that students should be aware to understand the cultural differences so that they can have positive new behaviors to cope with the new difficulties (p. 3).

1.4.2 CA and EFL Teaching and Learning

In this new globalised world, individuals start to communicate more with each other. The process of communication requires language and other skills and behaviors which are related to specific cultures. From this view, people begin to think how they can acquire such competences and attitudes in order to have an effective communication. The field of language education plays an important role to offer them what they need and helps them also in learning a new foreign language (Hoang-Thu, 2010, p. 3). The issue of teaching a culture in relation to language was already discussed by many researchers. But the question is if teachers and other researchers are identifying its real importance and trying to make others understand its clear role in learning a new language (Hoang-Thu, 2010, p. 3).

The concept of culture and language is considered as problematic for many scholars and researchers. They found many difficulties in defining them and finding the relationship between them. Further, many of them agree that there is a strong link and relation between each other (Hoang-Thu, 2010, p. 12). In the same vein, Hoang-Thu (2010) declares that there is a copula between them:

Language is a part of a culture, and culture is a part of the language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture. The acquisition of a second language, except for specialized, instrumental acquisition (as may be the case, say, in acquisition of reading knowledge of a language for examining scientific texts), is also the acquisition of a second culture (p. 12).

It means that language and culture are inseparable. They complete each other in a way that language without culture in nothing; and acquiring and understanding new language needs also the comprehension of that culture.

Since language and culture are both linked to each other, then learning and teaching a second or foreign language is also dependent on learning and understanding its culture. In other words, it is equal to having and acquiring a new identity (Hoang-Thu, 2010, p. 15). Similarly, teachers of second and foreign language are trying to relate their students to the target culture, helping them in their understanding so that they become more aware of the concept of culture in their education which is in fact a serious issue to be discussed and focused on (Hoang-Thu, 2010, p. 17). In addition, Frank (2013) stresses the fact that learning a foreign language is also linked to learning and understanding its culture (p. 2). He, also, adds that teachers of foreign language play a great role in identifying the target culture in the classroom, helping students to

know intercultural differences, understanding and accepting them in order to have cultural awareness (p. 2).

Furthermore, Barany (2016) declares that speakers and learners of a foreign language acquire a critical self awareness and at the same time develop awareness towards other cultures and people. They can, also, start to understand the impact of their worldviews on others and learn how to deal with (p. 273). He, also, mentions the supportive role of a foreign language teacher on his students. He explains how teachers become aware in a way that makes students aware of other cultures. Moreover, they help them to know cultural differences, appreciate, and accept them. Cultural awareness may lead to the evolution of linguistic and intercultural awareness that in a way produce effective communication (p. 273).

Finally, as Hoang-Thu (2010) declares that the best way in which students gain a healthy and productive communication lays on the role foreign language teachers play in the classrooms. Those teachers should be interested in culture and also in teaching culture. They should also consider the great impact of learning and teaching culture in the classrooms on student's successful cultural awareness and communication (p. 18).

1.4.3 Developing CA

Because of globalization, the world developed and people start to move and discover new places and cultures. As a result their world view changed and they noticed that there are cultural differences to be well understood. The need for cultural awareness becomes a necessity to overcome misunderstanding among cultures and achieve a healthy communication.

Many researchers argue that the development of cultural awareness is not only limited in knowing the others and developing some skills, but instead it is more about

interaction with the target culture and participating in different activities with foreigners. In addition, it is a matter of respecting and understanding the others (Ribeiro, 2016, p. 3).

According to Ghorbani (2012) cultural understanding can be achieved through four main divisions (p. 96):

1. Convention: the focus is on the behavior of people in a specific culture and how they react in each situation. It is divided into two types: context determined conventions that are related to the paralanguage or the body language used in a particular situation; and function-determined conventions that is related to given attitudes and reaction used in specific context.

2. Connotation: at this level students should know that the meaning of words is associated with its cultures and the shift between cultures means the shift in meaning also.

3. Conditioning: at this category students should realize that there are cultural differences in which people react according to their norms. They may start to understand more the other cultures, learn how to deal with them, and finally respect and accept them.

4. Comprehension: this last category can be summarized in what is known as developing students' cultural awareness and critical self awareness in which they can achieve an effective and healthy understanding among cultures.

Moreover, Ghorbani (2012) declares that the development of students' cultural awareness is strongly influenced by the teacher but now the situation is completely changed to be placed up on other factors. It is about the role of globalization and media that helped students to understand more cultural differences and perceive the others

from their own worldviews. Another factor is about the teaching of culture with language in classroom (p. 96).

1.4.4 Awareness Raising through Culture Teaching

Culture teaching is considered as significant issue concerning L2 learning. It is described as being the hidden curriculum that creates students' cultural awareness. The concept of culture teaching is divided into two main components: the cognitive component and the affective component. The cognitive component is linked to knowing and understanding all about L2 society. The affective component is more about L2 learners' attitudes towards other culture and how they perceive them appropriately (Ghorbani, 2012, p. 96).

Furthermore, Ghorbani insists on the issues of teaching culture as integral part with language not as a separate item because it helps L2 learners to live the events and the facts more and understand effectively the cultural differences as if they are in direct contact with native speakers. This enable them to enlarge their knowledge about the other and become part of them (p. 97). She adds that there is a huge conflict in L2 classroom between the native speakers and the learners. As a result a third culture and third meaning would appear between the target culture and the daily life culture. She argues that "from the clash between the familiar meanings of the native culture and the unexpected meanings of the target culture, meanings that were taken for granted are suddenly questioned, challenged, problematized". It means that the best way to understand cultural differences, appreciate them, and accept them is through the creation of third culture. It is in fact described as a bridge that linked the two worlds and allowed L2 learners to be motivated to know and understand more about the others (p. 97).

Cultural awareness can be developed through different processes. One process is called story telling. It is considered as a famous tool between all cultures that is used to with children to make them understand specific issues. In addition, it is an effective way of communication, comprehension, and discovery. Many people use story telling to understand the meaning of a variety of issues like cultural differences. They try to make things easier through short stories. Moreover, story telling is considered as an identity for individuals. It identifies who they are, how they think, and also their worldviews. It is a way to identify the others by explaining their cultures, attitudes, and traditions. Story telling can be used to enlarge one's repertoire, to realize and develop his/her perspectives, and understand the other's worldviews as well (Ribeiro, 2016, p. 3-4). Furthermore, this process is used in the field of education to facilitate the learning and the acquisition of new language, understanding of new culture, and for the development of skills. The process of story telling is also utilized to encourage closer interaction, participation, and imagination of students (Ribeiro, 2016, p. 4).

Finally, as is mentioned before, the teacher plays the most important role in developing L2 learners' cultural awareness. They have to choose specific techniques and tools that fit students personality to make the learning process easier; and the students feel comfortable and not strangers among their culture and community (Diafi, 2017, p. 22). Besides, the learners, also, have a remarkable position in the process of learning a new language and understanding a new culture. They should adapt the idea of accepting cultural differences and appreciating them. Yet, they should focus more on the similarities between cultures not only the differences. Thus, cultural obstacles would be overcomed and the learners may achieve a successful language learning and effective cultural understanding (Diafi, 2017, p. 24).

Conclusion

In this chapter, the concept of culture is defined and discussed from different perspectives. They indicate that language and culture are inseparable in which they both complete each other. Thus, learning a foreign language is strongly linked to leaning its culture in order to avoid misunderstandings. Cultural awareness is the key concept to overcome miscommunications and acquire new attitudes, knowledge about the other culture. As a result, students can achieve fruitful understanding and empathy towards the target culture.

Chapter Two

The Speaking Skills

Content

Introduction

The present chapter discusses general insight about speaking. It sheds light on speaking skills, its definition, its elements, and the functions of speaking. This chapter, also, presents the importance of speaking skill and its role in communication and interaction in classrooms. Moreover, it explains some characteristics of speaking skills and how they help the learner to be a fluent speaker. Furthermore, the chapter gives principles for teaching speaking. Finally, the chapter explores speaking difficulties in foreign language learning and some activities for teaching the speaking skill.

2.1 Speaking Skills

2.1.1 Definition of Speaking Skills

Speaking is the most important skill that appears at a very early age before writing. At this specific stage children learn how to make different conversations with others to achieve their various needs (Pawlak & Waniek-Klimczak, 2015). Unlike the other skills, speaking is a unique process that needs the presence of a second partner. The two partners exchange meaningful ideas about specific topics in which they use different sentences that construct the global purpose of the interaction (Mahmoud Ashour, 2014).

Speaking is defined as the process by which individuals achieve their willingness through communication and interaction with others (McDonough, Shaw & Masuhara, 2013, p. 157).This process is totally attached and linked to listening in which a specific operation takes place between the two partners to have an effective communication. It means that the partners should listen carefully to each other, understand the topic, and then respond according to what has happened (p. 157).

In the same vein, Ebadi & Asakereh (2017) state that speaking is a collaborative process which can be developed through direct communication. They also agree that

speaking skills are somehow related to dynamic assessment in which the teacher plays the role of a guide to help the learner to be spontaneous and fluent speaker of the language (p. 2).

Speaking is considered to be the most important skill in language learning and teaching. Yaman and Özcan (2015) agree that speaking plays an important role in language learning. They both explain that it can be difficult for some students to deal with due to different factors, but at the same time this ability can be progressed through various procedures (p. 143). Even though speaking is significant in the realm of education and language learning, the curriculum did not give it the right importance the learners need in order to practice it regularly. Eventually, this ability of speaking is one criteria of evaluation that helps learners in the evolution of language learning outside and inside classrooms (Liao, 2009, p. 11).

2.1.2 Elements of Speaking

Harmer (p. 284) discusses some elements of speaking. He refers to them by features of language and information processing. In fact, the task of speaking is not an easy one. The learner should have enough knowledge about these features in order to achieve a fluent and accurate speech. Besides, the learner should add the task of processing the language to fulfill fruitful operation.

2.1.2.1 Language Features

Language features refer to the basic rules and knowledge the learner should know it. These features help the learner to have a general idea about what is needed for effective speaking. These features can be summarized as the following:

- ❖ Connected speech: the speakers should improve and master elements of connected speech in their daily interaction. This connected speech is about creating

more connected sounds in their communication. These sounds have different traits: assimilation, elision, linking, contractions and stress patterning.

❖ Expressive devices: there are many other devices that can be used by the speakers to add extra meaning to their speech. Speakers of the language should learn and know these devices and use them in their interaction. In addition, they should learn also that not only individual utterances can covey the complete meaning of the massage, but emotions and feelings can add extra expressive meanings.

❖ Lexis and grammar: it is about language function, how, and when learners use it. Speakers should learn specific utterances that they can use correctly in specific context interactions like: agreeing, disagreeing, and expressing shock and surprise.

❖ Negotiation language: it is about the structure of the discourse and asking for clarification. Speakers in this case should learn specific utterances about how to ask clarification from the others. In addition, they should learn to focus more on the structure of their discourse when they are speaking and also how to reformulate the structure for better understanding.

2.1.2.2 Mental/Social Processing

It is about the effective processing of speaking skills as the following:

❖ Language processing: it refers to the speaker's ability to produce spontaneous, cohesive and understandable utterances during their interaction with others in different contexts, and at the same time achieve the needed meaning he/she wants.

❖ Interacting with others: in this part, speakers should understand the important role of interaction in developing their speaking ability and performing effective

communication with others. In this case, speakers should learn how to take part in the conversation by knowing when they talk and when give others their part of discussion.

❖ Information processing: this feature is about the rapid processing of the information received from the speaker. Besides, it is more about the immediate and appropriate understanding and responding to the interlocutor.

2.1.3 Functions of Speaking

The basic foundation of human communication and interaction is speaking. Many studies tried to classify the different functions of speaking in human conversations. As Richards (2008) states that speaking has two main functions: the interactional functions and the transactional functions. Also, He classifies function of speaking depending on Brown and Yule studies. These functions are: talk as interaction, talk as transaction and talk as performance.

2.1.3.1 Talk as Interaction

Talk as interaction is mainly related to the notion of conversation and interaction. The most interesting point here is about how the interlocutors build their position during the conversation that can serve them all and fulfill effective and fruitful understanding. The main focus in talk as interaction is the speaker and not the message itself.

Talk as interaction has many characteristics. It has a primarily social function. It reflects role relationships and speaker's identity. It can be both formal and casual and reflects degrees of politeness (Richards, 2008, p. 22). Talk as interaction includes many skills that the speaker should know how to deal with. These skills appear in terms of

opening and closing conversations, joking, reading to others, and using an appropriate style of speaking (p. 23).

2.1.3.2 Talk as Transaction

The main focus of talk as transaction is the message itself rather than the participants of the conversation. During the conversation, the interlocutors try to insist on how they can convey the idea of their massages correctly and how they make them comprehensible for their partners. The transmission of the message plays important role in the success of the interaction.

Talk as transaction has many features. It has a primarily information focus. The main focus is on the message and not the participants. Participants employ communication strategies to make them understood. There may be negotiation and digression (p. 26). There are also some skills that characterize talk as transaction. These skills are explaining a need or intention, describing something, asking questions, asking for clarification, and confirming information (p. 26).

2.1.3.3 Talk as Performance

The last type of talk is talk as performance that is quite different from talk as transaction and talk as interaction. This type of talk sheds the light on the specific information and the speech delivered to the audiences. This information should have impact on the audiences and make them accomplish something beneficial in their lives. Moreover, talk as performance can take the forms of: giving a class report about a school trip, conducting a class debate, giving a speech of welcome, making a sales presentation, and giving a lecture (p. 27).

Talk as performance has many features. It focuses on both message and audience. Language is more like written language. It gives importance to both form and accuracy

(p. 28). There are also some skills in talk as performance that the speaker should know about. The speaker should use an appropriate format and present information in an appropriate sequence. She/he should use correct pronunciation and grammar. Also, the speaker should create an effect on the audience (p. 28).

2.2 Importance of Speaking Skills

Richards and Rodgers (2001) declare that during the eighties century and when modern languages started to appear and to be used in the European schools, speaking was totally limited if not neglected. Their main interest was on reading and writing translated sentences rather than communication (p. 4). Furthermore, the grammar translation methods illustrates the fact that one of its major features is focusing more on reading and writing while speaking and listening have little importance (p. 6). On the other hand, the main focus of the communicative language teaching is communication and interaction in which the learner is the center of the class (p. 166). Accordingly, Breen and Candlin explains the role of the learner as the following:

> The role of the learner as negotiator- between the self, the learning process, and the object of learning- emerges from and interacts with the role of joint negotiator within the group and the classroom procedures and activities which the group undertakes. The implication for the learner is that he should contribute as much as he gains, and thereby learns in an interdependent way. (as cited in Richards & Rodgers, 2001, p. 166)

In other words, learner's contribution should be based on communication and interaction in the classroom. They have free opportunity to express themselves. Speak aloud, and convey meaning to their classmates during class activities. The communicative language teaching highlights the importance of interaction and communication in the evolution of the concept of speaking.

Moreover, Ur (1981), also, declares that the main focus of teachers inside classrooms is pronunciation and the structure of sentences. However, speaking and verbal communication are totally neglected. As a result, most students are suffering in classroom interaction and they are not able to discuss simple ideas. In addition, they are not able to express themselves and their ideas in the right way. Teachers then insist on the significant role of speaking and communicating in language teaching / learning process by adding specific activities to motivate learners to speak more and express themselves in relaxed manner (p. 2).

In the same vein, Celce-Murcia (2001) discusses the specific role speaking plays in communication. She mentions that speaking a second or foreign language is equal to knowing this specific language. She explains that speaking skills are the most demanding skill in learning a second language (p.103). Furthermore, Allwright (1984) explains more in details the significant role of communication and interaction in classroom language learning. He declares that classroom communication gives the learner more confidence to practice language learning in real life communication even though the circumstances are quite different. He adds that speaking and involving in a communicative situation enable the learner to solve various problems especially if he is a language learner (p. 157).

2.3 Characteristics of Speaking Performance

Speaking performance is considered one challenging point in foreign language classrooms. Most foreign language learners have low participation and interaction inside and outside classrooms when it comes to using the new language. Also, the absences of oral activities that may motivate and encourage the learners to use the foreign language have a negative impact on their speaking performance. As a result,

their oral skills will negatively be influenced by these bad behaviors (Carolina & Astrid, 2018, p. 65).

According to Goh (2018), speaking has great importance and it is needed in foreign language classrooms. Students as foreign language learners should have the ability to use the language appropriately. They need to know more about when and how to talk and express their thoughts; also, they need to learn how to build their utterances according to different contexts. Furthermore, learners have to practice communication inside the classroom and learn more various sub skills in order to develop their speaking performance (p. 247). These sub skills can be summarized in fluency and accuracy that shape the basic foundation of speaking performance.

2.3.1 Fluency

According to Housen, Kuiken and Vedder (2012), the term fluency is used to describe the ability of a learner or a speaker in mastering and dominating a specific language. Fluency is mostly identified with different features like: soft, rhetoric and comfort massage. Many researchers describe fluency depending on various measurements. These measurements can be summarized as: speed fluency, breakdown fluency, and repair fluency. They declare also that fluency is mostly related to sounds (p. 4-5).

Second language learning is characterized by the concept of fluency. This term can have two different definitions. It can be related to the speaker's skillfulness ability to use the language. Also, it is related to soft and comfort massage conveyed by the learner (De jong, Steinel, Florijn, Schoonen & Hulstijn, 2012). Thornbury explains the concept of fluency. He declares that fluency is generally related with many different factors that play significant role in developing language proficiency. These factors can

be explained in terms of: stops, the situations of stops and the extent syllables used between stops (2005, p. 6-7).

2.3.2 Accuracy

Götz & Brand (2011) argues that accuracy is mostly related to errors in which the speaker's focus should be placed on the structures of sentences and also on his/her choice of words. On the same vein, accuracy is not only a matter of communication and the transfer of the message. It is, also, a matter of how language is constructed and how effectively the listener understands it (p. 4). Furthermore, Housen, Kuiken and Vedder (2012) explain accuracy in terms of errors and how much the learner perform well in second language learning (p. 4).Therefore, learners should focus on a number of things in their production of the spoken language, mainly, the grammatical structure, vocabulary and pronunciation.

2.3.2.1 Grammar

Many researches stress the important role of grammar in second language learning and teaching (Nassaji& Fotos, 2011). Lindley Murray defines grammar as 'threat of speaking and writing English with propriety'. In other words, grammar itself can be describes in terms of modesty. In this situation, the speaker may use different forms of politeness and good manners to express his/ her ideas and achieve good communication (as cited in Morris, 1966, p. 5).

Furthermore, grammar refers to the principles and the standards organizing the construction of the language in an appropriate way. It means that the act of speaking is dependent on specific rules that organize words and sentences in specific structures in order to build correct discourse (Parsons, 2004, p. 8). In addition, Crystal argues in his book that grammar is mainly composed of morphology and syntax. Morphology refers

to the internal structure of words. However, syntax refers to the structure of sentences (Crystal, 1994, p. 199). Moreover, Morris (1966) declares some purposes of the study of grammar (p. 1).

Thornbury (2005) argues that there is a difference between spoken and written grammar and each one has specific differences. He lists some features of spoken grammar in which clause is the basic unit of construction, clauses are usually added (co-ordinate), vagueness tolerated, and direct speech favored (p. 21).

2.3.2.2 Vocabulary

The concept of vocabulary is mostly related to meanings. Second language learners believe that vocabulary is about how much words they know and their abilities to associate each word with its meanings. However, testing vocabulary is a matter of learner's ability to match each word with its appropriate meanings (Read, 2000, p. 16).

Hiebert and Kamil (2010) also define vocabulary in terms of the knowledge of meanings of words. They argue that vocabulary is mainly divided into different important types that the learners should know about. These types are: oral and print vocabulary that refers to the words learners use in speaking and writing, and receptive and productive that refers also to words and theirs meaning and the learners' ability to use them appropriately in speaking and writing (p. 3).

Moreover, vocabulary is an important element in teaching and learning second language. The word is significant in daily conversation and communication. However, teaching vocabulary was difficult due to the luck of appropriate strategies. Second language acquisition plays important role to facilitate the learning and the teaching of words with different strategies (Alsaawi, 2013, p. 2).

2.3.2.3 Pronunciation

Pronunciation is considered as an important element in the domain of communication and interaction. Most learners of a foreign language insists on learning a correct pronunciation in order to achieve a fruitful and effective discussion at the same time to avoid misunderstanding and misconception (Szyszka, 2017, p. 5). However, Hewings argues that ' pronunciation is treated as a low priority area of study' (as cited in Szyszka, 2017, p. 5). In other words, pronunciation is not the first priority in language teaching. Teachers do not focus on the concept of pronunciation in the classroom. However, their main focus is on different aspects like the communication of ideas.

Moreover, Szyszka defines pronunciation as ' the sounds of a language—phonetics' (2017, p. 6). It means that pronunciation is mainly related to the aspects of sounds' articulation in the language. In other words, the focus of the learner is on how sounds are formed and created correctly in speech. Furthermore, Redmond and Vrchota (2007, p. 104) argue that 'It is imperative that you use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood'.

2.4 Teaching Speaking Principles

Teaching speaking needs the implication of some principles in EFL classes, which help enhancing learners' speaking skill. According to Bailey (2005, p. 54-56), there are five principles for teaching speaking:

- Be aware of the differences between second language and foreign language learning contexts

Many people use the two terms second language and foreign language interchangeably, assuming that there is no difference between them. However, there is a distinct difference between second language and foreign language.

While teaching speaking teachers should take into consideration that there are two important situations to shed the light on: foreign and second language contexts.

Foreign language context is when the target language is not widely used by the people of that country**.** Learning speaking skills in FL context is too difficult for students because of the lack of practice outside the classroom. Whereas second language context is when the target language is used for communication between people. Learners of that language are refugees, international students, and immigrants. Some second language learners can commit grammatical or vocabulary errors that hinders their speaking abilities.

- Give students practice with both fluency and accuracy

Accuracy refers to how correct learners' use of the language system is, and to what extent their speech matches what people says in the target language. However, fluency is how well learners can communicate without pauses or hesitations, without needing to search for words or phrases, without having to consider the language of what they are about to say.

In that case, the teacher must give the student both fluency and accuracy practice by informing them that making mistakes is normal in learning any new language.

- Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk

Minimizing teacher talk and maximizing students work is the right way for teaching. It is important for teachers to give their students the chance to talk and participate in the class. There are some activities like pair work or group work. These activities help students to speak using the target language. The teacher can sometimes pose some questions or ask for more clarification.

- Plan speaking tasks that involve negotiation for meaning

Communication in the target language requires understanding what you said and make it understood. This procedure is called negotiation *for* meaning .It is a process that speakers go through to reach a clear understanding of each other and make sure that the audience understands .

- Design classroom activities that involve guidance and practice in both transactional and interactional speaking

Interactional talk refers to communication that represents the purpose of social interaction. Hence, transactional talk refers to situations where the focus is on what is said or done. Spoken interactions can be placed on a continuum from relatively predictable to relatively unpredictable (Bailey, as cited in Nunan, 1991, p. 42). In other words, conversations are unpredictable because of the variety of topics. Bailey (2005) adds that interactional speech is more unpredictable than transactional speech. This is why learners have to use both of the speeches.

2.5 Speaking Difficulties in Foreign Language Learning

Students face some difficulties when they deliver an oral speech in EFL or in any other foreign language. These difficulties are presented as follows:

2.5.1 Inhibition

Inhibition is the feeling of shyness and fear of making mistakes due to the lack of communicative skills and the feeling of linguistic inferiority.

Ur (2000) states that "learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about, making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts"(p. 111). Therefore, Students fear to make mistakes and failure in speaking is due to many factors such as low vocabulary and grammar. It is difficult for some students to find the appropriate words when they speak. Furthermore, the learning atmosphere plays an important role in developing the students' speaking skills. It may hinder the students from practicing their oral skills in the classroom   as it may encourage them to practice freely.

Ur's view is supported by Bowman et al. (1989) who claim that in teaching speaking you are asking your students to communicate and express themselves in front of the whole class; thus, most of them would feel stressed. To conclude with, stress and anxiety are two main factors that hinder speaking.

2.5.2 Nothing to Say

There are common expressions that FL Learners use when they are asked to participate in a given topic such as "I have nothing to say", "I don't know", and "no idea" and so on. They feel uncomfortable to take part in classroom interaction because

they have no motive to express themselves. Baker and Westrup (2003) state that "it is difficult for many students to respond when the teachers ask them to say something in a foreign language because they might have little ideas about what to say" (p. 28). In other words, when students are imposed to talk about a certain topic they find nothing to say because of the lack of background knowledge. Rivers(1968), also suggests that teachers should select topics and known subjects that match students' interests and abilities in order to interact with their classmates (p.122) .

2.5.3 Low or Uneven Participation

This problem refers to the situation when there is only one participant can talk while others speak very little because of large classes. In this regard, teachers have to be aware of a fair division of students' talking time. From one hand, there are some students who tend to be dominant and take a long time speaking without giving the chance for others to speak. On the other hand, others prefer to speak only if they guarantee that what they will say is correct, where as others keep silent and show no interest to the course (Rivers, 1968).

Students' participation is a necessary component of learning. So, teachers need to plan for it to achieve good results. If the teacher does not motivate his learners, the talkative ones will show no interest too.

2.5.4 Mother-Tongue Use

Most students who share the same native language prefer to use their mother tongue rather than foreign language, this occurs when they are asked by their teachers to work in groups. They tend to use it because it is easier and they feel more comfortable. According to Lado (1957, p.02) "individuals tend to transfer the forms and meanings and the distribution of forms and meanings of their native language

and cultures to the foreign language and culture." This is why, most students face some challenges while using the target language, so they keep on borrowing forms and meanings from their mother tongues.

According to Baker and Westrup (2003) "barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language " (p. 12) .Then, if the learners keep using their mother tongue, they will not be able to use the foreign language correctly. Lack of the vocabulary of the target language is the main reason why learners use their native language.

2.5.5 Vocabulary and Grammar Constraints

Vocabulary and grammar rules are very important to speak a foreign language. In our context, many students show that they are in need to speak and to participate but unfortunately they fail. Littlewood (1981) declared that "The learner must attain as high degree a possible of linguistic repertoire "(p.6). In other words, this problem is due to their limited repertoire of vocabulary. Students feel uncomfortable especially when the teacher selects a topic that should be discussed in the classroom and this topic is new to them .

Therefore, not only vocabulary is crucial in speaking, but grammatical competence is also essential to convey the message .Grammar is very important for learners in order to make them able to create meaningful sentences.

2.6 Activities to Teach Speaking Skills

Most teachers should put into practice some activities in order to help them to develop their speaking skills. Thornbury (2005, p. 41-104) claims that there are three different stages used to teach speaking. Firstly, there is what is called awareness in

which students need to be aware of some characteristics of the target language. The next stage is appropriation which refers to the integration of those features with the learners' knowledge. Then, the last stage is autonomy, which refers to students' ability to use the target language features spontaneously.

2.6.1 Awareness

Awareness activities are activities that help the learner to discover and learn new knowledge. The teacher in this process plays an important role to guide and support the learners. Learners in these activities should be aware. There are some processes which cover awareness: attention, noticing, and understanding. In brief, learners need to be interested, conscious about everything that surrounded them in the classroom and able to recognize the general rules.

2.6.1.1 Using Recordings

In order to attract learners' attention towards features of spoken language, teachers have to provide them with transcripts and recordings such as monologues or multiparty talks.

Such activities mainly focused more on grammar, vocabulary and intonation. When learners use recordings and transcripts; there are some selected language features to focus on them. Firstly, they need to focus on organization i.e. identify the structure of the speaking genre. Secondly, learners need to focus on socio-cultural rules. It is about being aware of the cultural norms of the target language society. Then, learners focus on topic shift. The recordings take place where the topic can be changed in different times. There are other secondary ones such as: performance effect, communication strategies…etc.

2.6.1.2 Using Live Listening

Unlike using records activities, listening is more important for learners. They should listen to the teacher or a guest speaker because it leads to the interactivity between the learner and the teacher. One way to make this activity successful is through asking questions, giving comments or asking for more clarification.

2.6.1.3 Using Noticing the Gap Activity

It is about "raising awareness of the difference between the learner's current competence and the target competence". In this activity, learners are asked to represent speaking task after they listen to a competent speaker who performs the same task. Then, they try to identify the missing points in his speech. Finally, students have to produce the same task as the proficient speaker did.

2.6.2 Appropriation: Practiced Control

Appropriation is not learning the practice as behavior or mental process but rather a collaborative construction of the two processes. It is about taking something and makes it yours. Moreover, controlled practice is a task with fewer mistakes.

2.6.2.1 Drilling and Chants

Drilling is the repetition of words, phrases and sentences by students in order to memories them. This activity is a useful technique in noticing. It is, also, about shifting words from working memory to long term memory. Whereas, chants are songs or games with more focus on intonation. Through these two techniques, learners will increase their fluency. In addition to that; there is what is called "Milling Activity. In this activity, learners try to ask their classmates some questions about their view to a survey.

2.6.2.2 Writing Tasks

Writing plays an important role in the appropriation of new language and in learning speaking. There are some activities which are useful and helpful to develop the speaking skill: dictation (the teacher dictates expressions and the learners write down these expressions) , paper conversation (type of activity of written conversation shared between learners, computer-mediated chat (Chatting on the Internet)and rewriting in which students are asked to modify written dialogue by using different forms, like: indirect speech or passive voice.

2.6.2.3 Reading Aloud

Reading aloud is an activity which helps learners to develop their speaking abilities through focusing on the pronunciation of the words and it decreases stress and pressure upon learners while talking.

2.6.2.4 Dialogues

Dialogues play a vital role in learning language because in dialogues learners both practice grammatical and lexical structure. They are called classroom paired-interaction. Firstly, the dialogue can be between the teacher and the student. It is a useful example for learners to make them feel relaxed, and it shows them how student-student pair-work can be performed.

At this point, student-student pair-work has two forms: open and close. When students enact the dialogue and all the class observe them is called open pair-work. Whereas, closed pair-work is when all the students work in pairs at the same time and the teacher monitors the group.

2.6.2.5 Communicative Tasks

Communicative tasks are activities which take place in real time and they require interaction in order to achieve the outcome; as the proverb says "Practice makes perfect".

2.6.2.5.1 Information Gap Activity

Information gap is a useful task in which one has the information that the other person lacks. In order to share the information students must use the target language.

2.6.2.5.2 Jigsaw Activity

Jigsaw activity is a specific type of information gap activity. The whole class is divided into pairs or groups and each student in pair or group has some information the other student needs**.**

2.7 Learners' Speaking Strategies

Learners tend to use some strategies to overcome difficulties while speaking. According to Harmer (2001, p. 249), there are some useful strategies used by EFL student to solve the difficulty they encounter:

2.7.1 Improvising: it is when the student says any word or sentence to stay on communication within the hope that it is within the appropriate context.

2.7.2 Discarding: students sometimes don't find the suitable words to talk about something; they abandon the thought which they cannot express.

2.7.3 Foreignizing: it is when students select a word in the language they are aware of and 'foreignize' it wishing that it will be the same as the sense they hope to convey within the foreign language.

2.7.4 Paraphrasing: if students do not recognize the term to use, they prefer to paraphrase. This strategy creates trouble for the speaker and makes the communication longer. To carry on the communication going, these strategies are used. They are also included in the interpersonal skills that reflect the capacity of the student to communicate and sustain contact.

Conclusion

To conclude, speaking a foreign language requires all aspects of language including the linguistic, socio-cultural and pragmatic rules. Speaking is a very essential process to judge students ' level of proficiency in a foreign language.

We have discussed the speaking skill with a general view, starting with the definition of speaking skills. We have dealt with the characteristics of speaking performance. Furthermore, we have also explained some principles of teaching speaking. In addition, we have identified some Speaking difficulties in foreign language learning. Moreover, we have presented the activities to teach speaking skill which help the students communicate appropriately. Finally, we have dealt with learners' speaking strategies used to avoid difficulties and to solve communication problems.

Chapter Three

Field Investigation

Content

Introduction

This chapter is devoted to the practical part of this research work. It presents and analyses the findings from the data collection in the current study in accordance with the theoretical framework. It deals with the issue of the impact of cultural awareness in promoting students' speaking skills. For this aim, two questionnaires were administered to both students and teachers at the University of Guelma. Furthermore, the interpretation of these results is provided to find an answer to the research question and eventually confirm or reject the research hypothesis. Finally, it is concluded by the suggestion of some pedagogical recommendations for both EFL teachers and students.

3.1 Students' Questionnaire

The first questionnaire is submitted to explore students' cultural awareness and its role in enhancing and developing their speaking skills. It is also concerned with how much students are interested about the target culture and their opinion about integrating it in EFL classes.

It is divided into four main sections: population of the Study, students' sample, description of students' questionnaire, and administration of students' questionnaire.

3.1.1 Population of the Study

This research is concerned with two types of population: students and teachers. Concerning the present study, we deal with a sample of 187 EFL students from Guelma University. It consists of second year students at the department of English, University of 8 Mai 1945 -Guelma. The informants have been randomly chosen to respond to the research instrument addressed to them in which they represent the whole population.

3.1.2 Students' Sample

To carry out our research, a sample of fifty-three second year students of English are chosen randomly from a whole population of 187 LMD students (seven groups) at the Department of English, University of 8 Mai 1945 -Guelma.

The choice of working with second year students is due to many reasons. In fact, the most important reasons are that students have background knowledge of the English language and culture. Also, they have experienced the use of language with its culture for two years. Moreover, second year LMD students' focus is to enhance their speaking skills for an effective communication.

3.1.3 Choice of the Method

To answer the research questions, quantitative data from teachers' as well as students' questionnaires would be collected. We selected questionnaire as a method of data collection in order to get both information and opinions concerning the subject under investigation. Questionnaires are series of various questions organized in a directive way for the examination of specific topic (Grifee, 2012, p. 135). Brace (2008) states that they are data-gathering instruments that are written in different forms. He, also, declares that they are used in many different fields (p. 2). Furthermore, he explains why people need questionnaires. He adds that they are helpful in gathering unified opinions about different topics (p. 4).

According to Brown, a definition of questionnaire may be presented as "Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers." (as cited in Dornyei, 2003, p. 6).

In general, there are many reasons to choose the questionnaire as a research instrument. Rowley (2014) explains that questionnaires are used for quantitative research. They represent the pattern in the form numbers. Also, they are helpful in counting and organizing different subjects (p. 309). Further, they are used to gather and examine information that represents the whole population (p. 310).

Jones, Murphy, Edwards and James (2008) state that questionnaires are considered to be more important than interviews. Thus, they have many advantages that can be summarized as the following:

- Cheap information gathering and treatments.

- The researcher should not be a professional person to conduct the questionnaire.

- The researcher can reach large number of populations.

- Questionnaires can be conveyed in different ways (p. 16).

As a result, any researcher has the ability to design a questionnaire that facilitates data gathering process.

3.1.4 Description of the Students' Questionnaire

Students' questionnaire was divided into three sections. The first section is devoted to general information. It consists of questions about students' background information. This section includes four main questions (Q1 to Q4). The second section deals with the concept of speaking skills, speaking difficulties, and the importance of speaking skills. It includes seven questions (Q5 to Q11). Moreover, the third section examined learners' knowledge about the concept of culture, cultural awareness, and its relation with speaking skills. It is composed of ten questions (Q12 to Q21). The variation of the questions aimed at collecting reliable data and confirming the validity of the research.

3.1.5 Administration of Students' Questionnaire

Students' questionnaire was distributed online to second year students of Guelma. However, due to the specific situation of Covid 19 participants were not easily found and most of them did not reply and did not answer the questionnaire. Furthermore, questionnaire's answers took time to be finally collected.

3.1.6 Data Analysis and Interpretations

This section contains results and findings from students' questionnaire. It is divided into three main parts: general information, students' attitude toward the speaking skills, and cultural awareness impact on speaking skills.

3.1.6.1 Section One: General Information

Question 1. How long have you been studying English?

- .... years

Table 3.1 *Students' Experience Studying English*

Options	Number	Percentage
From 1 year to 3 years	**19**	**35.84%**
From 8 years to 13 years	**34**	**64.16%**
Total	**53**	**100%**

The results obtained reveal that students' years of studying English vary between 1 and 13 years. The majority of students (64.16%) indicated that they have studied English for a long period of time, between 8 and 13 years. This means that they are normally familiar with English language. However, some of them (35.84%) indicated they have studied English for a small period of time (from 1 to 3 years). Perhaps they misunderstood the question. Their responses show that some of them did not get the

exact meaning of the question. As a result, they were more specific in which they indicated only university years.

Question 2. Is studying English your choice or imposed on you?

a. Personal

b. Imposed on you

Justify your answer:

Table 3.2 *Students' Choice of Studying English*

Options	Number	Percentage
Personal	**48**	**90.56%**
Imposed on them	**4**	**7.54%**
No response	**1**	**1.88%**
Total	**53**	**100%**

The majority of students (90.56) claimed that studying English is their personal choice. However, only (7.54%) of students were obliged to choose English. Only one student did not answer the question. Moreover, the majority agrees that they all chose English because they love it and wanted to develop their skills for future careers since it is the language of the world. This affects the way they are learning English in general and the way they are speaking in particular.

Question 3. What is your favorite module?

a. Oral expression

b. Written expression

If oral expression please say why

Table 3.3 *Students' Favorite Module*

Options	Number	Percentage
Oral expression	33	62.26%
Written expression	20	37.74%
Total	53	100%

A significant majority of students (62.26%) indicated that Oral expression is their favorite module. Therefore, some students (37.74%) chose Written expression as their favorite module. The total majority explained that they feel free to express themselves in oral expression module. Moreover, they wanted to develop their speaking skills for effective communication.

Question 4. Have you spent any time in an English-speaking country?

a. Yes

b. No

Table 3.4 *Time Spent in an English-Speaking Country*

Options	Number	Percentage
Yes	9	16.98%
No	44	83.01%
Total	53	100%

Concerning the time spent in an English-speaking country, most of the students (83.01%) argued that they did not spend any time in an English-speaking country. However, some of them (16.98%) spent time in an English-speaking country. This means that only few students once were familiar the target culture accordingly, most of the participants learned English away from its cultural context.

3.1.6.2 Section Two: Students' Attitudes toward the Speaking Skill

Question 5. Classify the following according to their importance: (from 1 to 4)

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

Table 3.5 *Students Classification of the Four Skills*

Classification	Number	Percentage
Listening	**16**	**30.18%**
Speaking	**14**	**26.41%**
Reading	**12**	**22.64%**
Writing	**11**	**20.75%**

In this question, students were asked to classify the four skills according their importance. Surprisingly, the majority of students (30.18%) argued that listening is the most important skill comparing to the other three skills. However, speaking was classified as the second skill with (26.41%) of the total responses. Therefore, reading and writing represents the smallest percentage with (22.64%) and (20.75%) respectively. This indicates that students are interested in listening and speaking which means that they are ready for speaking and communicating.

Question 6. Are you satisfied about the hours devoted to study Oral Production module?

a. Yes

b. No, we need more hours

Table 3.6 *Students' Satisfaction towards Oral Production Module Hours*

Options	Number	Percentage
Yes	22	41.50%
No, we need more hours	31	58.50%
Total	53	100%

Table 3.6 reveals that a great number of the students (58.50%) were satisfied about the hours devoted to study Oral Production module. While, (41.50%) of students did not share the same view and they saw that the hours devoted to study Oral Production are not enough.

Question 7. Which of the following describes your level of oral performance in English?

a. High

b. Above average

c. Average

d. Below average

e. Low

Table 3.7 Students' Oral Performance Level

Options	Number	Percentage
High	5	9.43%
Above average	16	30.20 %
Average	28	52.83%
Below average	2	3.80%
Low	2	3.80%
Total	50	100%

Most of the students (52.83%) claimed that their level of oral production is average. Some of them (30.20%) argued that it is above average. While others, (9.43%), surprisingly said that their level is high which indicates high self confidence in oral performance. However, only two students (3.80%) declared that it is below average and two other students said that their level of oral production is low.

Question 8. In your opinion, why learning speaking skill is so important?

a. To improve fluency

b. To speak appropriately

c. To understand native speakers' culture

Table 3.8 *Students' Attitudes towards Learning Speaking Skills*

Options	Number	Percentage
To improve fluency	**33**	**62.26%**
To speak appropriately	**12**	**22.64%**
To understand native speakers' culture	**8**	**15.09%**

Table 3.8 indicates that a large number of students (62.26%) argued that learning speaking skill is so important in order to improve fluency. While, (22.64%) of the students said that rules are not sufficient to be a speaker of a language. However, (15.09%) of participants viewed that learning speaking skill is so important to understand native speakers' culture.

Question 9. What types of activities you prefer to practice in classroom, grammar activities (rules, drills ...) or vocabulary activities (role-play, discussion ...)?

a. Grammar activities

b. Vocabulary activities

Table 3.9 *Students' Favorite Classroom Activities*

Options	Number	Percentage
Grammar activities	13	24.53%
Vocabulary activities	40	75.47%
Total	53	100%

When asking students about the type of activities they prefer to practice in classroom, the majority of them (75.47%) opted for vocabulary activities. Other participants (24.53%) argued that grammar activities are their best choice in which they mostly focus on rules and drills.

Question 10. Which from the following indicate your speaking difficulties?

a. Pronunciation difficulties

b. Lack of vocabulary and structures

c. Lack of practice

d. Unfamiliarity with the English foreign culture

e. First language interference

f. All of those

Table 3.10 *Students' Speaking Difficulties*

Options	Number	Percentage
Pronunciation difficulties	16	30.18%
Lack of vocabulary and structures	28	52.83%
Lack of practice	24	45.28%
Unfamiliarity with the English foreign culture	13	24.52%
First language interference	6	11.35%
All of those	2	3.80%

Table 3.10 indicates that a large number of students (52.83%) argued that the lack of vocabulary and structures is their main speaking difficulty. While, (45.28%) of students said that their speaking difficulties is mostly because of the lack of practice. Therefore, some students (30.18%) declared pronunciation difficulties as their main struggle. However, small number of participants (24.52%) indicated that unfamiliarity with the English foreign culture comes as their speaking difficulty. Only (11.35%) of the students had difficulties with First language interference and (3.80%) said that the difficulties resulted from all the above choices. This means that students were not aware of the fact that the main reason behind students' difficulties in speaking English effectively is being apart from English culture.

Figure 3.1 *Students' Speaking Difficulties*
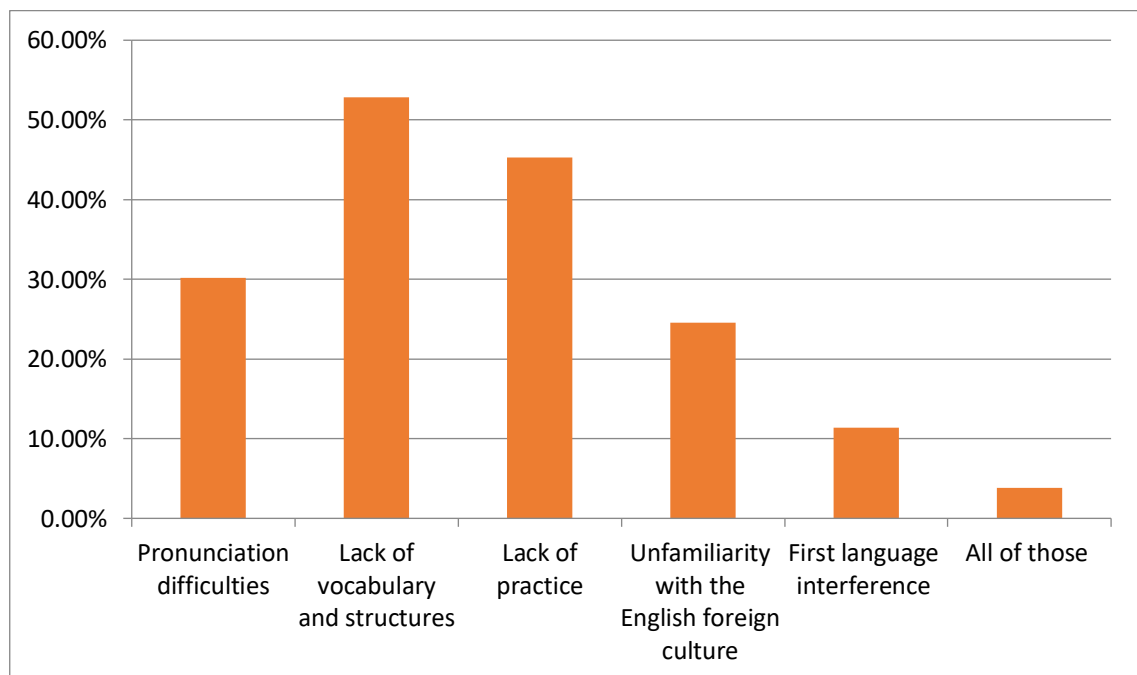
Question 11. What are the main strategies would you use for developing your speaking skills?

a. Make sure to be aware of target culture while speaking a foreign language

b. Find solutions to achieve the meaning by (use replacement words - Improvising - paraphrasing)

c. Avoid to talk completely about the topics in which you lack the necessary vocabulary

Table 3.11 *Students' Strategies for Developing Speaking Skills*

Options	Number	Percentage
A	7	13.21%
B	36	67.92%
C	10	18.87%

More than half of the students (67.92%) totally agreed that they use B choice to develop their speaking skills in which they try to achieve the meaning by replacement words and sometimes paraphrasing and improvising. While, some of them (18.87%) agreed on C choice in which they avoid to talk completely about the topics in which they lack the necessary vocabulary. However, few students (13.21%) selected A choice which is concerned with cultural awareness while speaking a foreign language. This means that being culturally aware is completely neglected by the majority of the students without paying attention to its importance in using English effectively and precisely speaking it appropriately.

Figure3.2 *Students' Strategies for Developing Speaking Skills*
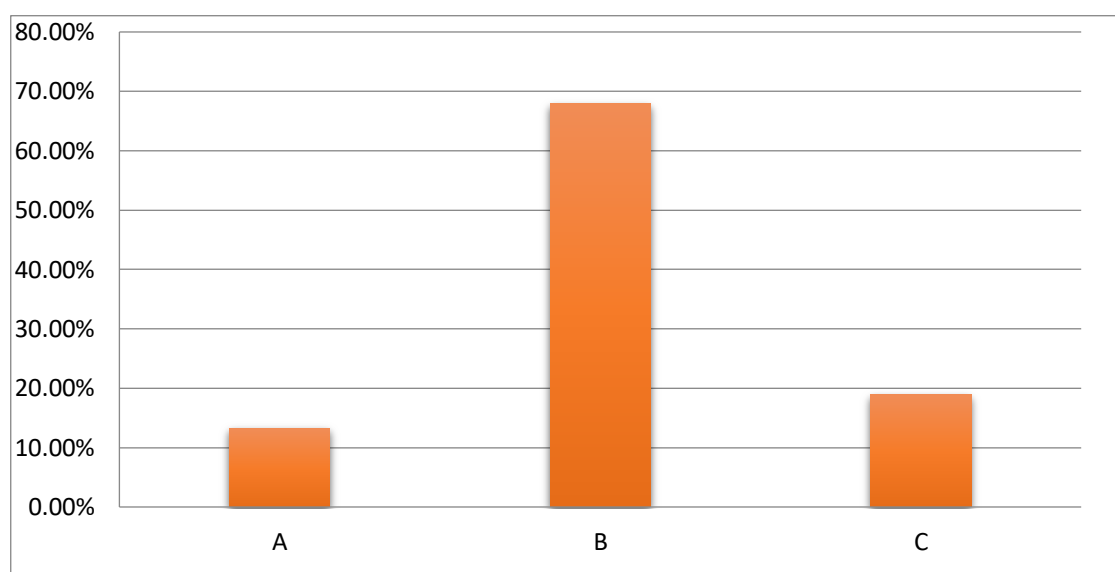
3.1.6.3 Section Three: Cultural Awareness Impact on Speaking Skills

Question 12. You are learning English because:

a. You like it and you want to speak it

b. It is the language of the world

c. You want to discover more about its speakers and their cultures

Table 3.12 *Students' Choice of English Learning*

Options	Number	Percentage
You like it and you want to speak it	33	62.26%
It is the language of the world	12	22.64%
You want to discover more about its speakers and their cultures	8	15.10%

As table 3.12 demonstrates that the majority of students (62.26%) chose English learning because they like it and they want to speak it. However, some students (22.64%) based their choices on the fact that it is the language of the world. Therefore,

only few participants (15.10%) declared that they wanted to discover more about its speakers and their cultures.

Question 13. According to you the word culture refers to:

a. Art, theater, music, literature.

b. Patterns of daily life, attitude, values

c. Both a and b

Table 3.13 *Students' Definition of Culture*

Options	Number	Percentage
Art, theater, music, literature.	7	13.20%
Patterns of daily life, attitude, values	7	13.20%
Both a and b	39	73.60%

The majority of students (73.60%) declared that culture is a mixture of different aspects related to people's daily life actions and behaviors, and the whole artistic domains. While, the other students (26%) were divided at half. Half of them (13.20%) defined culture as art, theater, music, and literature. However, the second part (13.20%) defined it as patterns of daily life, attitude, and values.

Question 14. In your opinion, does culture influence the use of language?

a.Yes

b. No

If "yes", how?

Table 3.14 *Students' Views about Cultural Impact on Language*

Options	Number	Percentage
Yes	41	77.35%
No	12	22.64 %
Total	53	100%

Table 3.14 indicates that the majority of students (77.35%) said that culture influence the use of language. Because, it helps in gaining new words and expressions. Moreover, they added that culture helps them to avoid misunderstandings and embarrassing situations. Furthermore, they explained that no one will fully master a language unless he\she understands its culture, just like he\she will never fully understand a culture until he\she immersed himself\herself in a study of their language. However, few of them (22.64 %) argued that culture has no impact on language usage.

Question 15. Does your teacher talk to you about the importance of learning the foreign culture?

a. Yes

b. No

Table 3.15 *Teachers' Opinions about the Importance of Learning a Foreign Culture*

Options	Number	Percentage
Yes	40	75.47%
No	13	24.52%
Total	53	100%

Table 3.15 reveals that a great number of the students (75.47%) said that their teachers talk to them about the importance of learning the foreign culture. However, few students (24.52%) indicated that their teachers do not mention it at all.

Question 16. Do you think that culture learning/teaching should go hand in hand with foreign language learning/teaching?

a. Yes

b. No

Please explain why

Table 3.16 *Students' Opinions about Culture Learning/Teaching and Foreign Language Learning/Teaching*

Options	Number	Percentage
Yes	46	86.80%
No	7	13.20%
Total	53	100%

The majority of students (86.80%) said that culture learning/teaching should go hand in hand with foreign language learning/teaching. Moreover, they explained that they cannot learn a language without knowing about its culture. They, also, added that language is highly influenced by its culture. In other words, language and culture are inseparable. However, few of them (13.20%) agreed that is not necessary to complete each other.

Question 17. How do you find learning about others people's culture?

a. Very interesting

b. Not interesting

c. Boring

Table 3.17 *Students' Opinions about Learning other People's Culture*

Options	Number	Percentage
Very interesting	50	94.33%
Not interesting	2	3.77%
Boring	1	1.88%
Total	53	100%

Half of the students (94.33%) argued that learning about others people's culture is very interesting. While, some participants (3.77%) said that learning about people's culture is not interesting at all. However, only one person declared that learning new culture is boring.

Question 18. Do you think that the incorporation of culture makes the understanding of cultural differences easier for students?

a. Yes

b. No

Please justify your answer

Table 3.18 *Students' Thoughts about the Incorporation of Culture in Understanding Cultural Differences*

Options	Number	Percentage
Yes	48	90.56%
No	5	9.43%
Total	53	100%

As table 3.18 shows, a significant majority of students (90.56%) agreed about the incorporation of culture to make the understanding of cultural differences easier for

them. Moreover, they explained that more exposure to the target culture makes the process of communication and interaction easier and they also added that it helps a lot in preventing misconceptions. However, few students (9.43%) declared that the incorporation of culture do not help in the comprehension of cultural differences.

Question 19. To what extent do the cultural tasks help you improve your speaking skills?

a. Very much

b. Somewhat

c. Not very much

d. Do not know

Table 3.19 *The Role of Cultural Tasks in Improving Students' Speaking Skills*

Options	Number	Percentage
Very much	23	43.39%
Somewhat	20	37.73%
Not very much	7	13.20%
Do not know	3	5.66 %
Total	53	100%

The majority of students (43.39%) argued that cultural tasks help them very much improving their speaking skills. While others (37.73%) declared that cultural tasks are somewhat important. However, some of them (13.20%) said not very much. Only (5.66%) students do not know at all.

Figure 3.3 *The Role of Cultural Tasks in Improving Students' Speaking Skills*
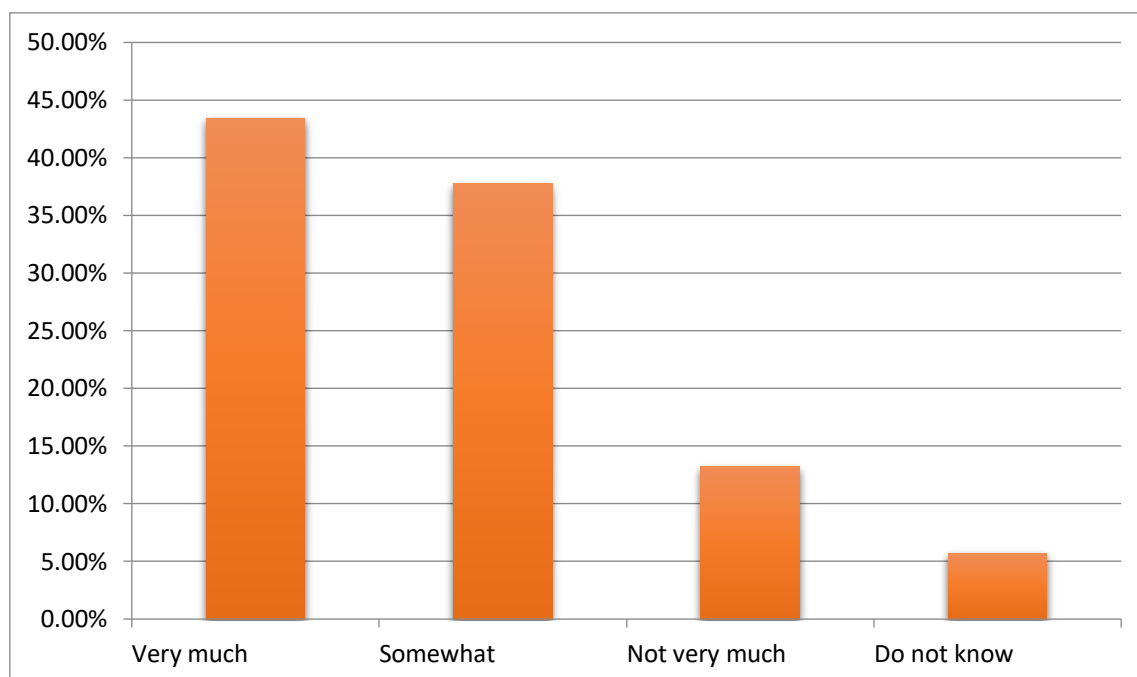
Question 20. Do you think that teaching culture as a separate module helps in developing your cultural awareness?

a. Yes

b. No

Table 3.20 *The Impact of Teaching Culture in Developing Cultural Awareness*

Options	Number	Percentage
Yes	51	96.22%
No	2	3.77%
Total	53	100%

It is clearly demonstrated in table 3.20 that approximately all students (96.22%) opted for the first choice. They argued that teaching culture as separate module helps in developing their cultural awareness. However, only few of them (3.77%) said that it does not help.

Figure 3.4 *The Positive Impact of Teaching Culture in Developing Cultural Awareness*

■ Yes ■ No
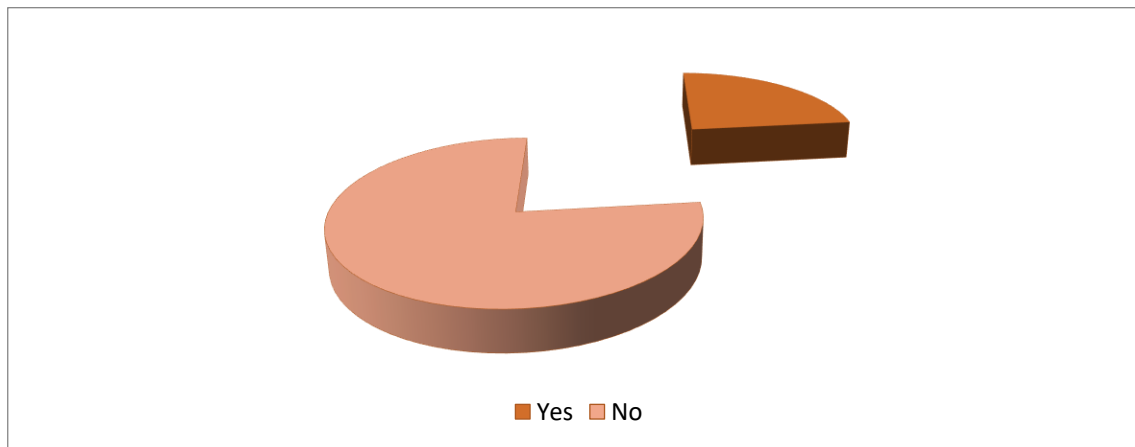
Question 21. Does cultural awareness enhance your speaking skill?

a. Yes

b. No

Table 3.21 *The Effect of Cultural Awareness in Enhancing Students' Speaking Skills*

Options	Number	Percentage
Yes	40	75.47%
No	13	24.53%
Total	53	100%

Most of the students (75.47%) claimed that cultural awareness enhances their speaking skill. While, some of them (24.53%) agreed that it has no effect on the speaking skill.

Figure 3.5 *The Effect of Cultural Awareness in Enhancing Students' Speaking Skills*
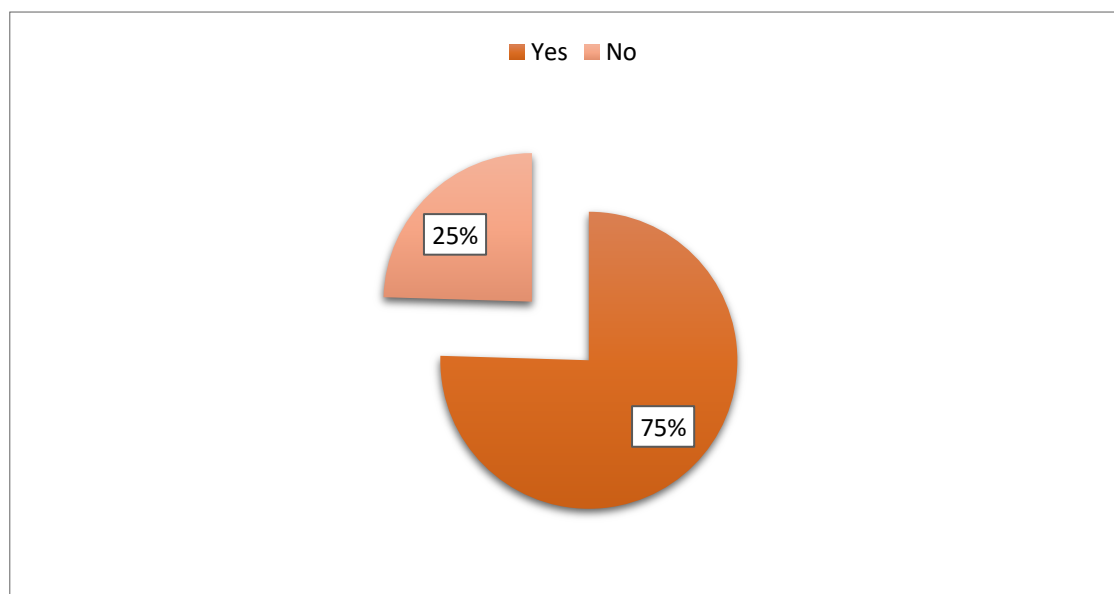
Farther Suggestions or Comments

Only two students (3.77%) added suggestions. They both insisted on incorporating culture classes for students and including culture as a separate module for English or any foreign language.

Depending on these comments, cultural awareness plays important role in promoting and developing learners speaking skills.

3.1.7 Summary of Results and Findings from Students' Questionnaire

The data gathered from the questionnaire have been presented and analyzed in the previous section. Accordingly, this part tries to summarize the findings.

The findings of this questionnaire, which are based on students' answers, reveals that the majority of learners indicated that studying English was their personal choice and not imposed on them. They wanted to learn the English language because they like it. Furthermore, they justified their choices by showing that English is the world language, so that they have more choices for future careers. Moreover, they claimed

that oral expression is their favorite module because they feel free to express their ideas without obstacles. They also added that in oral expression module the majority of students have the choice to communicate and interact, and this helps in the process of developing their speaking skills.

In the same vein, the majority of students argued that they were not satisfied about the hours devoted to study oral production module since they showed that they prefer speaking and listening skills more than the other skills. They added by justifying that their level in speaking English is surprisingly between high, average, and above average. Moreover, they argued that they prefer vocabulary activities more than grammar activities. They explained that learning speaking skills is considered so important to develop fluency. However, few of them declared that learning speaking skills can help in understanding native speaker's culture. As a result, the majority of the students struggle from the lack of vocabulary and structures and the lack of practice. However, they tried to overcome these difficulties and to develop speaking skills by achieving the general meaning and be more aware of the target culture.

The majority of students indicated that culture influence the use of language and culture learning/teaching should go hand in hand with foreign language learning/teaching because they complete each other. In this way, a large number of them argued that their teachers talk to them about the importance of learning the foreign culture. Furthermore, the majority of them wanted to study culture as a separate module to improve their speaking skills because cultural awareness according to them helps in enhancing their speaking skill. In sum, based on the data collected from analyzing students' questionnaire it can be answered that the majority of students confirm the research hypothesis that supposes the positive impact of the English culture in enhancing students' speaking skill.

3.2 Teachers' Questionnaire

The questionnaire serves as a data-gathering tool for the present research. It is conducted to collect the needed information. The questionnaire is submitted to teachers to explore their perspectives towards the impact of making students aware of the target culture to enhance speaking skills.

3.2.1 Population and Sampling of the Study

This questionnaire is directed towards second year teachers at the department of English, University of 8 May 1945. It has been sent to many teachers but only 12 have responded to it. All the teachers who have participated in this questionnaire have taught second year students in different modules without taking into consideration the modules they teach. The chosen sample seems appropriate to give the necessary data concerning the topic under investigation. As university teachers, they can identify what helps students to enhance their speaking skills and to discover whether teachers are conscious about the role of culture in developing the speaking skill or not.

3.2.2 Administration of Teachers' Questionnaire

Teachers' questionnaire, also, was distributed online to second year teachers of Guelma. However, due to the specific situation of Covid 19 participants were not easily found. Only twelve questionnaires were gathered. Furthermore, questionnaire's answers took time to be finally collected.

3.2.3 Description of Teachers' Questionnaire

The teachers' questionnaire consists of (20) questions organized in three sections. Each section and each question in this questionnaire are related directly or indirectly to a specific aspect of this research. The questions are either closed questions, requiring

from the teachers to choose "yes" or "no" answers, or to pick up the appropriate answer from a number of choices, or open questions where teachers are requested to give explanation or suggest other alternatives (see Appendix B).

3.2.3.1. Section One: Background Information (Q1- Q3)

In this opening section, teachers are required to identify their qualification, their specialty and years of teaching experience at the university.

3.2.3.2 Section Two: Speaking Skills (Q4-Q9)

It contains 6 questions which aim at knowing teachers' evaluation of their students' speaking skill. (Q4) was concerned with aspects that teachers focus on in classroom discussion, and the students' level in speaking (Q6). The next question (Q8) explores the teachers' views about the difficulties that their students come across while speaking and whether or not teachers encourage their students to participate and speak in the classroom (Q7). Finally, (Q9) is intended to ask teachers about their students' strategies to overcome these difficulties.

3.2.3.3 Section Three: Cultural Awareness Impact on Speaking Skills (Q10-Q20)

It is composed of ten questions. The three first questions deal with information about teachers' definitions of the word 'culture' (Q10), whether teaching English go hand in hand with its culture (Q11) and the importance of teaching culture lectures in EFL classes (Q12). In the remaining questions, teachers were questioned to indicate the extent to which they incorporate culture in their classes (Q13). Then, they asked to identify what should be included in teaching culture (Q14). The last four questions are designed for the teachers to indicate some of the used materials to make students aware of the target culture and what are the cultural activities they use. After that, teachers are provided with an open space to express their views about obstacles which face them

while making their students aware of the target culture. The finally, in the last question (Q20) teacher were requested to add any addition or comments about the importance of cultural awareness to enhance students' speaking skills.

3.2.4 Data Analysis and Interpretations

This section contains results and findings from teachers' questionnaire. It is divided into three main parts: general information, teachers' attitude toward the speaking skills, and teachers' view about cultural awareness impact on speaking skills.

3.2.4.1 Section One: General Information

Question 1. Specify your qualification.

a. Magister

b. Doctorate

Table 3.22 *Teachers' Qualification*

Options	Number	Percentage
Magister	10	83.33%
Doctorate	2	16.67%
Total	12	100%

As shown in the table 3.22 above, the largest majority of the respondents (83.33%) answered that they have Magister degree, while (16.67%) of the sample have Doctorate degree. Based on their responses, it is demonstrated that they are qualified enough to provide reliable data.

Question 2. How long have you been teaching English at university?

Table 3.23 *Teachers' Experience in Teaching English at the University*

Options	Number	Percentage
1 to 7years	1	8.33%
7-10 years	2	16.67%
More than 10 years	9	75%
Total	12	100%

According to the above-mentioned table 3.23, (8.33%) of teachers have between 1 to 7 years of experience at the university. It is (16.67%) of the teachers who experienced teaching between 7 to 10 years. Finally, (75%) of them claimed that, they have more than 10 years of experience at the university. These findings represent that the chosen sample consists of well-experienced teachers. They have an experience through which they gained a wide view about the whole teaching\learning process in general and the target culture in particular.

Question 3. What is your field of specialty?

a. Linguistics

b. Literature

c. Civilization

d. Translation

Table 3.24 *Teachers' Specialty*

Options	Number	Percentage
Literature	6	54.55%
Linguistics	2	18.18%
Civilization	2	18.18%
Translation	1	9.09%
Total	12	100%

As shown in the table above 3.24, more than half of the participants (54.55%) who answered this questionnaire are specialized in literature. Equally, (18.18%) of teachers are specialized in civilization and (18.18 %) of them are specialized in linguistics. Only one teacher (9.09%) is specialized in translation and other one (9.09%) did not answer this question.

3.2.4.2 Section Two: Speaking Skills

Question 4. Which of these aspects do you concentrate more in your classroom discussion?

a. Vocabulary

b. Grammar

c. Comprehension of the target culture

d. All of the above

Please, explain why

Table 3.25 *Teachers' Opinions of the Most Important Element when Teaching English*

Options	Number	Percentage
A+C	1	8.33%
B+C	1	8.33%
D	10	83.33%
Total	12	100%

As it is demonstrated in the table 3.25, the highest percentage of teachers (83.33%) claimed that they focus on all the proposed aspect. Whereas, (8.33%) of the teachers focused on grammar and comprehension of the target culture and the other (8.33%) of them chose vocabulary and comprehension of the target culture.

Accordingly, (12) Teachers justified their answers saying:

➢ As university teachers the focus should include all of these aspects so that students can use the language appropriately but with varying degrees. Vocabulary makes the interlocutors feel natural and having a good understanding of culture and makes them feel close. As far as grammar is concerned, it is needed whenever the message is prevented (10 teachers).

➢ Vocabulary is important in order to get the communicative message. And comprehending the target culture is also important because we are living now in an open world, and students should be aware of all the global issues (1 teacher).

➢ Grammar needs much more of teachers' attention in the classroom because being accurate makes the learner learn well and comprehending culture is an essential part of learning language too (1 teacher).

Question 5. What is the Skill you focus on most?

a. Listening

b. Speaking

c. Reading

d. Writing

Table 3.26 *Teachers' Views of the Most Important Skills*

Options	Number	Percentage
Speaking	7	58.33%
Listening	2	16.67%
Writing	2	16.67%
Reading	1	8.33%
Total	12	100%

This question asked teachers to choose the most important skill they focus on while teaching. It aims at knowing which of the four skills students in need to be developed. We can deduce that more than half of the teachers (58.33%) focus on speaking. However, (16.67%) have stated that they concentrate on listening and the same percentage goes for writing (16.67%). Only (8.33%) have claimed that they focus on reading.

Question 6. Which of the following describe your students' level of speaking in English?

a. High

b. Above average

c. Average

d. Below average

e. Low

Table 3.27 *Teachers' Attitudes towards their Students' Level of Speaking Skills*

Options	Number	Percentage
High	**0**	**0**
Above average	**0**	**0**
Average	**8**	**66.67%**
Below average	**4**	**33.33%**
Low	**0**	**0**
Total	**0**	**0**

This question examines teachers' evaluation of their students' speaking skills. As indicated above table 3.27, the majority of informants (66.67%) affirmed that their students' level of speaking skills in English is average; whereas, a remarkable proportion (33.33%) admitted that their students' level is above average.

Question 7. Is it easy for you to encourage students' participation in the speaking activities?

a. Yes

b. No

Table 3.28 *Teachers' Abilities towards Encouraging Students' Participation in the Speaking Activities*

Options	Number	Percentage
Yes	9	75%
No	3	25%
Total	12	100%

Table 3.28 indicates that the majority (75%) of the teachers consider that it is easy to make all the students participate in the speaking activities. However, (25%) of the teachers state that it is difficult to do that. This implies that the most of the teachers are able to boost their students to speak. Therefore, teachers can make them aware of the target culture easily.

Question 8. What are the common difficulties that your students face while speaking?

a. Pronunciation difficulties.

b. Lack of vocabulary and structures.

c. Lack of practice.

d. Lack of the English foreign culture.

e. First language interference

f. All of those.

Table 3.29 *Teachers' Attitudes towards Problems Encountered by Students while*

Speaking

Options	Number	Percentage
A+B+E	1	8.33%
B+C+E	1	8.33%
A+B	1	8.33%
B+D	1	8.33%
F	8	66.67%

Table 3.29 indicates that the highest percentage (66.67%) goes for all the mentioned

difficulties. While (8.33%) goes equally for three obstacles: pronunciation difficulties,

lack of vocabulary and structures, and First language interference. Additionally, some

teachers (8.33%) chose pronunciation difficulties and lack of vocabulary and structures.

The same percentage of the teachers declared that there are students who face two main

difficulties which are lack of vocabulary and structures and the unawareness of the

English-speaking countries culture. As a result, most of students face different

difficulties when it comes to speaking in the target language.

Question 9. Which from the following choices students use to overcome those

difficulties?

a. Find solutions to achieve the meaning by (use replacement words - Improvising -

paraphrasing).

b. Avoid interaction completely because of vocabulary lack.

c. Find equivalence between the target culture and the native culture.

Table 3.30 *Teachers' Views about Students' Strategies to Overcome the Speaking Difficulties*

Options	Number	Percentage
A	9	75%
B	0	0
C	3	25%
Total	12	100%

The results clearly show teachers attitudes towards the strategies used by the students to overcome speaking difficulties. Accordingly, the majority of informants (75%) stated that finding solutions to achieve the meaning by using replacement words, improvising and paraphrasing is the best way for students to come across problems encountered while using English. Further, a significant percentage (25%) declared that finding equivalence between the target culture and the native culture can help students to overcome what their speaking problems. This means that teachers were aware of the importance of cultural awareness to be used as a teaching strategy.

3.2.4.3 Section Three: Cultural Awareness Impact on Speaking Skills

Question 10. How would you define the term culture?

a. What a society does and thinks.

b. A set of beliefs, attitudes, art, law, morals, customs, and norms.

c. Both a and b

Table 3.31 *Teachers' Definitions of Culture*

Options	Number	Percentage
A	1	8.33%
B	3	25%
C	8	66.67%
Total	12	100%

Concerning the definition of culture, a large percentage of respondents (66.67%) mentioned that culture is the combination of what a society does and thinks, and set of beliefs, attitudes, art, law, morals, customs, and norms. However, a significant percentage of instructors (25%) declared that culture is a set of beliefs, attitudes, art, law, morals, customs, and norms; whereas, only one teacher (8.33%) stated that culture is what a society does and thinks. In general, this suggests that culture is a wide concept which has many definitions.

Question 11. Do you think that teaching English should go hand in hand with its culture?

a. Yes

b. No

Please, justify your answer

Table 3.32 *Teachers Attitudes towards Teaching English along with its Culture*

Options	Number	Percentages
Yes	11	91.67%
No	1	8.33%
Total	12	100%

According to the table above 3.32, the overwhelming majority of informants (91.67%) agreed that language and culture should be inseparable from each other. Only one teacher (8.33%) responded that teaching a FL does not necessarily entail the teaching of its culture.

Thus, the majority (91.67%) of the teachers justified their answers saying:

-Culture and language are two facets of the same coin. One cannot be taught or learned without the other.

-The relationship between language and culture is very strong and reciprocal. Language is part of culture, it reflects and influences culture and thought, on one hand; and culture influences language use, on the other hand. It is not possible to learn the language without learning about the culture associated to this language for an appropriate use of the language….

Question 12. Do you agree about the importance of integrating culture in EFL classes?

a. Strongly agree

b. Neither agree nor disagree

c. Strongly disagree

Table 3.33 *Teachers' Views about Integrating Culture in EFL Classes*

Options	Number	Percentage
Strongly agree	**10**	**83.33%**
Neither agree nor disagree	**2**	**16.67%**
Strongly disagree	**0**	**0**
Total	**12**	**100%**

With regard to the results, the majority of the participants (83.33%) revealed that they strongly agree about the importance of integrating culture in EFL classes. Whereas, only (16.67%) of the respondents were unclear in their answer because they neither agree nor disagree.

Question 13. How often do you incorporate culture in your class?

a. Always

b. Often

c. Sometimes

d. Rarely

e. Never

Table 3.34 *Teachers' incorporation of the Target Culture while Teaching*

Options	Number	Percentage
Always	**4**	**33.33%**
Often	**7**	**58.33%**
Sometimes	**1**	**8.33%**
Rarely	**0**	**0**
Never	**0**	**0**
Total	**12**	**100%**

As indicated above, the majority of informants (58.33%) affirmed that they often incorporate culture in their classes. Also, a remarkable proportion (33.33%) admitted that they always talk about cultural concepts during the lesson. However, a few of instructors (8.33%) declared that they sometimes talk about culture whenever it is necessary. It is demonstrated that many teachers incorporate culture in their teaching strategies and give indirectly higher importance to cultural awareness. But there is a

kind of paradox between this question and question (9). May be teachers are not aware of the necessity to attract students' awareness towards the target culture.

Question 14. What should teaching culture include?

a-Food and clothes   b-Music and art   c-Literature   d-Daily life e-Idioms and proverbs

Table 3.35 *Teachers' Attitudes towards Teaching Culture Strategies*

Options	Number	Percentage
A+B+C+D+E	9	75%
A+C+D+E	2	16.66%
C+E	1	8.33%

This question aims at investigating teachers' opinions about the best way to make students easily benefit from cultural aspects. The results shown in table 3.35 reflect that the majority of teachers claimed that teaching culture should include food and clothes; music and art; literature; and daily life-Idioms and proverbs. However, some of them (16.66%) declared that music and art are not best choices and they chose the other entire one. Few of them (8.33%) said that only literature, idioms and proverbs are considered to be the best way to make students easily benefit from cultural aspects.

Question 15. What kind of materials would you like to introduce to make students aware of the target culture?

a-Films   b-Songs   c-Cooking recipes d-Novels and short stories   e-Idioms and proverbs

Table 3.36 *Teachers' Opinions about the Use of Material that Make Students Aware of the Target Culture*

Options	Number	Percentage
A+B+C+D+E	3	25%
A+B+D+E	3	25%
A+C+D+E	2	16.66%
A+D+E	2	16.66%
D+E	2	16.66%

As it is indicated in the table above 3.36, it is clearly observable that the majority of teachers (25%) opted for multiple materials to make students aware of the target culture. Equally, other teachers (25%) chose a combination of films; song; novels and short stories; Idioms and proverbs to be used. However, some of them (16.66%) disagreed about the use of songs and chose the other ones. Also, the same percentage of teachers (16.66%) opted to deal only with films; novels and short stories; and idioms and proverbs. Equally, (16.66%) of informants affirmed that only novels and short stories; and idioms and proverbs to be the best materials that make Students aware of the Target Culture.

Question 16. Which type of cultural activities do you feel your students are most involved?

The majority of teachers (83.33%) answered this question. According to them students are interested in many cultural activities:

- Dealing with novels, short stories, idioms, proverbs, games and plays.

- All activities involving technology and social media.

- Making research papers about certain culture, interaction with literary texts enriches students' familiarity with cultural assumptions of the target language.

- Storytelling, proverb and idioms, music and movies analysis.

- Role-play, reading, watching videos, listening to music….

- The use of authentic materials is usually motivated.

Question 17. Do you think that students are interested in learning the target culture?

a. Yes

b. No

Table 3.37 *Teachers' Views about their Students' Interest in Learning the Target Culture*

Options	Number	Percentage
Yes	11	91.67%
No	1	8.33%
Total	12	100%

The results indicate that, the majority of teachers (91.67%) provided that EFL students are interested in learning the target culture. However, only one teacher (8.33%) declared that EFL students are not interested to learn the target culture.

Question 18. According to you, cultural awareness has a great impact on:

a. Listening

b. Reading

c. Speaking

d. Writing

Table 3.38 *Teachers' Attitudes towards the Impact of Cultural Awareness on the Four Skills*

Options	Number	Percentage
Listening	2	16.67%
Speaking	7	58.33%
Reading	2	16.67%
Writing	1	8.33%
Total	12	100%

The common shared idea between the majority of teachers (58.33%) is that cultural awareness has a great influence on speaking. Other (16.67%) confirmed that cultural awareness affects the listening skill. Equally, the same percentage maintained that it influences reading. Only one participant teacher (8.33%) selects writing. This means that most of the teachers were aware of the importance of making students aware of the target culture in order to improve their speaking skills.

Question 19. What are the most common obstacles that face you while making students aware of the target language culture?

Through investigating teachers' answers, it reveals that (100%) of the teachers clarified the obstacles encountered while making students aware of the target culture. They had approximately similar answers quoted as follows:

- Cultural differences between the native culture and the target culture: every individual has their own cultural identity. Luck of familiarity with the target language culture. Luck of cultural interaction because of the luck of cultural materials.

- Being myself a non-native so it is not always easy to deliver information about a foreign culture. Lack of ready-made materials. Sometimes, students' resistance to learn or open up about strange or new things. Cultural misunderstandings of students

- Negative attitudes towards the target language culture, intolerance, rejection of otherness and difference.

- Translation, culture clash and sometimes the fear that the students will be influenced by the target culture and lose their own identity.

- Lack of materials; lack of motivation; unsuitable settings (labs, classes, auditorium, amphitheater).

- Poor culture background.

- Only one teacher said that there are no obstacles; students always show understanding regarding this point.

Question 20. We would greatly appreciate any further suggestions to develop students' cultural awareness to enhance their speaking skills

Table 3.39 *Teachers' Comments on the Effect of Cultural Awareness on Students' Speaking Skills*

Options	Number	Percentage
Answered	**9**	**75%**
Not answered	**3**	**25%**
Total	**12**	**100%**

In response to the last question whereby the participants were required to provide some additions or comments about the research. The low percentage (25%) represents those who answered this part. However, the majority of the teacher (75%) left it blank.

Very few who answered the question have provided some comments about the topic "cultural awareness", but not about "the impact of cultural awareness on students' speaking skills". Also, most of the respondents found difficulties to answer because they were accustomed to answer questionnaire on papers handed to them as it is mentioned by a teacher who said: I didn't know where to put my comments so I leave them here: the objectives depend on the module taught. For instance, the objectives of a "literature course" are different from the objectives of an "oral expression course".

3.2.5 Summary of Results and Findings from Teachers' Questionnaire

The first section in teachers' questionnaire "General Information" reveals that the majority of the teachers have a magister degree. Moreover, they have great experience in teaching English. In addition to their ability to teach various modules. This demonstrates the adequateness of choosing this sample which will provide reliable data to be used in this research.

By analyzing the results of the second section "Speaking Skill", it is indicated that the majority of teachers concentrate on the comprehension of the target culture and speaking skills in their classroom discussion. Also, they encouraged their students to participate in the speaking activities. However, they argued about their students' difficulties during speaking activities.

In section three "cultural awareness impact on speaking skills", the majority of teachers stressed the significant role of cultural awareness as teaching strategy in enhancing students' speaking skills. Also, they confirmed that teaching English should

go hand in hand with its culture and agreed about the importance of integrating culture in EFL classes. In sum, based on the data collected from analyzing teachers' questionnaire it can be answered that the majority of teachers confirm the research hypothesis that supposes the positive impact of the English culture in enhancing students' speaking skill.

Conclusion

The results of the present study indicate that both students and teachers perceive cultural awareness as an important and innovative strategy to be incorporated in EFL curriculum. The results gathered from the students' questionnaire show that when they were attracted towards the significant features of the target culture, they were able to better understand the English language and accordingly speak it effectively. The teachers understood their students' needs. They also, showed a deep awareness towards students' difficulties and they tried to incorporate culture in their classes using different materials. The materials used considered as the ones in which most students interested in.

The findings of both questionnaires reveal that the participants declared that attracting students' attention towards the target culture is very effective in developing their speaking skills. Moreover, using different strategies and activities to raise students' cultural awareness help in developing their comprehension of the target culture. Also, they play significant role in making students interested about the target culture and enrich their vocabulary and knowledge. Consequently, students' speaking skills will improve.

Simply put, we confirm the hypothesis of this research which assumes that cultural awareness plays significant role in enhancing students' speaking skills.

GENERAL CONCLUSION

1. Concluding Remarks

The present study is based on exploring the issue of the cultural awareness, how cultural awareness can develop and enhance students 'speaking skills, and the importance of raising students' awareness towards the target culture and learning the cultural differences.

At the beginning of this dissertation, we tried to explain the relationship between language and culture. We tried to identify the intercultural situations and the main obstacles prevent students from a successful communication. We, also, attempted to demonstrate the concept of cultural awareness and its relation with learning and teaching, and presented some techniques for developing and teaching it. Moreover, since the concept of speaking skills is also the core element of the current study, we have stressed the importance of speaking skills, factors that cause speaking difficulties, and some strategies for developing speaking skills.

Findings of the two questionnaires confirm that both teachers and students realize the importance of culture in the process of teaching/learning English as a foreign language. Students also declared that they are interested in learning the target culture to understand cultural differences and to acquire cultural awareness. Furthermore, both teachers and students explained their desire to incorporate culture in EFL classes as a separate module. They, also, argued about the need of cultural awareness in EFL classes to develop the process of speaking skills and get rid of misconceptions during communication. As a result, the main hypothesis of the research which assumes the positive impact of the English culture in enhancing students' speaking skills is directly confirmed.

2. Pedagogical Implications

The aim behind conducting this work is to explore students' and teachers' attitudes towards directing students' attention towards the target culture to enhance their speaking skills.

Based on the results obtained from the current study which indicated that teachers and learners have a positive reaction towards the importance of integrating culture in EFL classes, this would not exclude the fact that culture is still somehow neglected in different contexts inside EFL classrooms. From this perspective, some pedagogical recommendations and implications would be suggested to both teachers and learners to take into account the significant importance culture plays in EFL classes. Furthermore, these pedagogical recommendations would help especially students to develop cultural awareness and improve their speaking skills.

➤ Learners should be more interested in learning about the target culture using different sources not only what the teacher gave and suggested to them.

➤ Learners should develop cultural awareness and differentiate between the native culture and the target culture.

➤ Learners should understand the cultural differences to realize effective communication, to solve speaking problems, and to avoid different misconceptions.

➤ Teachers should avoid concentrating more on linguistic structures and trying to integrate cultural aspects in their EFL classes.

➤ Teachers should encourage their students to be more exposed to target culture to develop cultural awareness and understand cultural differences.

➢ Teachers should try to implement the concept of culture inside classroom and help learners interact and discuss their ideas according to this context.

➢ Teachers should motivate their students to be more interested in the target culture whether inside or outside classrooms

➢ Teachers should devote extra time to discuss cultural differences.

➢ Teachers should use various types of materials to introduce the concept of culture in order to develop learner's cultural awareness.

➢ Culture should be studied as a separate module in EFL English classes.

3. A Proposed Model Lesson

Based on the nature of the sample under study and its needs, a proposed teaching strategy is adopted to enhance developing speaking skills. This strategy would provide enough opportunities for EFL students in order to attract their attention towards the target culture. Thus, consciousness-raising helps students enrich their language vocabulary and strengthen their speaking abilities.

There is a variety of techniques and activities for integrating culture into language teaching. Teachers may select specific activities to deal with during the lesson. Accordingly, oral expression is considered as the module in which students can speak and express their knowledge. Also, it is the space in which students would grasp new information and vocabulary that enable them to develop their speaking skills and their communication abilities. This module plays significant role in showing cultural differences and developing cultural awareness.

Before lesson planning, the teacher should make a research about students' needs and interests and tries to understand them. Then, she\he should find a topic and

activities related to the lesson and allow the students to engage in choosing and proposing specific subjects. All topics should be related to culture whether directly or indirectly. Moreover, the teacher may ask the students to choose specific materials in order to attract their attention and motivate them to know more about the target culture. There is a variety of materials. The most valuable ones are movies, short stories, songs, images, and famous programs like Ted talks. During the lesson, the teacher should raise students' awareness by identifying their native culture and by making comparison and references to the target culture. Proverbs could be a perfect example. Further, the teacher should use specific vocabulary related to culture to put students in cultural context. After the lesson, the teacher should open discussion and ask questions about the topic. Also, he\she may give them large space to express their ideas and ask questions about unclear information about the target culture.

Consequently, students become culturally aware and motivated to be exposed to target culture. Also, they may develop their comprehension and communication abilities.

4. Research Limitations and Recommendations

As any other research, the current study has many different limitations that encountered the researcher along the way. These limitations are considered as obstacles against the accomplishment of the present research. These limitations can be summarized as the following:

➢ Members of the research study were not able to meet and discuss the most important element of the research due to different problems like the corona virus pandemic and poor internet connection.

➢ Luck of authentic sources. Many master students suffer from the process of collecting sources that match their variables. They, also, take long time to filter the ideas they want. Furthermore, due to the corona virus situation, the university library was totally closed in which learners were obliged to carry out their research only with digital versions (e-books and journals).

➢ Both teachers and students did not help much in answering the questionnaire. Moreover, and because of Covid 19, the process of finding students to answer the questionnaire was like looking for a needle in a haystack. Furthermore, when teachers and students were emailed, both of them did not contribute in the operation of answering the questionnaire. Some of them took long period of time to provide the feedback.

➢ Some students also gave incomplete answers and even contradicting responses in many questions. They did not take the process seriously. Thus, it was very difficult to do a proper work.

➢ Also, the sample was limited to only second year students and their teachers. Therefore, the results cannot be generalized for all learners.

In the light of the findings that were gathered from this research, a further research is recommended about the topic under investigation. Furthermore, it would be better if it was conducted on large population of students and face to face interviews with teachers. Moreover, other studies are needed to investigate cultural awareness effect in developing students' linguistic skills (listening, reading, and writing). Also, further research is needed to explore the role of cultural awareness in raising students' motivation towards studying a foreign language.

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APPENDICES

Appendix I

<div align="center">

Students' Questionnaire

</div>

Dear students

The research is carried out to investigate the impact of cultural awareness on speaking skills. Accordingly, the questionnaire findings which are based on your feedback would be very helpful for the validity of the research. Therefore, I would be very grateful if you take your time to answer the questions. I would like to assure that the questionnaire is anonymous and confidential.

<div align="right">

Thank you for your cooperation.

</div>

Section One: General Information

1. How long have you been studying English?

- ...... years

2. Is studying English your choice or imposed on you?

a. Personal ☐

b. Imposed on you ☐

Justify your answer:

…………………………………………………………………………………………

…………………………………………………………………….....................

3. What is your favorite module?

a. Oral expression ☐

b. Written expression ☐

If oral expression please say why

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

……………………………………………………………………………………………………..

4. Have you spent any time in an English-speaking country?

a. Yes ☐

b. No ☐

Section Two: Speaking Skills

5. Classify the following according to their importance :(from 1 to 4)

a. Writing ☐

b. Reading ☐

c. Listening ☐

d. Speaking ☐

6. Are you satisfied about the hours devoted to study Oral Production module?

a. Yes ☐

b. No, we need more hours ☐

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

a. High ☐

b. Above average ☐

c. Average ☐

d. Below average ☐

e. Low ☐

8. In your opinion, why learning speaking skill is so important?

a. To improve fluency ☐

b. To speak appropriately ☐

c. To understand native speakers' culture ☐

9. What types of activities you prefer to practice in classroom, grammar activities (rules, drills ...) or vocabulary activities (role-play, discussion ...)?

a. Grammar activities ☐

b. Vocabulary activities ☐

10. Which from the following indicate your speaking difficulties?

a. Pronunciation difficulties ☐

b. Lack of vocabulary and structures ☐

c. Lack of practice ☐

d. Lack of the English foreign culture ☐

e. First language interference ☐

f. All of those ☐

11. What are the main strategies would you use for developing your speaking skills?

a. Make sure to be aware of target culture while speaking a foreign language ☐

b. Find solutions to achieve the meaning by (use replacement words - Improvising - paraphrasing) ☐

c. Avoid to talk completely about the topics in which you lack the necessary vocabulary ☐

Section Three: Cultural Awareness Impact on Speaking Skills

12. You are learning English because:

a. You like it and you want to speak it ☐

b. It is the language of the world ☐

c. You want to discover more about its speakers and their cultures ☐

13. According to you the word culture refers to:

a. Art, theater, music, literature ☐

b. Patterns of daily life, attitude, values ☐

c. Both a and b ☐

14. In your opinion, does culture influence the use of language?

a. Yes ☐

b. No ☐

If "yes", how

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

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

15. Does your teachers talk to you about the importance of learning the foreign culture?

a. Yes ☐

b. No ☐

16. Do you think that culture learning/teaching should go hand in hand with foreign

language learning/teaching?

a. Yes ☐

b. No ☐

Please explain why:

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

a. Very interesting ☐

b. Not interesting ☐

c. Boring ☐

18. Do you think that the incorporation of culture makes the understanding of cultural

differences easier for students?

a. Yes ☐

b. No ☐

Please justify your answer

…………………………………………………………………………………………………

………………………………………………………………………………………….

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

a. Very much ☐

b. Somewhat ☐

c. Not very much ☐

d. Do not know ☐

20. Do you think that teaching culture as a separate module helps in developing your

cultural awareness?

a. Yes ☐

b. No ☐

21. Does cultural awareness enhance your speaking skill?

a.Yes ☐

b. No ☐

Any other suggestions or comments are most welcome

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Thank you for your collaboration

Appendix II

Teachers' Questionnaire

Dear teachers,

The research is carried out to investigate the impact of cultural awareness on speaking skills. Accordingly, the questionnaire findings which are based on your feedback would be very helpful for the validity of the research and will be treated anonymously. Therefore, I would be very grateful if you take your time to answer the questions.

You are kindly asked to tick the appropriate answer, and to write a full statement whenever it is necessary.

Thank you for your cooperation.

Section One: Background Information

1) Specify your qualification, please:

a. Magister ☐

b. Doctorate ☐

2) How long have you been teaching English at the university?

………………………

3) What is your field of specialty?

a. Linguistics ☐

b. Literature ☐

c. Civilization ☐

d. Translation ☐

Section Two: Speaking Skills

4) Which of these aspects do you concentrate more in your classroom discussion?

a. Vocabulary ☐

b. Grammar ☐

c. Comprehension of the target culture ☐

d. All of the above ☐

Please, explain why

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

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

5) What is the skill you focus on most?

a. Listening ☐

b. Speaking ☐

c. Reading ☐

d. Writing ☐

6) Which of the following describe your students' level of speaking in English?

a. High ☐

b. Above average ☐

c. Average ☐

d. Below average ☐

e. Low ☐

7) Is it easy for you to encourage students' participation in the speaking activities?

a. Yes ☐

b. No ☐

8) What are the common difficulties that your students face while speaking?

a. Pronunciation difficulties ☐

b. Lack of vocabulary and structures ☐

c. Lack of practice ☐

d. Lack of the English foreign culture ☐

e. First language interference ☐

f. All of those ☐

9) Which from the following choices students use to overcome those difficulties?

a. Find solutions to achieve the meaning by (use replacement words - Improvising -

paraphrasing) ☐

b. Avoid interaction completely because of vocabulary lack ☐

c. Find equivalence between the target culture and the native culture ☐

Section Three: Cultural Awareness Impact on Speaking Skills

10) How would you define the term culture?

a. What a society does and thinks ☐

b. A set of beliefs, attitudes, art, law, morals, customs, and norms ☐

c. Both a and b ☐

11) Do you think that teaching English should go hand in hand with its culture?

a. Yes ☐

b. No ☐

Please, justify your answer

…………………………………………………………………………………………………

…………………………………………………………………………………………………..

12) Do you agree about the importance of integrating culture in EFL classes?

a. Strongly agree ☐

b. Neither agree nor disagree ☐

c. Strongly disagree ☐

13) How often do you incorporate culture in your class?

a. Always ☐

b. Often ☐

c. Sometimes ☐

d. Rarely ☐

e. Never ☐

14) What should teaching culture include?

a. Food and clothes ☐

b. Music and art ☐

c. Literature ☐

d. Daily life ☐

e. Idioms and proverbs ☐

15) What kind of materials would you like to introduce to make students aware of the target culture?

a. Films ☐

b. Songs ☐

c. Cooking recipes ☐

d. Novels and short stories ☐

e. Idioms and proverbs ☐

16) Which type of cultural activities do you feel your students are most involved?

………………………………………………………………………………………………

………………….............…………………………………………………………………..

17) Do you think that students are interested in learning the target culture?

a. Yes ☐

b. No ☐

18) According to you, cultural awareness has a great impact on:

a. Listening ☐

b. Reading ☐

c. Speaking ☐

d. Writing ☐

19) What are the most common obstacles that face you while making students aware of the target language culture?

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20) We would greatly appreciate any further suggestions to develop learners' cultural awareness to enhance their speaking skills

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Thank you for your collaboration.

Résumé

L'objectif principal de l'enseignement et de l'apprentissage de la langue anglaise est de fournir aux apprenants la capacité d'utiliser l'anglais efficacement pendant la communication et d'améliorer leurs compétences orales. Mais, de nombreux étudiants d'anglais ne peuvent pas utiliser la langue cible de manière appropriée en raison d'une méconnaissance culturelle. Pour cela, cette étude vise à examiner les attitudes des enseignants et des étudiants à l'égard de l'effet de la conscience culturelle sur les compétences orales des étudiants. Ainsi, on émet l'hypothèse que la sensibilisation culturelle des étudiants de deuxième année améliorerait leurs compétences orales. Afin de tester cette hypothèse, une méthode quantitative descriptive est utilisée dans laquelle deux questionnaires ont été adressés et distribués à cinquante trois étudiants de deuxième année, et à douze enseignants du département d'anglais, Université du 8 mai 1945-Guelma. L'analyse des résultats a révélé que tant les étudiants que les enseignants étaient conscients de l'importance de développer la sensibilisation culturelle des étudiants et de son efficacité pour améliorer leurs compétences orales. En outre, la plupart des participants aux questionnaires insistent sur la nécessité d'intégrer la culture dans les cours de langues étrangères. Cela suppose que les étudiants de deuxième année et leurs enseignants croient qu'attirer l'attention des étudiants vers la culture cible constitue un outil efficace pour améliorer les compétences orales. Ainsi, notre hypothèse de recherche est confirmée. Sur la base de ces résultats, il est recommandé aux enseignants de sensibiliser les étudiants à l'importance de parler correctement l'anglais et de les aider à développer cette compétence grâce à l'utilisation d'activités et de stratégies de sensibilisation culturelle.

ملخص

الهدف الرئيسي لتدريس اللغة الإنجليزية وتعلمها هو تزويد الطلاب بالقدرة على استخدامها بشكل فعال أثناء التواصل وتعزيز مهارات التحدث لديهم. ولكن، لا يستطيع العديد من طلاب اللغة الإنجليزية استخدام اللغة المستهدفة بشكل مناسب بسبب نقص الوعي الثقافي. لذلك، تهدف هذه الدراسة إلى التحقق من مواقف الأساتذة والطلاب تجاه تأثير الوعي الثقافي على مهارات التحدث لدى الطالب. وبالتالي، فإن رفع الوعي الثقافي لطلاب السنة الثانية يساهم في تحسين مهارات التحدث لديهم. من أجل اختبار هذه الفرضية تم استخدام طريقة وصفية كمية تم فيها توجيه استبيانين وتوزيعهما على ثلاثة وخمسين طالبًا للسنة الثانية ، وعلى اثنا عشر أستاذا في قسم اللغة الإنجليزية بجامعة 8 ماي 1945- قالمة. أظهر تحليل النتائج أن كلاً من الطلاب والأساتذة يدركون أهمية تنمية الوعي الثقافي لدى الطلاب وفاعليته في تعزيز مهارات التحدث لديهم. علاوة على ذلك، يصر معظم المشاركين في الاستبيانين على الحاجة إلى دمج الثقافة في فصول اللغة الأجنبية. كما أن معظم طلاب السنة الثانية وأساتذتهم يعتقدون أن جذب انتباه الطلاب نحو الثقافة المستهدفة يعتبر كأداة فعالة في تحسين مهارات التحدث. وبالتالي، تم تأكيد فرضيتنا البحثية. على أساس هذه النتائج ، يوصى بضرورة قيام الأساتذة برفع وعي الطلاب اتجاه أهمية تحدث اللغة الإنجليزية بشكل مناسب ، ومساعدتهم على تطوير هذه المهارة من خلال استخدام أنشطة واستراتيجيات التوعية الثقافية.