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THE ROLE OF CULTURAL AWARENESS IN ENHANCING

EFL STUDENT'S SPEAKING SKILL

A Case of Second Year LMD Students of English at Biskra University

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Dedication:

This work is dedicated to,

My mother,

A gentle soul who taught me to believe in myself, she would be the happiest person to see this work accomplished.

My father,

Who helped me to make my dream come true.

My brother and my sister,

For encouraging me.

All my teachers and my friends

For their support and kindness.

Khater

Acknowledgements

Abstract

The present dissertation aims to investigate the role of cultural awareness of the English language on EFL learners speaking skill. EFL learners facing difficulties in using language appropriately due to the lack of cultural awareness. Since, the speaking skill is an important part of a language compared to the other skills. The main role of this current study is to demonstrate the role of cultural awareness in enhancing second year LMD learners speaking skill, and decreasing serious difficulties of speaking. Thus, we hypothesised that if EFL learners are aware of the English language culture, they will enhance their speaking skill. Our study aims to find the causes behind the poor cultural awareness among EFL learners and try to come up with some suggestions. The nature of our study demonstrate two research tools. First, we opt for a questionnaire for second year LMD learners at the Department of foreign language at Biskra University. Second, we conducted a questionnaire with EFL teachers from the Department of foreign language at Biskra University, which they have a long experience of this study. Finally, the results of data gathered from both students and teachers, are confirmed with a number of recommendations aiming at a better implementation of culture among second year classes.

List of Abbreviation

TL: Target Language

TC: Target Culture

LMD: License, Master, Doctorate

EFL: English Foreign Language

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General introduction

Introduction

EFL learner's main objective from learning a language is the appropriate use of English language in different context. An appropriate language speaker is who know that language proficiency involves both, mastering the linguistic aspects of the language (vocabulary, grammar, pronunciation), and achieving proficiency of the cultural elements of the English culture (belief, attitudes, behaviors and social norms). The idea of our work starts from the speaking problems appear among EFL learners. Particularly, the cultural unawareness of the English culture and its issues on the learner's oral performance.

Our current work focus on the analysis ofthe role of cultural awareness of the English language culture in enhancing second year LMD learner's oral performance and reducing their speaking skills problems. Since not all language learners can communicate fluently and accurately even after many years of studing English, it indicat the unsatisfactory background knowledge of the English culture. The present work ensure the relationship between culture and language teaching and learning.

The analysis of the data gathered tools shows that EFL learners would enhance their speaking skill if they develop their cultural awareness of the target language culture.Thus, our study aims are achived and our hypothesis are confirmed

1- Statement of the problem

Developing the cultural awareness of the English language culture considered as a main important factor in teaching and learning the English language. Thus, the main goal of

this research is to spot a light on the role of cultural awareness about the English language culture in enhancing the speaking skill, and to try to find solutions to the difficulties that encounter second year LMD learners at the Department of Foreign Languages at Biskra University during their oral performance.

2.Aim of the Study

The main aim of our work is to investigate the role of cultural awareness in teaching and learning English as a foreign language, and its impacts in improving learner's oral performance.

This research also aims to:

- Demonstrate the relationship between culture and language.
- Suggest some solutions that may help to overcome learner's speaking difficulties that are related to the lack of cultural awareness about the foreign language culture.

3. Research Questions

This research seeks to answer the following questions:

1. How can learners enhance their speaking skill?
2. How does culture teaching develop learner's cultural awareness?
3. How does learning/teaching culture enhance EFL learners cultural awareness

4. Hypothesis

Based on the above research questions, we propose the following hypothesis:

- It English foreign language learners work on developing their cultural awareness about the foreign language culture, they will enhance their intercultural competence.

5. Methodology

To accomplish the research aims and goals, a descriptive methodology is adapted since it is the suitable method to the aim of this research. This work is conducted qualitatively to analyze the data obtained from both students and teachers questionnaires

6. Sample and population

Since this research is about the role of cultural awareness of the foreign language culture in enhancing learner's speaking skill, we have selected second year LMD learners as a population of (379) learners at the Department of foreign languages at Mohamed Kheider University of Biskra. (41) Responses are selected randomly among the selected population as a sample of the study. In addition, we have selected (7) teachers of the English language at the Department of Foreign Languages at Biskra University, to help us accomplish our research with useful data.

7. Significance of the study

The main role of the current study is to demonstrate the significant role of cultural awareness in enhancing EFL learner's speaking skill. Furthermore, investigating this area of study will be of a great benefit for both, teachers and learners at the Division of English Language at Mohamed Kheider University of Biskra.

8. Limitation of the study

- In our study, a simple random sample is used due to the most of learners are studding nearly in the same conditions: level, age, social status, cultural background, and they follow the same educational curriculum too.

- Our sample is selected randomly from all groups of second year LMD students because of time restrictions. Alsoduetocertain conditions the university went throught this year,weopt for online questionnaire since learners often attend lectures regularly.

- This area of study focuses on culture in relation to foreign language teaching/ learning and not other areas or fields.

9. Structure of the Dissertation

In investigating the role of cultural awareness on the learnersspeaking skill, we classifies this dissertation into two parts, namely, the theoretical part and fieldwork. The theoretical part includes two chapters while the fieldwork includes one chapters. The content of each chapter is as follows:

The first chapter is demonstrated to the cultural awareness. We focus on the role of cultural awareness of the foreign language culture on EFL learner's oral performance and the difficulties that they may face when speakingthe English language.

The second chapter is entitled, speaking skill. It discusses the difficulties that these learners encounter because of the lack of cultural awareness.

The third chapte contains analysis and interpretation of both EFL teachers and students questionnaire, in addition to the description of the sample and the structure of the questionnaire.

Chapter One

An Overview of Culture

Chapter One: An Overview of Culture

Introduction

The main focusof teaching and learningEnglish as foreign language for a long time is mastering the structure of the language. Up till now, in teaching and learning a foreign language the focus is still on how to produce a correct language rather than producing the appropriate one. In order to produce appropriate language, learners need to be aware of the foreign language culture and how the language originally used in its context. In view of that, the present study aims at clarifying the concept, definition, component and characteristic of culture, and to spot a light on some of its key elements. We investigate the relation between culture, language and communication. Finally, we attempt to demonstrate intercultural communication competence with its component and culture shock with demonstration of some teaching techniques of the foreign language culture that may help EFL learners improving their knowledge about culture, and enhancing their oral performance to overcome speaking difficulties.

1. Definition of culture.

Culture is a very broad complex concept, which is hard to define. In general, the study of culture is established in different domains as; Cultural studies and Ethnography. According to Hinkel (1999), anthropology investigates as; ways people's life, social norms, their attitudes, their beliefs, and how they communicate within their social communities. Hence, Cultural studies focus on investigating how peoples express themselves, their beliefs, their feelings, and their ways of life through their cultural works as; books, sports, songs, traditions…etc. According to Byram (1989), ethnography

investigate language and how people behave in different ways and communities. There are various definitions about the term Culture in different fields by different scholars (focusing on a single definition cannot give culture its right meaning, it is important to include different definitions of culture).

Itis noticed that, the most complicated definition about culture is the one given byTaylor: "culture is … the complex whole which includes knowledge, beliefs, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of a society" (cited in Wallace, 1970, p.6). That is mean; Taylor indicate that the term culture refers to the whole set of aspects of human society. In particular, culture is about the set of social behaviors that people learned from their own societies. The same idea from the view of Hymes (1971), culture refers to the ability that allows people to interact successfully and appropriately, following the common knowledge of a given society in order to organize and form a speech. For others, Geertz (1973, p.89) explain culture as : "a historically transmitted pattern of meanings embodies in symbols, a system of inherited conception expressed in symbolic forms by means of which men communicate ,perpetuate, and develop their knowledge about attitudes toward life". He spot the lite on the relationship between culture and language. Culture, in this sense, refers to the body of knowledge that is "inherited"(Geertz,ibid), from one generation to another, it is represented in a society as the whole social rules, norms, customs, traditions, values that govern the way people behave and act in their societies.

2. Characteristics of culture

According to Bailey (1994, p. 23), culture is "the socially transmitted knowledge and behavior shared by some group of people". In the same vein, it refers to what is learned, i.e., things one needs to know in order to meet the standards of others (Ward Goodenough, 1971, p. 19). It becomes clear from all these different definitions that culture has many characteristics and the following are the most important ones.

2.1 Culture is Transmitted and Learned.

Culture is not innate. Means that People acquire and learn it since their birth; either consciously or unconsciously. Language is tool to conveyingand transmitting culture and culture is the key to understand language. According to Halliday (1978), language has a specific system, which allows the transmission of cultural norms and standards. This includes children also, since when a child learn a language, he is simultaneously learn the meanings associated with culture "realized linguistically by the lexico-grammatical system of the language" (p. 23). This indicate the great role of a society to provide means to transmit its culture to its people (Palispis, 2007), and language remains one of the most prominent ways for that.

2.2 Culture is Shared.

Aspects of culture as: tradition, values, beliefs and customs are adopted and shared by the people of the same group which make them unique and help them to protect their identity from others. Palispis (2007, p. 23) sees that "society is any large number of people who share and transmit a common culture among themselves".

2.3 Culture is Gratifying and Adaptive.

Murdock (1969) indicate that culture is gratifying and adaptive. Means that, Culture fulfillthe basics and secondary biological needs. For him, aspectes of culture are "habitual techniques for gratifying human impulses in man's interaction with the external world" (p. 83). Culture is adaptive through time. It adapts through transmission of culture between peoples of a given society, and it becomes adjusted also to biological and psychological demands of the human organism (ibid).

3.The Relationship of language and culture.

Mitchell and Myles (2004, p. 235) state that "language and culture are not separate but acquired together, with each providing support for the development of the other". What means that, learning culture separately from its language is impossible. Similarly, Nababan (1974) includes that the aspect of culture are functionally embedded within the language in which the native speakers might not understand without the cultural skills.

Brown (1994) pointed out that "a language is a part of culture and a culture is a part of a language, the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture"(cited in Jiang,2000, p. 328). He believes that the completeness of each other and the deep relationship makes the culture and language inseparable.

To conclude, one of the most important parts in any culture is language that is used by people to communicate with each other. Language expresses culture and the individuality of its speaker. Through language, culture has its own way to express

thoughts and ideas. So, language is not just a means it influences culture and even its own thought processes.

4.Cultural Awareness

EFL learners should be aware of the target culture when using English foreign language. Pachler (1999, p. 78) says that: "In order to be proficient target culture speakers ... learners need to be aware of the cultural dimension of language." This awareness is called cultural awareness. Tomalin and Stempleski (1993, p. 5) understand that cultural awareness is "used to describe sensitivity to the impact of culturally-induced behaviour on language use and communication". This awareness includes both verbal and non-verbal behaviour. Cultural awareness begins with the understanding of one's cultural differences of language and the target language (Shaheen).

4.1 aspects of culture.

Culture is set of common knowledge in a given society. This knowledge constitutes of two kinds of culture. The objective culture (visible culture) and subjective culture (deep culture). Triandis (1972) states that theobjective culture is cultural artifacts such as architecture, food, and clothing while the subjective culture is those elements that cannot be touched such as; norms, beliefs, values, rituals, behaviors and social norms…. (As cited in shaules, 2007, p.40).

4.1.1 Norms

Norms are expectations and rules by which culture guides the behavior of its members in any situation .Americans for example maintain direct eye contact when conversing with others. While Asians may avert their eyes as a sign of politeness and respect.

4.1.2 Beliefs.

Beliefs considered as an agreement about the truth of something, which learned by someone born in the society of that culture. (The Basic Elements of Culture, n.d). Little et al, (2014, p. 66) sees that beliefs do not just relate to religious only, but to "the tenets or conviction that people hold to be true". This means that, Algerian people as an example believe in the truth that the authority is given based on age and gender. Since, the main element in beliefs is people. Any change may happen to them will cause some beliefs to change. (The Basic Element of Culture, n.d).

4.1.3 Behaviors and Social Norms

According to Burgess (1999), behaviors are controlled by social norms and rules, which make people, act and behave in a particular way. The same ideas are presented by Iandt (1998) "rules may refer to socially agreed on behavior, norms specify appropriate and inappropriate behaviors". This means that, in any culture people behave and react according to rules and norms. The rules and the norms that control these behaviors are not unchangeable, but they take along period to make change on them.

4.1.4 Symbols and Myths

Symbols are the basics of culture. Everything happen to some one through his life is based on cultural symbolism. They also mean different things to different people, some symbolism are gained from experience while other are gained from culture. (Definition of myths,Lumenlearning Website) While myths are, specific accounts of god or superhuman beings involved in extraordinary events or circumstances in a time that is unspecified but is understood as existing part from ordinary human experience.

4.1.5 Taboos

In a given society of a given culture, people consider Taboo as an action or a word that is forbidden to them according to religious and custom considers. Because of that, learning about the Taboo of any culture is one of the essential things, that keep "social cohesion" with members of culture and strangers (Emile Durkhein, cited in Crossman 2015).

4.1.6 Values.

Values are important elements of a particular culture. They refer to what a standards of a given culture regards as good or bad. The role of values is to determine what is socially good or bad. Values also indicate what should be done and in what way. Shaules (ibid, p.57-58) states, "values reflects a cultural group's definition of good and bad and serves as criteria to choose between alternatives…Values define how one wants to behave".The main source of values is religion. For example, honesty is a crucial value in the Muslim communities

4.1.7 Rituals

Rituals are when people link and perform specific legislations in important events to show and represent some of their cultural beliefs. To this idea, Islam and zyphur (2009) define rituals as "a form of social action in which a group of values identity are publically demonstrated or enacted in stylized manner, within the context of a specific occasion or event".

5. Developing Cultural Awareness

Today, people are starting to realize how cultural differences affect their interaction with others from different cultures. Consequently, it is important to develop cultural awareness of other cultures. Developing learner's cultural awareness starts by encouraging them to know their own cultural identity and how it differ from other cultures. For this reasons, many researchers, as Knuston (2006), suggest that teachers should know learner's need of knowledge, awareness and ability to function in an appropriate ways. Many researchers' shows that learner's cultural awareness developed through levels, among these researchers, Goston (1984) and Hanvey (1992) they focus on four main levels:

- **Superficial understanding:**

The levels of almost all the learners, they aware about superficial aspects of culture. In this level, the learner knows basic facts and common cultural myths.

- **Growing awareness and possible conflict:**

This level make the learner believe that his own culture is superior, and this believe comes from the awareness when he experienced cultural conflicts.

- **Greater intellectual awareness:**

The learner will develop a high understanding about the target culture in this level, and develop acceptances and appreciation to its aspect.

- **True empathy and respect:**

The understanding of the learner in this level is more intellectually and emotionally. Means they can feel what people of target culture feel.

6. Teaching culture in EFL classes

Teaching language means teaching its culture. Thus, teaching the culture of a native language is not an easy task. To make this mission less difficult, Adoskou,Britten, and Falrsi (1990)McKay,(2002) suggest that teaching the four component of culture that are explained as follows:

- Aesthetic sense: Literature, films and music of the target language.
- Semantic sense: How a culture's specific features take meaning in language.
- Sociological sense: Customs, institutions of the country of the target language.
- Pragmatic sense: The impact of cultural norms on the choice of language for each context.

The communicative approach emerged in the 1970's. It focus on teaching usable and practical contents that enable learners communicate orally. To communicate effectively, learners should adapt the properties of their language (intonation, syntax and lexical choice) to the social variables (gender, race and class) when they interact with others.

6.1 Goals of teaching culture

Since culture and language are interrelated, learners should learn the language in order to appreciate the culture. However, they should learn also about the culture in order to comprehend the language. Simply because "the exquisite connection between the culture that is lived and the language that is spoken, can only be realized by those who possess a knowledge of both". (National Standards in Foreign Languages Education Project, 1995, p. 47).

Defining the goals of teaching culture helps to decide what, when and how to teach. Culture teaching aim is to help student by providing skills and information needed for successful communication. It also work to raise their awareness about their own culture. According to Tomalin&Stempleski (1993, p. 7-8) the goals of culture teaching can be summarized as follow:

- Culture teaching help learners to understand that social variables as age, social classes, sex and places influence the way people behave and speak.
- It help increasing learner's awareness of culture significance of word and phrases in the target language.
- It help learners understand that all people present culturally conditioned behaviors.
- It make learners more aware of ordinary behaviors in common situations in the target culture.
- It help learners to develop their intellectual curiosity and empathy about the target culture.

- It help learners to develop their skills to locate and organize information aout the target culture.

6.2 Techniques of teaching culture

In order to successfully teach the foreign language teachers needs to follow specific techniques. Teaching culture has also techniques to follow in order to achieve the above goals. Hughes (In Merriell Valdes, 1986) states eight techniques for teaching culture, which are as follows:

- **Comparison method**: The teacher presents some items of the targetcultureand compare them to their equivalent items in the native culture. It is important to know the differences between the two cultures in order to know the areas in which the problem may appear.

- **Culture assimilators**: It is about what learners supposed to understand from the interactions.

- **Culture capsule:** It is a technique of comparing the target culture and the native culture, but with illustrations and visual materials. Questions should be included to initiate a classroom discussion.

- **Drama**: In this technique, the teacher chooses learners to actas they are members of the target culture. The interpretation of   some events should be explained and clarified.

- **Audio motor or Total Physical Responses**: here teacher tends to know the degree of experience among learners about the target culture. It can be questions andlearners have to answer them.

- **Newspapers**: The goal of teacher is to make learners know the differences between the target culture newspapers and their own culture newspapers. . Newspapers contain many aspects of culture.

- **Projected media**: In this technique, films which reflect the target culture presented with different activities.

- **The culture island:** Pictures and other materials are used to attract learner's attentions of the target culture.

We observe that most of these techniques are based on the comparison between the native culture and the target one. The comparison is the key to successful teaching of a foreign culture.

7. Intercultural communicative competence

According to Koester &Lustig (2010), culture and communication are interrelated in term of similar values and meanings to the objective of life. Intercultural communication involves people from different cultures who have different interpretations to the values of life. Therefore, language programs should be introduced to familiarize the learners with the major different of culture patterns of attitudes and behaviors (Schmidt 2000).

In cultural communication when individuals come to require cultural understanding, social behaviors, and emotional relations that help learners built a confidence to use language and interact appropriately. As example, there are several behaviors that are strange to others such as: when a person sneeze, in response it said 'nu ru; meaning 'bundred' which is like 'have a long life'. Whereas, in Pakistan and Iran means 'thanks God' (Koester &Lustig 2010). The old saying "when in Rome do like romans do". It

depends on adapting values, norms, believes, and social practices to confirm cultural expectations. For example, an European or an American in Pakistan, Iran or India, should behave in a certain manner, and vice versa (Koester&Lustig, 2010).

Kramsch indicate that "the term intercultural usually refer to the meeting of two cultures or two languages across the political boundaries of nation states." She add, "The term intercultural may also refer to communication between peoples from different ethnic, and social cultures within the boundaries of the same national language". (Kramsch, 1998, p. 81).

According to Byram (1997), there are three main cases of intercultural communication:

- When a language used in a lingua franca among peoples of different languages and countries.

- Between people of different languages but the same country, one of whom is a native speaker of language used.

- Between people of different languages countries where one is native speaker of the language used

7.1 Components of intercultural communicative competence

According to Byram, Gribkova, and Starkey (2002), intercultural communicative competence categorized into four components: attitudes, knowledge, skills, and critical cultural awareness.

7.1.1 Attitudes

The learner should accept his own culture, including values and beliefs, which are not the same ones in the world. He has to expect different opinions and points of view concerning his culture from others. What can be correct for him, it could appear wrong for someone else (Byram, Gribkova, & Starkey, 2002)

7.1.2 Knowledge

The learners should be curious and open-minded towards the different attitudes of other people; the learner has to be knowledgeable about these differences. This includes, their products, and patterns of interaction.

7.1.3 Skills

In order to be a successful intercultural communicator, comparing and interpreting are to main areas that help them make the difference between his cultural beliefs with the target language cultural beliefs (Byram, Gribkova, & Starkey, 2002). There is another type of skills, which are called: "Skills of discovery and interaction" (Byram, Gribkova, & Starkey, 2002, p. 13). The learner has to discover the target culture within the limits of the interaction he/ she is involved in.

7.1.4 Critical Cultural Awareness

Critical cultural awareness component implies the ability to critically evaluate perspectives and behaviors in one's own and others'" culture.

8. Culture shock

In different types of unfamiliar situations, individuals became a subject of stress if they fail to decrease their stress. It means, they fail to adapt to a new and unfamiliar situations. This stress may develop into strong feeling of discomfort, which a person may face when he enter another culture (Richard& Schmidt, 2002). These feeling are known as "culture shock". Culture shock is "the traumatic experience that an individual may encounter when entering a different culture" (Rogers &Steinfalt, 1999, p. 212).

Hofstede (2002, p. 22) define culture as "the process of initial adjustment to an unfamiliar culture". He insist about the fact that culture shock is linked to a new culture setting. Culture shock may refer also to other situations, like been in new school, town or family. It is also probable in pedagogical settings specially of foreign language learning; when learners get in contact with different new languages and thus with different cultures. Alvin Toffler (1970) shows that culture shock described as what happen "in a place where yes may mean no, where a 'fixed price' is negotiable, where to be kept waiting in an outer office in no cause for insult, where laughter may signify anger" (Cited in Rogers &Steinfatt, 1999, p. 212). Culture shock is a profoundly personal experience and it is not the same for two persons or the same person in two different situations (Hofstede, 2002).

Conclusion

To sum up, language and culture are two different concepts that interrelated to each other. Several definitions of different researchers are reviewed. The relationship between language and culture has been investigated from a number of researcher's points of view. Then, cultural awareness and its aspects, which are the major concerns of the present study, have been included aswell as teachers' techniques in teaching culture and some key considerations in developing cultural awareness. In addition, the light spotted on intercultural communication competence and its components as well as culture shock. This chapter sheds light on the issue of the study from a theoretical point of view. It indicate the role of cultural awareness in enhancing EFL learner's oral performance to overcome speaking difficulties

Chapter Two

The Speaking skill

Chapter Two: The Speaking skill.

Introduction

English language nowadays is used among speakers from all over worlds, of different languages and cultures, as a "lingua franca". It means to use it as a common language to communicate with people whose native languages are different. Speakers need to develop high abilities of receiving and producing the English language with the aim of being fluent speakers in communication settings. In our study, the focus is on the speaking skill. It is regarded as the crucial aim for learners in foreign language classrooms (Broady, 2005).

According to Bygate (1987), the speaking skill is regarded as the way that others recognize us from what we say and think. This skill needs care as all other skills, and a trust in one's abilities to achieve one's goals. Most importantly, it is an excellent way for allowing the learning of languages to take place. In the same sense, He says; "speaking is a skill which deserves attention every bit as much as the literary skills, in both native and foreign language". It is then, the key element in language learning that needs attention to be developed. (Bygate, 1987, p.2)

This chapter spots the light on the speaking skill, including the main elements, characteristics and functions, with some focus on the difficulties of this skill, which encounter speakers during their engagement in oral communications. Then discussing culture, communication and non-verbal communication. Finally, discussing some principals and teaching activities helping students overcome these difficulties.

1. Definition of speaking.

The main purpose behind learning a foreign language is to speak. Speaking is the skill that is important to be mastered by learners to be good communicators. Hedge (2000, p.261) defines speaking as: "a skill by which people are judged while first impression are being formed". That is to say, speaking is a dynamic and a productive skill that reflects people's thought and personalities.

Brown (2001) cites that: "when someone can speak a language it means that he can carry on a conversation reasonably competently". In addition, he states that, "the benchmark of successful acquisition of language is usually the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers". According to Bull (2008), speaking is an ability of a person to express his ideas, feelings or something in his minds to others. It means that speaking is an interactive way of building meaning that requires producing and receiving information.

Richards and Renandya (2002) state that "effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication, but also paralinguistic elements of speech such as pitch, stress, and intonation. Moreover, nonlinguistic elements such as gestures, body language, and expressions needed in conveying messages directly without any accompanying speech".

From all above, it can be summarized that speaking skill is the essence of all human communication. The speaker aim is the ability of using language as a skill to share ideas, information and feeling to people orally.

2. Elements of speaking.

Theelements of the speaking skill need to be identified and put into consideration. These elements identify some guidelines for understanding this skill. In addition,it draw instructional activities to give learners the opportunity to structure their personal views and ideas. This happen through a fluent and effective way to communicate in real life situation. Harmer (2001, p.269) in his theory about speaking skill, distinguishes between two aspects of knowledge: language features and mental social processing which are necessary for successful speaking.

2.1 Language features.

According to Harmer, the language features or elements that are necessary for spoken production are connected speech, expressive devices, lexis, grammar and negotiation.

2.1.1Connected speech.

EFL student need to find out the connection between each element of speech, to produce a connected speech fluently including assimilation, elision, contractions and stress patterning.

2.1.2 Expressive devices.

To be an effective communicator, student need an ability to use devices. This devices refer tothe volume, stress, pitch, speed with the use of non-verbal means.

2.1.3Negotiation and meaning.

The use of negotiation language came with great benefit to learners, since the feedbacks provided by the teacher to students when they need clarification or listening to others talk, are necessary to offer them the ability to perform utterances if they seek to be understood and clear specially when others misunderstood them.

2.1.4 Lexis and grammar.

When learners communicate, they should be able to use lexical phrases for different functions such as agreeing or disagreeing, expressing surprise, approval, shock and the like.

2.2 Mental social processing

Mental social processing includes three features: language processing, interacting with others and information processing. Harmer (2001).

2.2.1 Language processing.

It is the ability of the student to process language in his mind by putting it in a coherent order, this lead the interlocutors to understand himand get the intended meaning.

2.2.2 Interacting with others.

Conversation often happens between two or more interlocutors, so the speaker has to be able to understand what they mean. This requires a good deal of listening to interact with interlocutors through taking turns or keeping the others do the same.

2.2.3 Information processing.

Learners when they interact in foreign language context, they should be able to process the information given to themin their minds. When the process is slower, they become less effective communicators. The speaker should be able to respond rapidly to other's talk.

3. Characteristics of Speaking Performance.

A successful communication Learner is the one who masters the speaking skill in a foreign language and particularly in English. This depends on how fluent and accurate learner in his talks.Richards and Rodgers (2001, p.157) mention that "fluency and acceptable language is the primary goal: Accuracy is not judged in the abstract but in context".The main goal of communicative language teaching is the conversation that happens between learners or between teachers and learners, rather than master the language forms. Among the characteristics of speaking performance that classified by (Harmer, 2001), we opt to describe fluency and accuracy.

3.1 Fluency.

Most EFL learners straggle to improve the ability of fluency, since it is regarded as the most demanding aspect of the speaking skill for most language learners. Hedge (2000, p.54) defines it as ''the ability to link units of speech together with facility and without strain or inappropriate showiness, or undue hesitation''. The idea he supports is to be able to link the ideas together in a coherent way to speak in normal level of continuity.

Teachers of the foreign language when they come to evaluate their student in oral communications, they pay the most attention to the fluency feature. It is important to express oneself intelligibly, reasonably, accurately and without too much hesitation, otherwise the communication will break down because listeners will lose their interest.(Hughes 2002).

Thornbury, (2005) shows that there are important factors in fluency, speed and pause, thus, fluency according to foreign language learners, is the ability to speak fast in a rapid speech. Pausingaccording to Thornbury. It is a necessity even native speaker's pause from time to time to make the interlocutors understand what they said. However, when learners face difficulties in speaking, he suggests what is called "production strategies", means to fill the gaps. The most common pause fillers are "uh" and "um", ambiguity expressions as "to sum up" and "I mean". Hedge (2002, p.261) supports this definition by saying: "The term fluency relates to the production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or inappropriate slowness, or undue hesitation."

3.2 Accuracy.

To achieve a high level of speaking accuracy, EFL learners should communicate without producing mistakes in vocabulary, grammar and pronunciation. Also knowing about the language rules is a necessity in this achievement. Accuracy can be defines as the ability of the speaker to produce a correct utterances. Skehan (1996cited in Ellis and Barkhuizen 2005) defines accuracy as "how well the target language is produced in relation tothe rule

system of the target language." The idea here is the extent to which correct grammar, pronunciation and vocabulary are used.

In accuracy, learners must have a wide range of grammatical structure and the ability to produce a complex, accurate and long sentences. Because accuracy refers to how much the produced language is correct. An important step toward oral proficiency is paying attention to correctness and completeness of language form. In particular, the appropriate use of words in the appropriate context are the main features of an accurate speaker. As the spoken language has speaking performance characteristics, it has also speaking functions.

4. Functions of Speaking.

During communication, a person is evaluated whether he/she is educated or not through the way of his/her speaking. Spoken language has a variety of functions, these functions can be used to interact with people, transact in certain issues or perform in certain tasks. These functions are classified as: talk as transaction, talk as interaction and talk as performance. (Anderson&Lynch, 1988; Mc Carthy, 1998; Thonbury).

4.1 Talk as transaction.

Talk as transaction mainly focuses on the message or what is said disregarding to the speaker and the way he interact with others. Richards (2008, p. 22) explains this as "participants and social interaction are not the central focus; it rather sharpens interest on what is said or achieved, or how to transmit meaning and how to make it comprehensible". The goal of a speaker as transaction is to develop this task using some language functions such as: asking, confirming, explaining and other functions.

4.2 Talk as interaction.

Talk as interaction is a very important task that serves mainly social functions. It is considered as a synonym to the concept conversation, it means that the speaker acts and accepts a feedback or response from the listener. Richard (2008, p. 22) said: "Talk as interaction refers to what we normally mean by "conversation" and describes interaction that serves a primarily social function. The focus is more on the speakers, and how they wish to present themselves to each other than on the message." From above speech, most of the speaking situations show the importance of interaction; that indicates the engagement of the speaker with the interest of the listener during a conversation, which maintain and keep the social relationships.

4.3 Talk as performance.

This type is different from the previous types of talks, it focuses on the message, audience, language form and accuracy. It is closer to written language than conversational language. Similarly, it is often evaluated according to its effectiveness or impact on the listener, something that is unlikely to happen with talk as interaction or transaction. According to Richards (2008), talk as performance is commonly used to enhance interaction and dissection among student in classrooms. EFL learner's goal is to speak a foreign language appropriately, but this process encounter with many obstacles called "speaking difficulties".

5. Speaking difficulties.

Many EFL learners find difficulties in speaking the English language, because it demands to be used appropriately in its context with the correct use of its rules. In addition, due to the luck of the opportunities to use English language outside the classroom, this makes learners face many difficulties that we are trying to spot the light on in this chapter. Ur (2000, p. 121) mentioned four main obstacles: inhibition, nothing to say, low or no participation and mother tongue use.

5.1 Inhibition.

Ur (2000, p.121) said, "Learners are often inhibited about trying to say things in foreign language in classroom". The message here is that unlike the other skills (writing, riding or listening) the learner is afraid of producing mistakes in the classroom. First, the factors that make student fail in speaking simply are; fear of attention and criticism. Second, this failure also can be due to the luck of vocabulary or poor grammar, embarrassing of their way of speaking and losing confidence in front of a large audience because of stress. Inhibition and anxiety may be the most factors that appear in the foreign language contexts. Littlewood (1999, p.111) confirm that by saying "it is too easy for foreign language classrooms to create inhibition and anxiety". Some causes of these factors given by Ur (2000, p. 111) are "learners worries about making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts". Inhibition and anxiety are two main factors that may make the process of speaking a foreign language harder to the learners.

5.2 Nothing to say.

This situation can face even fluent speakers when they fail to make a comment or share an opinion. Therefore, this reason makes the student silent and avoid participation in the classroom. Baker and Westrup (2003, p.75) stated that "it is difficult for many student to respond when the teacher ask them to say nothing in a foreign language because they might have little ideas about what to say". Sudden questions from teachers fall as a heavy rains on the learners Rivers (1968,p.192) writes " the teacher may have chosen a topic which is uncongenial to him (the learner) or about which he knows very little, and as a result he has nothing to express, whether in the native language or the foreign language." This may put them in awkward situations, where they may say nothing or may say "no comment", "I don't know" or they keep silent. To avoid such situation, the teacher should pre-plan suitable topics taking into consideration the student's interest, ability and need.

5.3 Low or no participation.

Belhabib (2005, p.98) demonstrate that "classroom discussion is dominated by a minority of talkative participants and contributions are not evenly distributed. This may be due to the mixed ability groups". In classroom, teachers try to follow possible ways to encourage learners to participate. However, many of them hesitate to speak and give feedbacks that effect their language development and fluency.

Large classes, i.e.: the insufficient time for each learner to participate, are one of the causes of this problem .As pedagogy, overcrowded classes are against the learner's need specially the speaking skill. Therefore, dividing learners into small groups could motivate them as well as teachers and give them the chance to express themselves. In the same

idea, Bowman et al (1989, p.40) said that "traditional classroom seating arrangement often work against you in your interactive teaching".

5.4 The use of mother tongue.

According to Baker and wastrup (2003, p.12), "barriers to learning can occur if student knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language". The reasons why learners borrow from their mother language are the lack of vocabulary they have from the target language and the inability of using this target language correctly due to the permanent use of their native language. Student often use their mother tongue when they explain something to his friends or classmates. Hardbord (1992, p.354) confirm, "This is the habit that in most cases will occur without encouragement from the teacher". Another use of mother tongue can be from teachers when they use student's language. Here, student will feel comfortable doing it too. Harmer (2001) suggest that teacher need to be aware of themselves while providing examples and explanations using mother tongue.

6. Principles to help students overcome EFL speaking difficulties.

To help learners to engage effectively in oral communication and not facing speaking difficulties. Bransford, et al. (1999), recommended to teachers, to consider the student background, by saying that, "If student's initial ideas and beliefs are ignored, the understanding that they develop can be very different from what the teacher intends" because, for him, "student's background knowledge, attitude, skills and beliefs will shape input interpretation and organization". (Bransford, et al.1999).

Rivers (1968 cited in Belhabib, 2015) explains that teachers should pay attention in selecting topics for students. To avoid boredom, they should select appropriate, interest and attractive topics that have a relation to real-life situations that make student stimulate to participate in classroom.

In the same vein, Montalvo (1998) asserted that motivating student to participate in classroom is one of the important tasks in teaching. Teacher should involve student in activities and role-plays to help them getting rid of fear, shyness and break the barriers that prevent them from a successful conversation.

7. Teaching activities to enhance speaking

The purpose behind teaching speaking skill is communicative efficiency. Learners should be able to observe the social and cultural rules that apply in each communication situation, paying attention to avoid any message confusion, faulty pronunciation, grammar or vocabulary. Teachers can use different activities and tasks that include presentation, practice, and evaluation to establish an area for speaking fields. According to O' Malley and Pierce (1996, p.59), the American Conical of Teachers of Foreign Language (ACTFL) suggest, "Different kinds of speaking activities are appropriate at different levels of proficiency". Therefore, English learners should practice more to find themselves able to express their thoughts and feeling using foreign language. Three stages in teaching speaking skill are suggested by Thombury (2005). The first stage is Awareness. That is to be aware of the features of the foreign language. The second stage is Appropriation. Which mean, the combination of the elements of the language features into the knowledge of learner. The third stage is Autonomy. That mean, the ability to use language on their own manner.

7.1 Awareness

Awareness is an activity, which help learners when they do not know what to say or what to say appropriately to a given task or to give their opinion about something. It help also learners to overlap the gaps in their knowledge. The process of awareness include three stages: attention, noticing and understanding.

a) **The use of record**

Teachers should progress their learner's awareness through "authentic conversation». That mean, introducing learners to examples of speaking situations that covers the cultural background of the foreign language. As example, BBC English programs contains all of awareness's sorts (idioms, new expression, fluent pronunciation …).

b) **Live listening**

Teacher should make their learners practice speaking inside the classroom, so they will be in harmony with the speed and pronunciation of the teacher. Here, the teacher and the learner will be in the same understanding level, which create comfortable area of knowledge.

c) **Notice the gap activity**

Learners should rise their level of consciousness by rising their awareness, to make a difference between their own competence and the target competence. This happen only if they perform speaking tasks and then listening to the original one, here they will recognize their weaknesses and mistakes. Thus, they will be able to build quick attention to things they may hear.

7.2 Appropriation

Teacher should create suitable circumstances to his learners to obtain great control over their own speaking. When speaking is controlled, the possibility of making mistakes is minimalized. There are two suggested controlling activities, the Drilling exercise and the Chants exercise. First, The Drilling exercise is an exercise where learners are asked to repeat certain words, phrases and utterances. In this sense, Browen (2000, p.272) add, "Drills offer student an opportunity to listen and to orally repeat certain string of language that may pose some linguistic difficulties-either phonological or grammatical". Second, the Chants activity is the ideas, words and idiomatic expression that learners collect from playing games and listening to songs. It considered being more effective and memorable than Drills activity.

a) **Assisted performance and Scaffolding:**

According to Thorbury (2005, p.71) "sociocultural theory argues that the appropriation of the skill is achieved through mediation by a 'better other' – what is sometimes called assisted performance. Assisting performance through scaffolding and other timely intervention is well documented in L2 learning". It is the assistance of the teacher to learners during opening speech or when giving an overview about a text that has been read, or when answering the questions about grammar.

b) **Communication Games:**

In the process of teaching, teacher use some games to encourage learners to get involved into social interaction. O' Malley and Pierce (1996) call these activities "information

activities". Means, when learner is capable to give information to others using body language.

7.3 Autonomy

Autonomy"Is defined as the capacity to self-regulate performance as a consequence of gaining control over skills that were formerly other-regulated". (Thorbury 2005, p.90). Some activities used by teacher to progress the learner autonomy are: role play, problem solving and discussion.

a) Role Play

In this activity, the learners should act according to the topic they desire to treat; it could be social, a movie scene or comedy. Byrne (1986, p. 117.118) says, "Role play, like other dramatic activities, involves an elements of let us presented (…) we can offer the learners two main choices, a- they can play themselves in an imaginary situation (…) b- they can be asked to play imaginary people in an imaginary situation".

b) Problem solving

In this activity, learner are asked to find solution to problem in different tasks. It considered as an effective activity that gives a chance to learners to use language in communication. In this sense, Barken and Gant (2002, p.160) "A problem-solving group is a group of people who work together to solve a problem, revising the information, and making a decision based on their findings". In this activity, learners progress their awareness of how to deal with problems.

c) **Discussion**

Discussion is when learners are free to give their opinion and speak freely without control. Here, the teacher gives their learners the chance, time and space to speak and discuss. Thornbury (2005, p. 73) states, "the most of the teachers agree that the best discussion in those rise naturally students speak either about something personal or about the topic of the course book to rise discussion".

The next point will discuss the relation between communication and culture. Communication will broke down without a shared culture between people, so there will be no communication. (Tomalin&Stempleski, 1993).

8. Communication and Culture

Language usually is defined as a means of communication. Communication refers to the exchange of ideas, words and meaning between individuals. According to Bonvillain (2003.p.1) says, "Speakers use language to convey their thoughts, feelings, intentions and desire to others". Thus, a successful communication is when both the sender and the hearer have the same interpretation of what have been said. Allwood (1985, p.3) says: "communication is the sharing of information between people on different levels of awareness and control". From both quotations, during a communication, language is just a tool to convey and express culture. As a general fact, "communication, language and culture cannot be separated". (Tomalin&stempleski, 1993, p.105)

Cultures are created through communication. That is communication is the tool of human interaction through which cultural characteristic (rituals, customs, believes…) are shared. It is impossible without communication to pass long culture characteristics from

one place and time to another. Thus, it is true with any culture; communication shapes culture, and culture shapes communication (Edward Hall 1959, 1979).

8.1 Culture and non-verbal communication

In addition to the spoken language, the meaning can be conveyed through different language features (Lynch, 1996).These features called non-verbal or paralinguistic features because they do not belong to the linguistic system of the language (words, sounds, …) Non-verbal features are another area when culture occurs (Bonvillain,2003).

According to Yule (2006, p. 172) "the gestures are just a part of the communication act being performed". Here, Yule makes a different between signs and gestures as follow: signs stand lonely "instead of speaking", while gestures are used during speaker. In general, non-verbal communication is the use of non-linguistic elements during speakers as gestures, facial expression, eye contact … etc. The receiver should make for each of these non-linguistic features a cultural interpretation. Harmer (2001) classify non-verbal aspects into two types: vocal paralinguistic features and physical paralinguistic features.

8.2.1 Vocal Paralinguistic features

Vocal features are when the speaker make a different voice tone to indicate different attitudes and effects. Some of these factures are: whispering, nasality, huskiness and others (Harmer, 2001). For example, the interpretation of whispering is the need for secrecy and the interpretation of huskiness means anxiety (Harmer, 2001).

8.2.2 Physical Paralinguistic features

Physical paralinguistic features or body languages are used to express different intents. When we speak our body moves according to our word. Our words are reinforcedwith

emotions conveyed through our bodies. Body language differ from culture to another culture. We may use face, gesture and proximity.

a) Facial expressions

Facial expression is the most important signs of thinking and state of mind. It can be a smile, biting the lip, eye contact, compressing the lips…etc. (Harmer, 2001). As examples, the interpretation of smiling is pleasure and welcome. Also, eye contact it can be a surprise, an interest or an extreme anger.

b) Gestures

Other part of body language is gestures. Gestures have a great role in conveying meaning. The interpretation of culture is differ from one culture to the other. People may misunderstand each other because of diversity of culture that leads to the variety of interpretation of the non-verbal behavior (Bonvillain, 2003). In some cases, gestures are a source of problems during communication. According to Bonvillian (2003), there are two types of problems. First, when gestures exists in the culture of one of the participant but not in the culture of the other. Second, when gestures exists on both cultures, but the meaning is different which results misunderstanding of the message of communication. Here, many problems appear, since a gesture in one culture may be an insult in other culture.

c) Proximity

Proximity refer to the distance that the speaker leave between each other while speaking (Harmer, 2001). Distance differ from one culture to another. Morain (1986) "distance varies depending upon the nature of the social interaction" (In Merrill, 1986,

p.72). For example, the distance between friends differ from the distance between boss and employees. It depends on how much you know someone affects the way you talk to him (Holmes, 2001).

Hall (1966) suggest four categories of distance are; personal distance, intimate distance, social distance and public distance. They change according to society.

- Intimate distance: eight inches (with lovers)

- Personal distance: from one half to four feet (with friends)

- Social distance: from four to twelve feet (with strangers or in business meetings)

- Public distance: from twelve to twenty-five feet (with audience in one-way communication) (Hall qtd in Morain in Merrill).

In some culture, participant need to be close while speaking with others, whereas, Americans feel discomfort when others come close to them (Nolaxo& Lois, 1987).

Conclusion

In general, knowing the linguistic rules of the target language is not sufficient in speaking a foreing language. It requires having enough knowledge of all the elements of the target language (cultural background of the target language). To communicate effectively, learners should work on developing their speaking skill. Learners may face difficulties in communication; however, many activities are suggested to enhance EFL learners speaking skill. In this chapter, we tried to cover important information related to the speaking skill, focusing on the main concepts of the current study. Speaking as a skill is defined, and its characteristics and features are discussed. In addition, we focused on culture, communication, and its features. Finally, some learner's difficulties are described

with suggestion of some teaching activities and principals to overcome the difficulties to enhance EFL learners speaking skill. This chapter sheds light on the issue of the study from a theoretical point of view. However, the next chapter takes a practical path to investigate the effects of culture awareness on the development of learners' speaking skill.

Chapter Three

Fieldwork and Data

Analysis

Chapter Three: Fieldwork and Data Analysis

Introduction

Our current study is an attempt to investigate the role of cultural awareness in enhancing EFL learners speaking skill at the division of English language at Mohamed Khider University of Biskra. To enrich our study with valuable data, we organized and distributed two questionnaires, one is for second year LMD learners and the other one is for teachers of the English language at the Department of Forieng Languages at Biskra University. Since this study is concerned with the role of cultural awareness on learners speaking skill, we thought that by choosing these participant and tools, we may gain useful data from the perspective of the two populations to the field of work.

1. Student's questionnaire

Student questionnaire is selected as one of the data collection tools, to obtain more knowledge about the effect of the cultural awareness on learner's oral performance, especially oral difficulties due to the lack of cultural awareness among second year LMD learners at the division of English language at Biskra University.

1.1 Population and sample

To carry out our study, a sample of (41) second year LMD student are chosen randomly from a whole population of (379) learners (10 groups) at the Department of Foreign Languages at Mohamed Khider University of Biskra during the academic year 2018/2019. The participantsare chosen randomly from all the groups. The choice of working with second year LMD student is because we belivethat they may have

better experience with English language and culture. Since they have learned in first and second years culture lectures of English. In addition to that, they have already learned the rules of grammar and structure of the language in the first year; we thought it would be better to focus on enhancing their speaking skill.

1.2 Administration of the students' questionnaire

This questionnaire is distributed online through social media 'Facebook'. This option was the only available one due to certain conditions the university went throught. Online questionnaire gave us the opportunity to gain student's views and answers. We have received about (41) answer. We select complete and clear questionnaires that we belive they may enrich our work with valuable data.

1.3 Description and Analysis of Student's' Questionnaire

a- Description

This questionnaire is composed of three sections. Section one 'Personal Profile 'includes two questions. It is for the purpose of gaining information about student's self-evaluation about their level in English language. Section two 'Speaking Skill' includes four questions. It is for obtaining knowledge about the difficulties that encounter students during their oral performance. Section three 'Cultural Awareness' include nine questions. It is for the purpose of gathering knowledge about the student's awareness of the importance of forieng language culture and its impacts on the use of language.

b- Analysis

Section one:Personal Profile

Item 1: How would you evaluate your level in English?
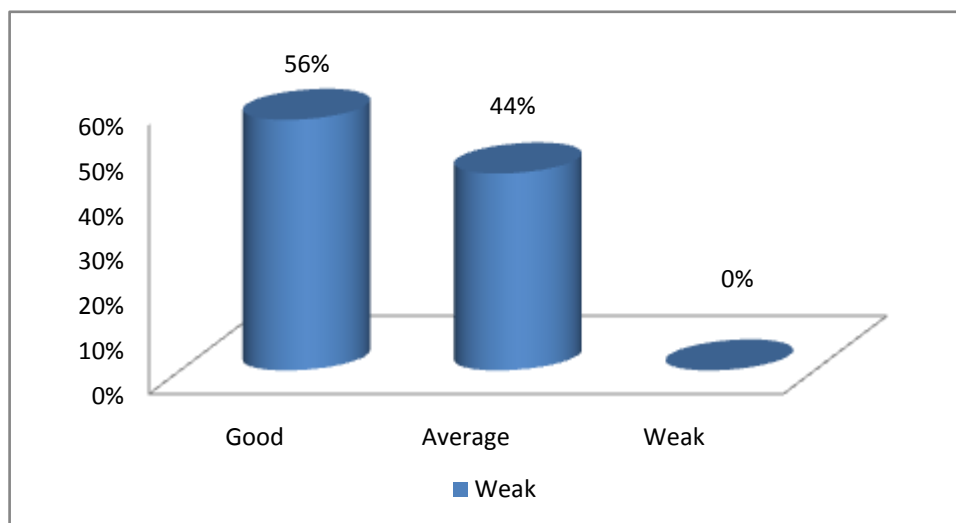
Graph 1: Student's level of English

As shown from the results obtained abovewe notice that the major number of learners (23) evaluate their level in the English language as good level, from the percentage of (56%). the rest of learners (18) think they have an average level of English making up (44%) of a whole population. The high rate of learners (56%) reveal that second year LMD learners are satisfied with their level, the next question reveals the criteria they depend on to indicate these results.

Item 2: Based on which of the following criteria you depend on to evaluate your level in English.
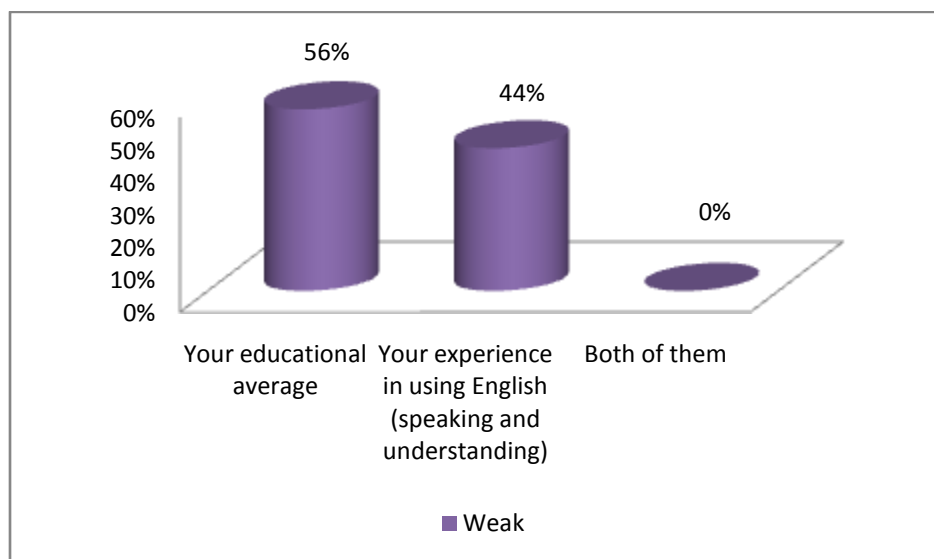
Graph 2: student's reasons of their self-evaluation

The results obtained reveal that the majority of learners (56%) depend on their educational average to evaluate their level of the English language as a 'Good' level, while (44%) of them, depend on their experience in using English (speaking and understanding) to evaluate their level as 'Average'. That means, most of learners satisfaction about their level of English cames from the evaluation (tests/exams) and what they learned only at the university classes.

Item 3: According to you which of the following skills you want to develop the most
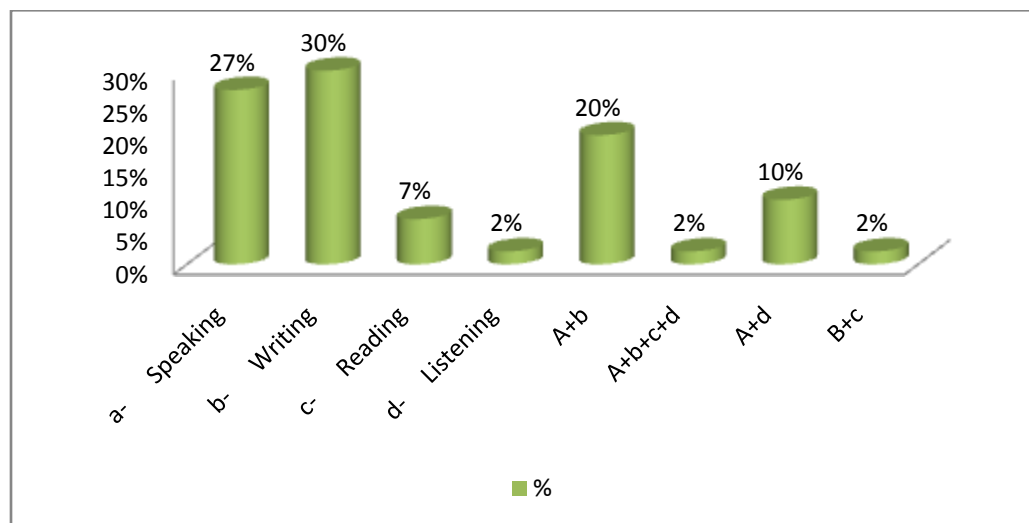
Graph 3: student's favorite skill to develop

The data obtained in the histogram reveals that the majority of learners (30%) want to develop the writing skill. The speaking skill gathered (27 %) of choices, followed by learners who want to develop listening (2%) and reading (7%). There are learners who want to develop more than one skill. The speaking and writing skills are favorable from (20%) of learners, whereas (10%) of learners prefer to develop listening and speaking, writing and reading are favorable from (2%) of learners, while (2%) of learners want to develop all the skills. The results drawn that, the speaking skill demand development among second year LMD learners, since it is demanded from a great percentage of learners. Students justify their choices as follows:

- They want to develop writing and speaking skills because the two skills are the basis of the language , they want to improve their capacities to the best level of learner till they become good speakers and a good writers

- Because they want to use it in daily life and it will help them communicate with teachers and understand better
- Because for them; writing is very essential since it is thier passion

Item 4: Item 4. Which of the following skills is hard to master according to you?
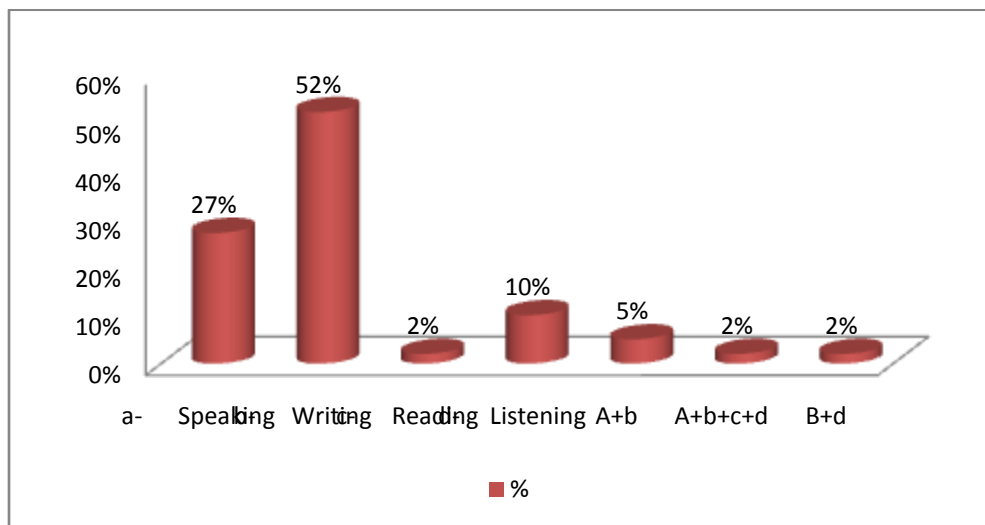
Graph4: Students hard skill to develop

The results revealthat the majority of learners (52%) consider the writing skill as the hard skill to develop. The speaking skills classified as the second hard skill after writing from the selection of (27%) learners. The last two rates are given to reading (2%) of learners and listening (10 %) of them. Some learners face difficulties in many skills. Speaking with writing (5%) and listening with writing (2%). The rest of learners (2%) consider all the skills as hard skills to develop. That is mean, since the speaking skill classified as the second hard skill after writing. The most of the second year LMD learners of English face difficulties in the speaking skill and they need to enhance it.

Item 5: What does learning a foreign language mean to you? (You can choose more than one option)

Option	Number	%
a- **To learn how to build words and sentences**	0	0%
b- **To learn the meaning of words and sentences**	2	4.88%
c- **To learn the pronunciation of word and sentences**	1	2.44%
d- **To learn about the culture(s) of English speaking people**	3	7.32%
e- **All of them**	20	48.78%
A+c	2	4.88%
A+d	2	4.88%
B+c	1	2%
B+c+d	1	2.44%
B+d	3	7.32%
C+d	6	14.64%
Total	**41**	**100%**

Table 1: student's definition of learning a foreign language

From the results obtained from this question, we noticed that the majority of learners (48.78%) understand learning a foreign language as a combination of learning the meanings of words and sentences, learning how structure is built, learning the pronunciation, and learning about culture of the language. (14.64 %) of the responses are learners who think that learning a foreign language as a matter of both learning about the pronunciation of words and sentences and learning about the English-speaking people's culture. Learners who give more important to learn about the English language culture make up of (7.32%) and an equal rate for those who considered it as to learn the meaning of words and sentences and to learn about the English language culture.

Three similar rates (4.88%) represent three categories of learners. First, those learners who think that learning English language is to learn the meaning of words and sentences. Second, those who think that it is how to build words and sentences with the rules of pronunciation. Finally, those who think it is how to build words and sentences with the learning about the English language culture. Similar rates (2.44%) represent both learners who think that learning English is about learning the pronunciation of words and sentences, and also those who think it is knowing how to build words and sentences, pronunciation rules and learning about English language culture. The last low rate (2%) represent learners who think that knowing the meanings of words and sentences with the correct pronunciation are the central issue of learning English. From the results obtained, most of second year LMD learners of the linguistic aspects and the cultural importance in learning a language.

Item 6: Did you have the opportunity to speak with native speakers?
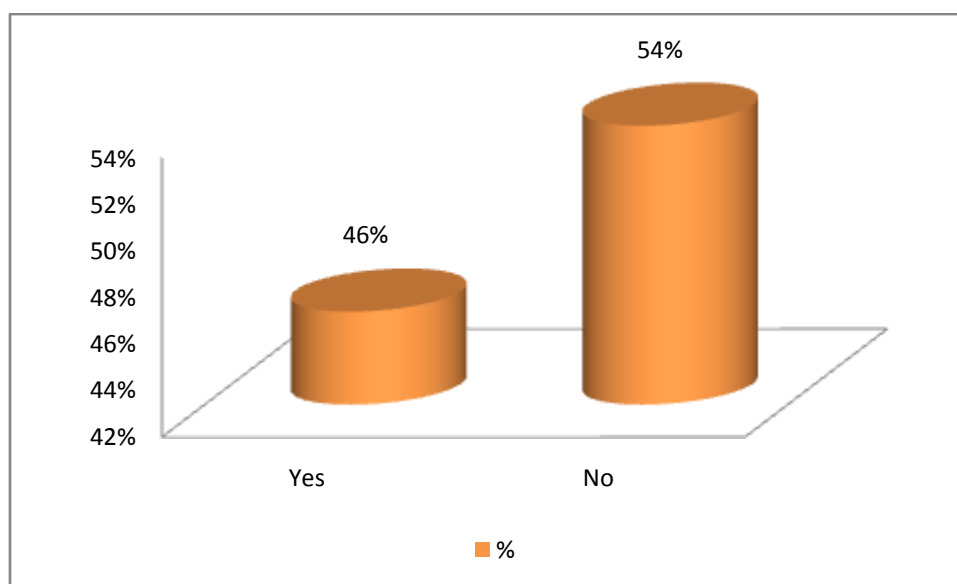
Graph 6: Student opportunity to speak with native speakers

The results shows that the majority of the learners (54%) from the whole sample do not have the opportunity to communicate with native speakers of the English language. A rate of (46%) of learners have a chance to experience communication with native speakers. results shows that most student haven't the chance to experience communication or real life discussion with native speakers.

Item 7: According to you, what are the main strategies that you use to raise your awareness about the culture of the English people and to develop your speaking proficiency?
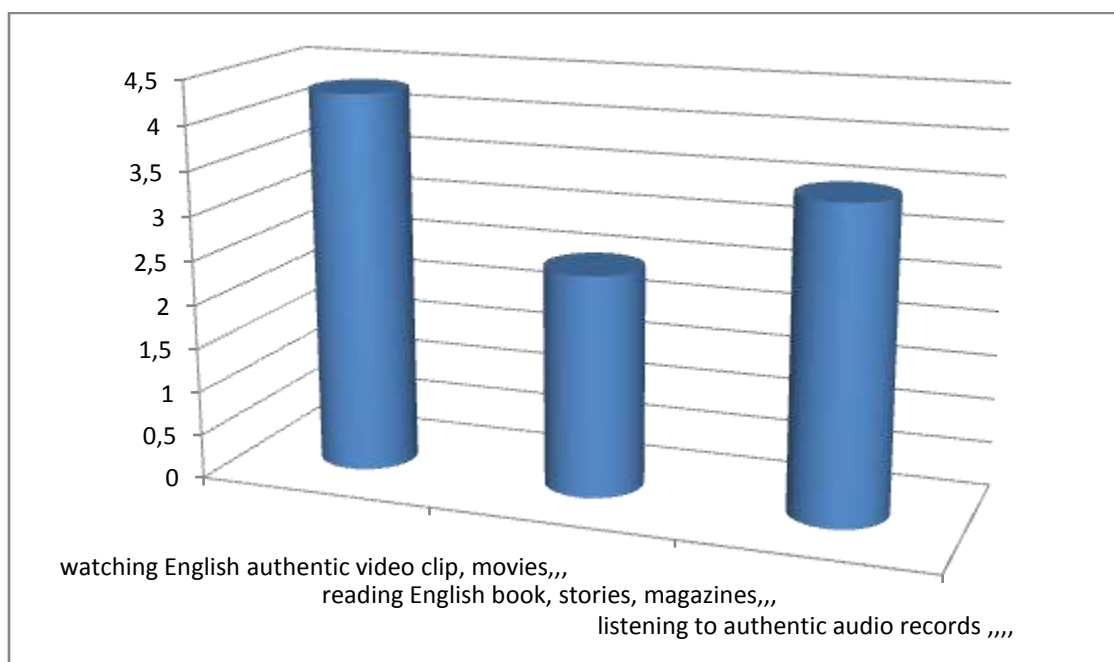
Graph 7: Student self-strategies to rise their culture awareness

The data summarized above reveal that the majority of learners (73%) use English authentic video clips, movies, documentaries, TV shows, etc, as a strategy to increase their awareness about the target language to develop their cultural awareness. Reading English books, stories, magazines, newspapers are used from (20%) of learners.

They belivethat it is an effective strategy to rise their awareness about the English culture. The low rate of (7 %) of learners, use listening to audio records, radios, songs, speeches, etc as a way of obtaining knowledge about the target culture. According to the results, second year LMD learners use different strategies to enhance their knowledge about the English culture. Hence, authenticity is observed as the most favorable among them.

Item 8: Do you think that communicating with native speakers is an easy task?
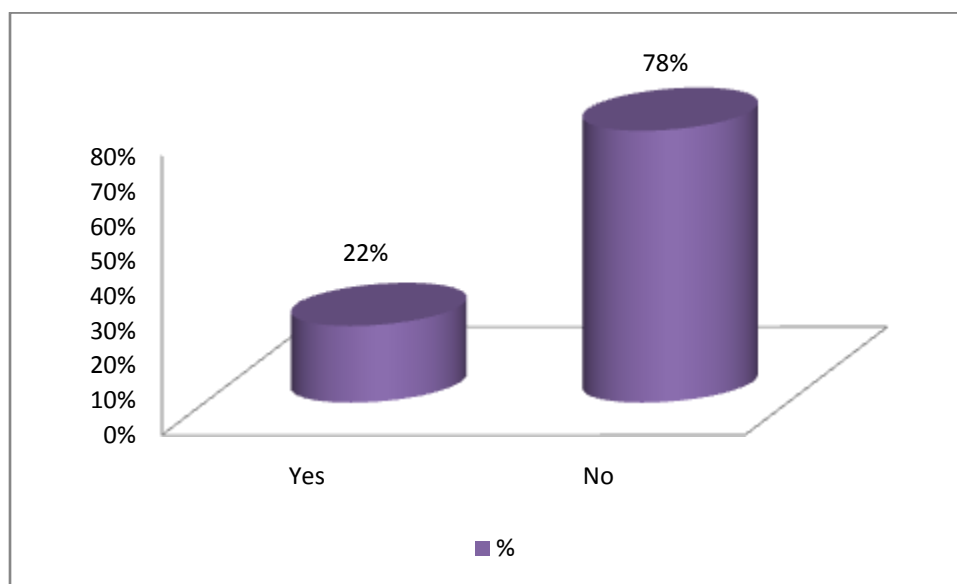
Graph 8: Nature of speaking with native's task

From the histogram above, results shows that the majority of (78%) learners consider speaking with native speakers of the English language as a hard task, while (22%) seen it as an easy task. Results show that learners are still not capable to carry out a conversation with native speakers due the difficulties or the misunderstanding that may appear during a communication. The following histogram show the main difficulties that may encounter learners.
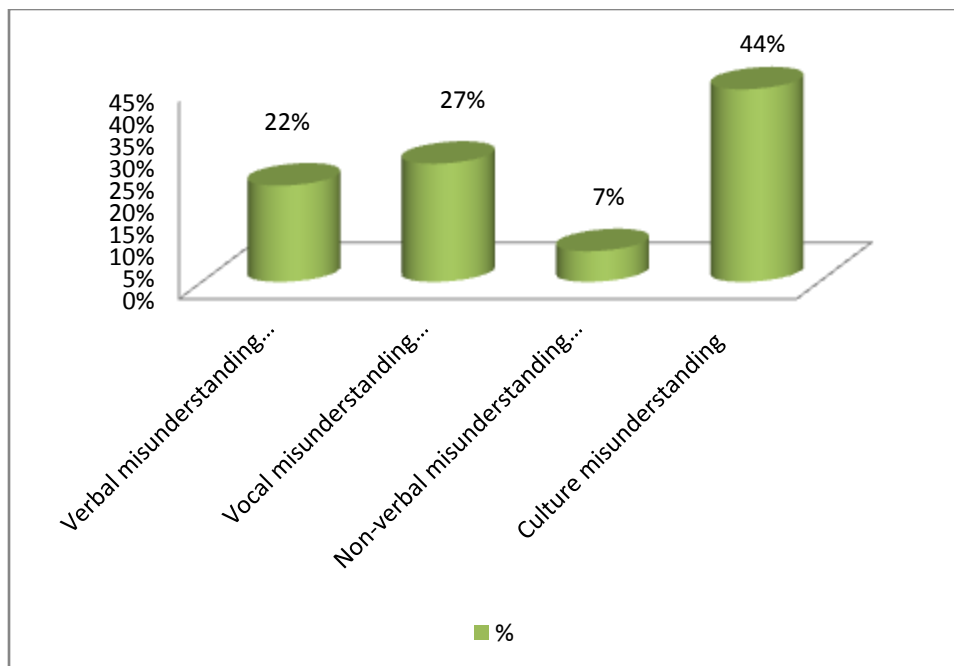
Graph: Student justification about the difficulties in speaking with native speaker

The results above shows that, the majority of (44%) of second year LMD learners consider the common misunderstanding that may happen when communicating with native speakers is culture misunderstanding. A rate of (27%) of learners EFL belive that the main issue in communicating with natives speakers is the vocal misunderstanding (misunderstanding tone, voice, and speed). while (22%) of them think that verbal misunderstanding (misunderstand the words) is the main difficulty. Low rate of (7%) learners misunderstande non-verbal language i.e body language and gestures. The result show that culture misunderstanding condiserd as the main issue face seconde year LMD learners due to the lack of the cultural awarness of the English language amoung them, which make them in need to develop it to enhace their communication abilities.

Item 9: Do you think that it is important for EFL learners to know about the culture(s) of English native speakers?
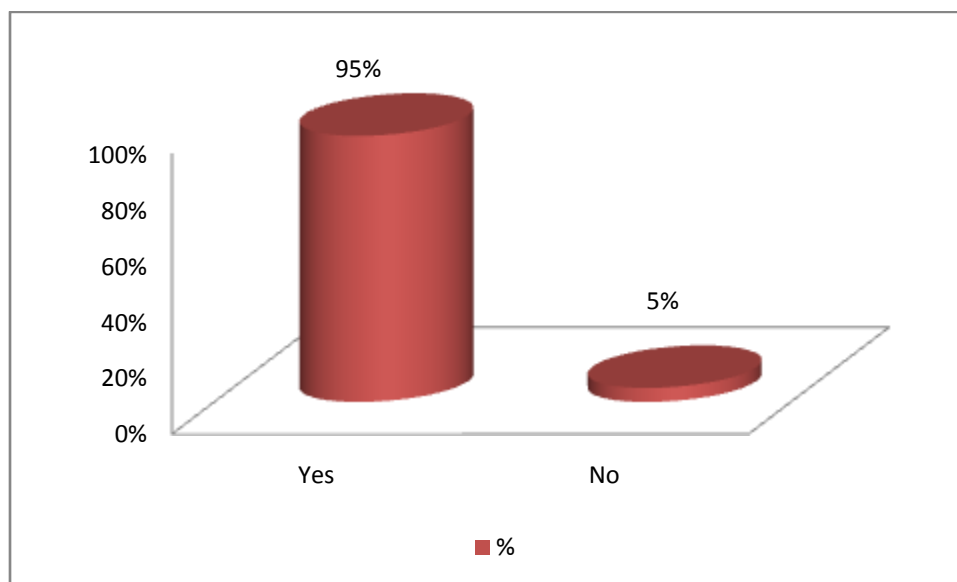
Graph 9: The importance of knowing about the target culture

Statistically, (95%) of learners believe that knowing about the culture of English native speaker's ; help EFL learners to enhance their speaking skill in real communication settings. Whereas (5 %) of learners do not give much importance to know about the English culture. From the results, the majority understand how it is important to know about the English people's culture, which confirm the role of developing culture awareness in helping them learning a foreign language. Student have mentioned the importance of knowing about the target culture. Theirresponseswere as follow :

- We have to know native speakers' culture in order to understand what they want to say without misunderstanding or geting confused
- To have more understanding how to use the words and to descover the origins of their language (history)
- It would help them learn more about the language

- Sometimes we deal with expression that only people who know about the culture will know the exact meaning

Item 10: Would you specify the kind of relationship that exists between foreign language learning and culture?
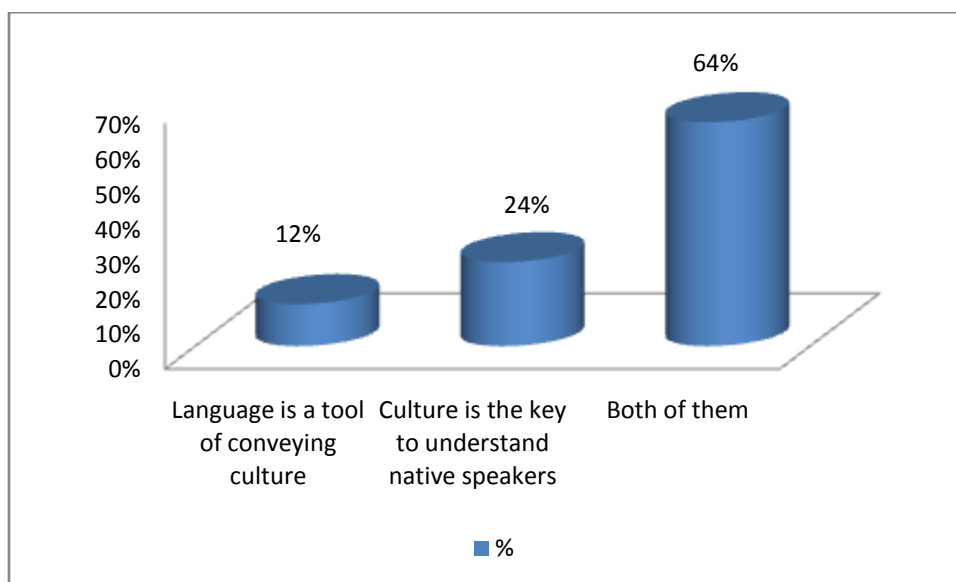
Graph 10: the relationship between culture and language

From the histogram above, the results show that the majority of (64%) of second year LMD learners understand the relation that exist between language and culture ; language is a tool of conveying culture and culture is the key to understand a language . (24%) of learners who give the importance of culture in relation to language as it is the key to understande native speakers. A rate of (12%) are learners who understande that language is the most important in conveying culture. From the resultes, we see that language and culture are irrelated and anseparable.

Item 11: In what way you think that learning about English people's culture may help you to improve your oral proficiency.
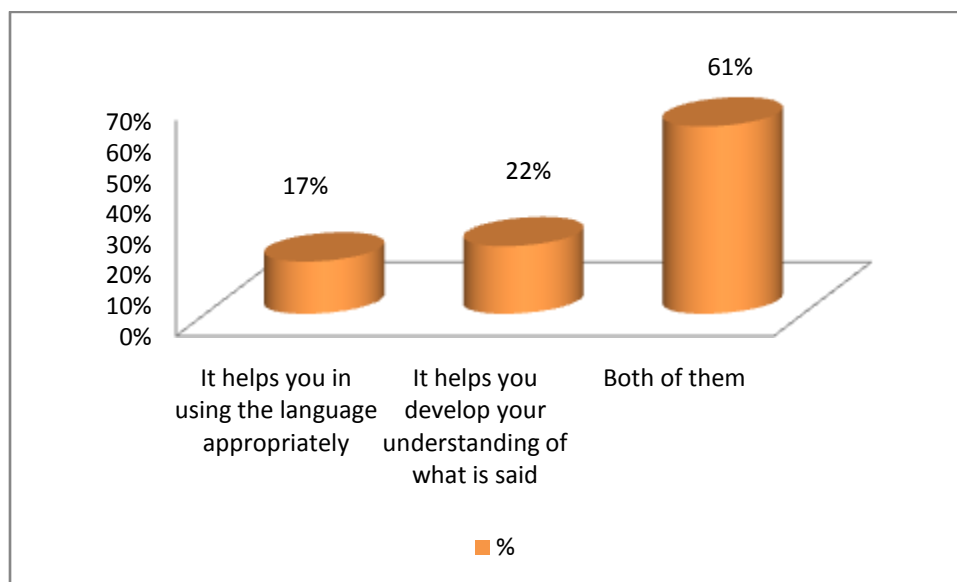
Graph 11: The role of culture in enhancing speaking

From the results shown above, a rate of (61%) of second year LMD learners of EFL think that learning about native speakers culture help them use the language appropriately and develop their understanding of what is said. Learners who think that learning culture help them only understand what is said are (22%) while those who think that it only help them use language appropriately are (17%). From the results, we notice that second year LMD learners are aware of the importance of having enough information about the English culture which will facilitate to them the understanding the language and use it appropriately.

Item 12: The elements of the target culture that facilitates your capability to communicate with English native speakers.
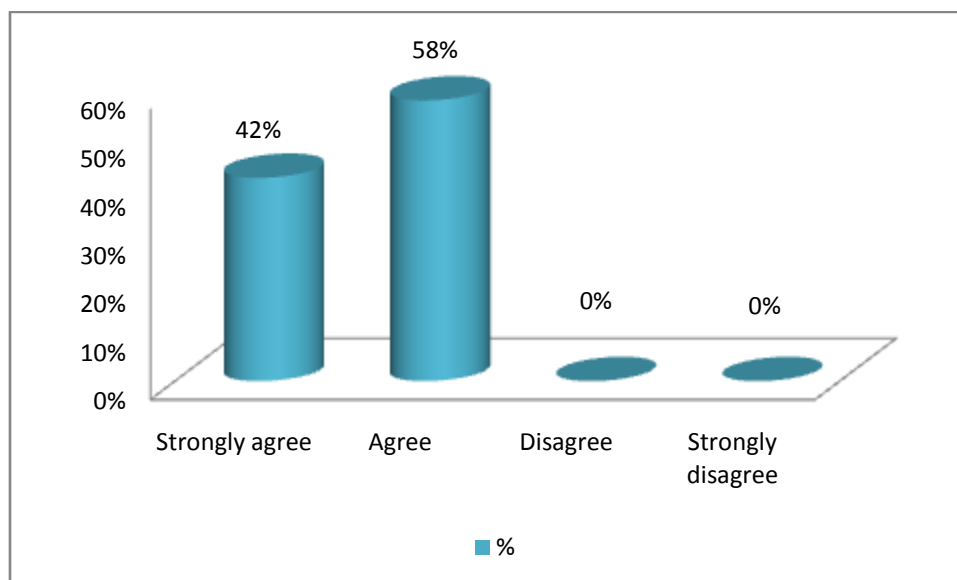
Graph 12: Culture aspects that facilitate communication

Through the statistics shown in the histogram above, results show that the majority of learners (58%) agree that the elements of the English culture facilitate their capacity to communicate with natives. However, (42%) strongly agree about the same idea. From the results, we observe that learners are aware of the importance to know about the aspects of the English culture that facilitate the process of communication.

Item 13: What is the amount of the English culture do you think you have learned up to now?
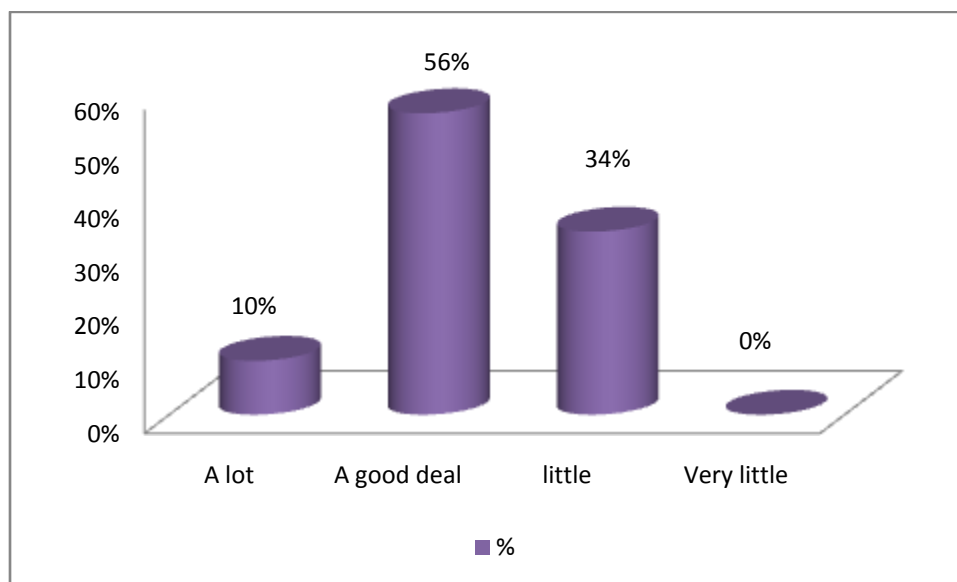
Graph 13: Student's self-knowledge about the target culture

The results obtained demonstrate that (56%) secondyear LMD learners indicate that they have learned a good deal of the English language culture. (34%) of them learned little amount of culture of the language. While (10%) said that, they have learned alot about the culture. These statistics reveal that most second year LMD learners have a good deal of knowledge about the English culture and that it needs more development to make learners benefit learning of the language and the appropriate use of it.

Item 14: Which of the following aspects that you have some knowledge about.

Option	Number	%
Attitudes	1	2.44%
Attitudes, Behaviours and social norms	1	2.44%
Attitudes, Taboos, Behaviours and social norms	1	2.44%
Behaviours and social norms	2	4.88%
Ethics	2	4.88%
Ethics, Attitudes	1	2.44%
Ethics, Attitudes, Behaviours and social norms	1	2.44%
Ethics, Behaviours and social norms	1	2.44%
Ethics, Taboos, Behaviours and social norms	1	2.44%
Ethics, Values	1	2.44%
Ethics, Values, Attitudes, Taboos	1	2.44%
Ethics, Values, Attitudes, Taboos, Behaviours and social norms	2	4.88%
Ethics, Values, Behaviours and social norms	1	2.44%
Taboos, Behaviours and social norms	1	2.44%
Values	1	2.44%
Values, Attitudes, Behaviours and social norms	3	7.2%
Values, Behaviours and social norms	1	2.44%
No answer	19	46.35%
Total	**41**	100%

Table 2: Student's knowledge about the aspects of the target culture

Learners look at the aspects of culture from different angles. most of the results are similar. However, the highest rate (46.35%) is for no answers. From learners responses, (7.2%) of them indicate that they have some knowledge about values, attitudes, behaviors and social norms of the English culture aspects. Three groups of learners with the similar rate of (4.88%), classified as those who know about behaviors and social norms, those who know about ethics and those who know about a combination of ethics, values, attitudes, taboos, behaviors and social norms. The rest (13) similar rates reveals for

(2.44%) of learners that thiers respences centred around the whole aspects of the target culture that learners may think they have some knowledge about.

Item 15: Which of the following aspects may help you communicate easily with English native speakers?

Option	Number	%
a- The right choice of words	2	4.88%
b- The right use of voice (tone , intonation, etc)	2	4.88%
c- The right use of body language (facial expressions, gestures, etc)	2	4.88%
d- All of them	4	9.76%
A+b	1	2.44%
A+c	1	2.44%
B+c	1	2.44%
No answer	28	68.29%
Total	**41**	**100%**

Table 3: Student's choice of the effective target culture aspects

Through the results obtained from this question, we notice that the majority of learners (68.29%) did not answer this question. A rate of (9.76%) are learners who think that the right choice of words and voice (tone, intonation, etc.) with the right use of body language (facial expressions, gestures, etc.) may help them to use the language appropriately. Similar three rates (4.88%) represent three groups of learners. First, those who think the right choice of words is the key to successful communication. Second, those who think the right choice of voice is the main solution to communication problem. Finally, those who give great importance to body language as a key for successful communication.

Other similar rates of (2.44%) are classified to three categories of learners, who think there are more than one culture aspects that facilitae communication. First, those who

think the right choice of words and voice have a great role in communication. Second, those who belive that the correct choice of words and body language are the key for communication. Finnaly, those who think communication will be done if we choose the right voice and body language. Learners provide us with responces tht include their personal sources they depend on to get knowledge about the target culture. The student sources are as follow:

- Google
- Social media
- Watching movies,video clips and documentaries also music
- Books of history and literature
- BBC channel
- Songs. Videos. Speaking to foreign people

1.4 Discussion of the Main Finding

From the analysis of the data collection with the respect of the learner's responses, we have observe that there are different views and situations related to the development of cultural awareness and learners difficulties in the speaking skill.

Although, second year learners are highly motivated to learn the English language with its culture, they need to improve their English proficiency. Second year LMD learners are aware of the importance of culture and its impacts on the use of the English language.

Furthermore, the role of the cultural awareness is important in raising learners speaking skill. Learners of English face difficulties in using the language especially

the spoken language. They argue that developing the cultural awareness of the foreign language will help them enhancing their speaking skill in academic settings, and improving daily life communications with natives.

2. Teachers' Questionnaire

Teacher's questionnaire is selected as one of the data collection tools, to gain more knowledge from teacher's different perspectives about the role of cultural awareness in enhancing learner's speaking skill.

2.1 Population and sample

To carry out our current work, a sample of (7) English Language teachers at the Department of Foreign Languages at Biskra University are selected randomly. The participants are selectedrandomlyfrom a whole population.

2.2 Administration of teachers' questionnaire

This questionnaire is distributed hand to hand to (7) English language teachers at the Department of Foreign Languages at Biskra University. This ideas was for the purpose of obtaining useful data from teachers who actually teach courses involved to our research work and who have a long experience in this area of study, that we believe that their responses will be of a great help in completing our work.

2.3 Description and Analysis of teachers' Questionnaire

a- Description

Our questionnaire is composed of three sections. Section one includes the personal information about the teacher's degree and experience. Section twoiscomposed of (5) items, it deals with the teachers situation about the problems that encounter

studentsduring their oral performance. Section three includes (7) items. It is for the purpose ofgathering knowledge about the teachers views on the importance of developing a cultural awareness of the English culture in teaching and learning English as a foreign language.

b- Analysis

Section one:Personal Information

Item 1. Teacher'sdegree
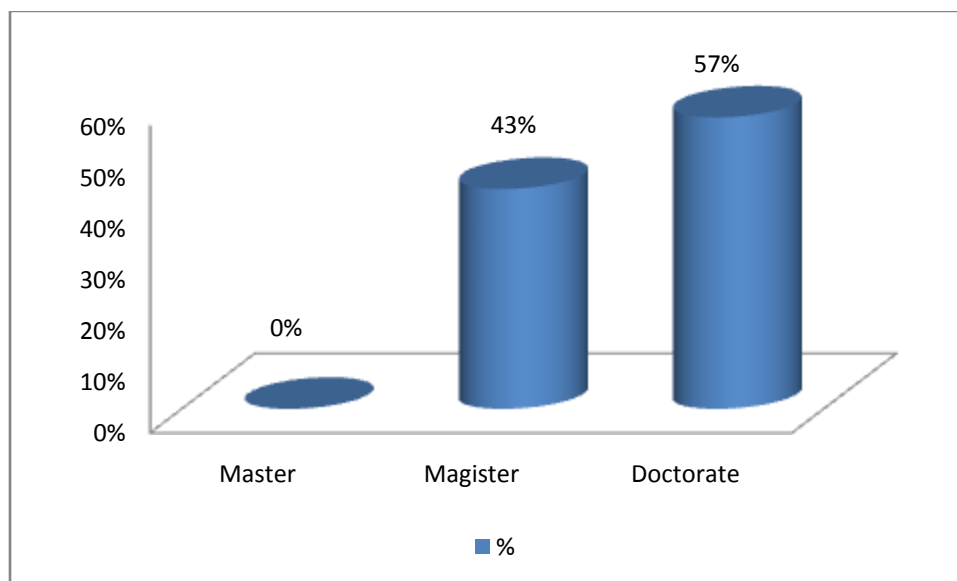
Figure 1: Teacher's degree

Statistically, from the histogram above, (57%) of the selected sample have a doctorate degree. and the rest of (43%) of the sample selected, have a magister degree. This result shows that the majority of teachers have a doctorate degree, which means they have great experience in the field of work. Their responses will be of great of help to our study.

Item 2. Teachers' experience
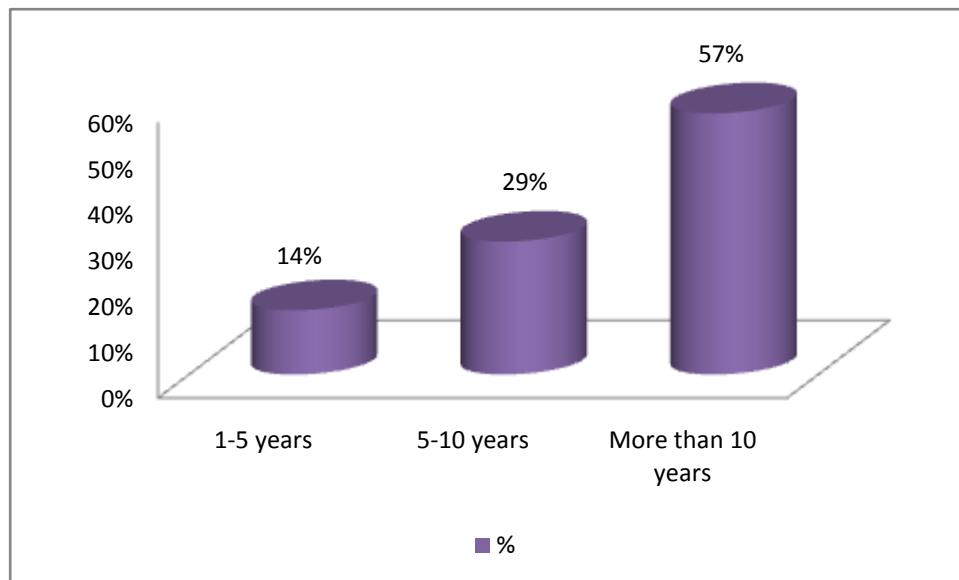
Figure 2: Teacher's experience

The histogram above show that the majority of teachers (57%) have experience teaching of more than (10 years). While (29%) of them experienced teaching from (5_10 years). A low rate of (14%) of teachers have taught only from (1_5 years). Results show that the majority of the teachers chosen as sample have a long experience in teaching English language, means that, they know the difficulties encountered learners during speaking performance and the degree of knowledge they have about the English culture.

Section Two: Speaking Skill

Item 3. Do you think that speaking in a foreign language is an easy task?
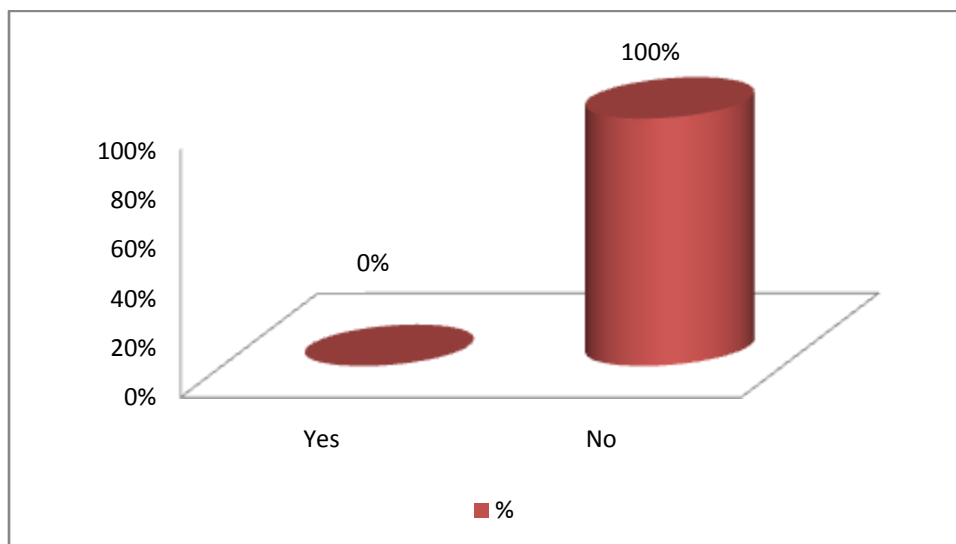
Figure 3: Teacher's opinion about the nature of speaking with natives

From the histogram above, results show that the whole sample of teachers (100%) agree that speaking in a foreign language is not an easy task. This means that speaking a foreign language needs mastering the language linguistically and culturally.

Item 4. Is linguistic competence sufficient for being a good speaker of English language?
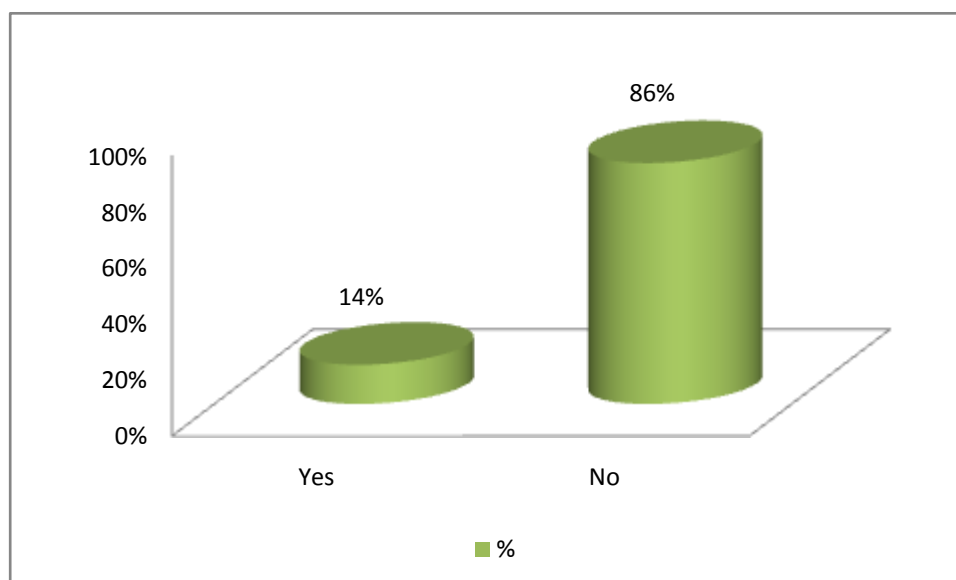
Figure 4: Teacher's opinion about the linguistic competence

The histogram above show that, (86%) of English language teachers do not agree on the idea that the linguistic competence is enough for being a good English speaker. While (14%) of them consider the linguistic competence enough for being a good speaker. Results show that linguistic competence is not enough alone, it needs learning about the English culture to understand what is said in different settings. To confirm this point teachers provided us with their justifications which are as follows:

1) The speaker needs other competencies such as the sociocultural, the strategic and discourse competence.

2) Speaking is an interactive activity in which you address your message to a recipient of different cultural and social background, so the pragmatic competence is also needed.

3) It needs a complex inter-related competences and competencies, background, culture of the language, knowledge of language varieties of diverse style, pronunciation, cultural competence, exposure and practices.

4) Mastering vocabulary and grammar is not enough to know how to use the language effectively in real-life situations (for communication). Learners need to know what specific expressions, gestures, intonation and even behavior to do/use in order to understand others and to convey ideas correctly. That is why learners need to develop an intercultural competence.

5) We need language and attitude. We also need to know how to use the language and the different structures.

6) One needs to have background knowledge about the English culture and people.

Item 5. Which of these difficulties your students most face in Oral Expression?
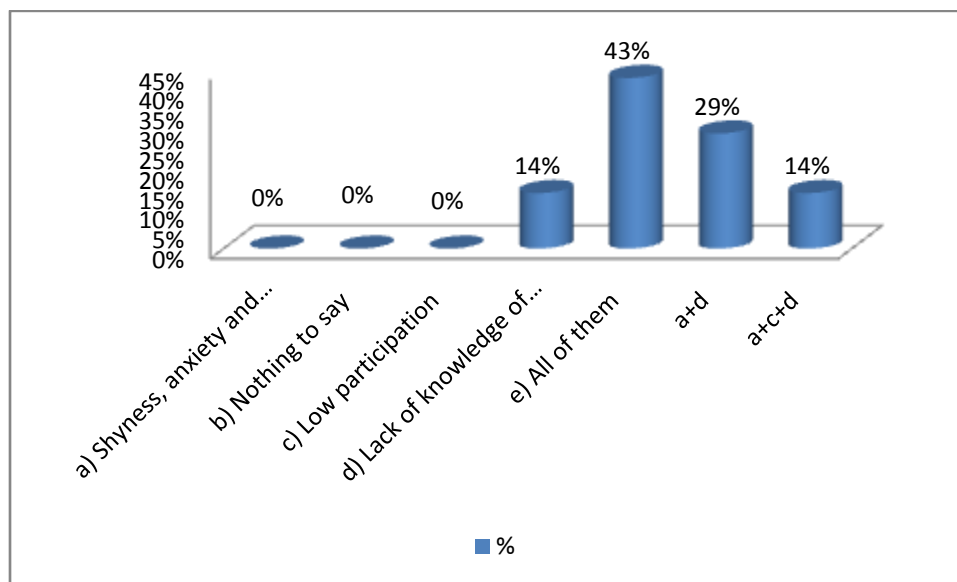
Figure 5: Student difficulties in oral expression

From the histogram above. We observe that, English language teachers (43%) observe that their student face: shyness anxiety and stress, nothing to say, low participant and the lack of knowledge of how to use language appropriately. While (29%) of teachers notice shyness, anxiety and stress with lack of knowledge of how to use language appropriately. Teachers who observe only the lack of knowledge of how to use language appropriately among their students represent (14 %). The results shows, second year LMD student face difficulties in their speaking performance, which make them in need to enhance this skill.

Item 6. What kind of relationship exists between culture and language?
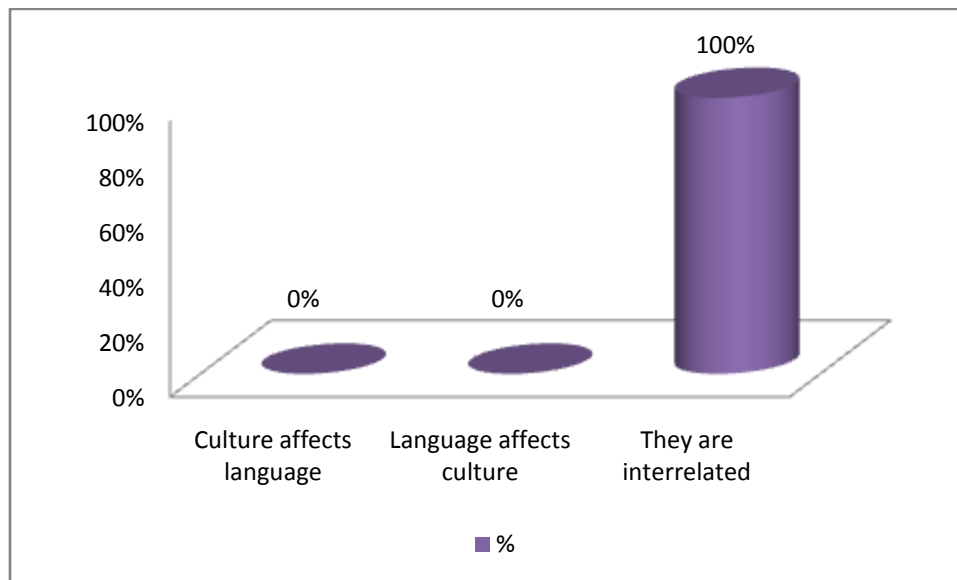
Figure 6: The nature of relation between culture and language

It is clear that, from the histogram, results shows that whole sample (100%) Of English language teachers, agree that language and culture are interrelated. The results shows that we cannot teach language without its culture since they are interrelated. Which indicate that culture have a great role in a foreign language and it need to be taught equally as the linguistic system of language.

Item 7. The main strategies that EFL teachers use to raise their students awareness of the English culture
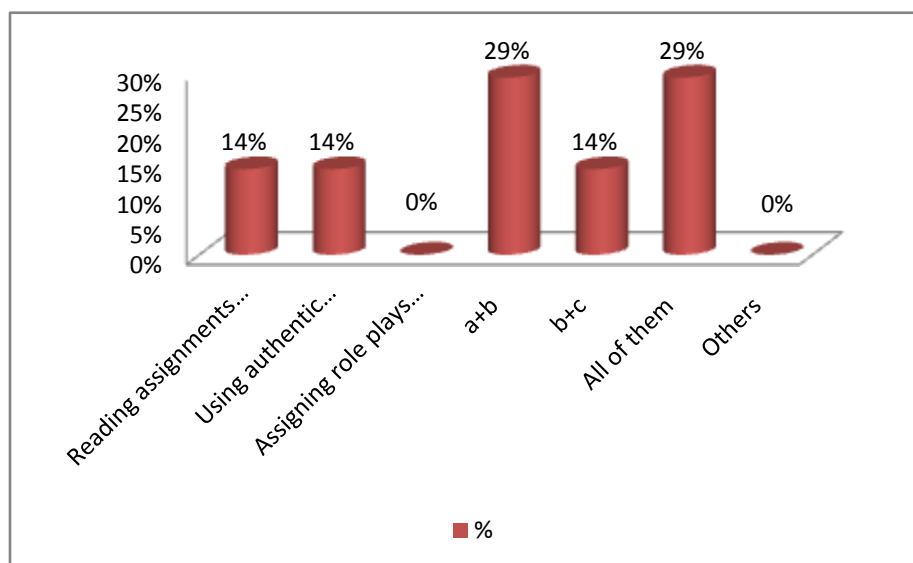
Figure 7: Teacher's strategies to raise learner's cultural awareness

Results from the histogram above shows that, the most strategies used from (29%) of EFL teachers are reading assignment (books, stories, magazines), authentic materials (videos, audios, etc.) and assigning role plays and simulations. Same rate of (29%) of teachers use reading assignment and authentic materials. Teachers who use only authentic materials represent (14%). In this item, response's reveals the result of using strategies to enhance learner's cultural awareness. We notice that teachers of English language use a set of strategies to improve learners spiking skill. These strategies are: reading assignment (books, stories, and magazines), authentic materials (videos, audios, etc.) and assigning role plays and simulations.

Item 8. Do you think that speakin with an English native speaker is an easy task?
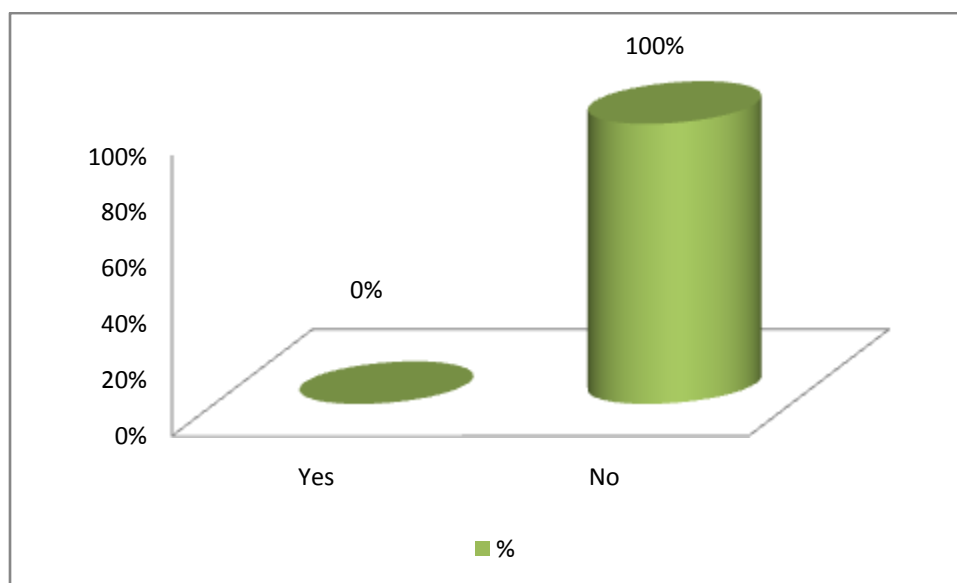
Figure 8: The nature of speaking with native speakers

All the teachers (7) that are selected as a sample of study are against the idea that indicate that speaking with native speakers is an easy task. From the clear result,

communicating with English foreign language naive speakers needs improvement in learning the English language in order to use it appropriately its original contexts.

If no, what are the main difficulties that one may encounter when speaking with a native speaker?

Table 4: Difficulties that my happen in speaking with native speaker

	Option	Number	%
1.	Verbal misunderstanding (misunderstanding the words)	0	0%
2.	Vocal misunderstanding (tone, intonation, speed)	0	0%
3.	Non-verbal misunderstandings (misunderstanding the body language/gestures)	0	0%
4.	Cultural misunderstanding	1	14%
A+b+c		1	14%
A+b+d		2	29%
B+d		1	14%
B+c+d		1	14%
All of them		1	14%
Others		0	0%
Total		**7**	**100%**

Statistically from the table above, results indicate that the majority of (29%) of teachers view that the main difficulties that one may encounter when speaking with a native speaker are the misunderstanding of words, pronunciation and body language. A similar rate of (14%) represent five group of teachers, those who think that the culture misunderstanding is the main issue in speaking with natives, and those who think all verbal, vocal and non-verbal misunderstanding are the difficulties that may appear during a communication. Next, those who believe that vocal and cultural misunderstanding are the two main issues that may appear in communication. Last, teachers who think that

vocal, non-verbal and cultural misunderstanding effect negatively on communication. Results shows that communicating with native speakers is not an easy task due to the different misunderstanding that may happen, that's indicate the necessity to enhance student oral performance.

Item 9. Do you think that being aware of the target culture enriches learners' knowledge about this language?
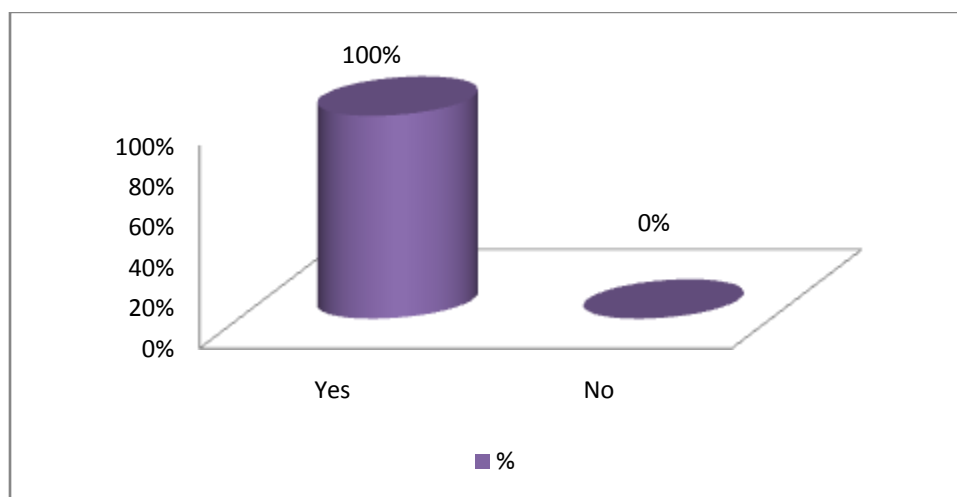
Figure 9: The effect of the target culture on learner's knowledge about language

From the histogram above, we notice that all the teachers respond positively to this question, they support that cultural awareness help in raising knowledge about the English language.

Item 10. Do you think that being aware of the English culture helps in using English language?

100%

100%
80%
60%
40%
20%
0%

0%

■ %

Yes   No
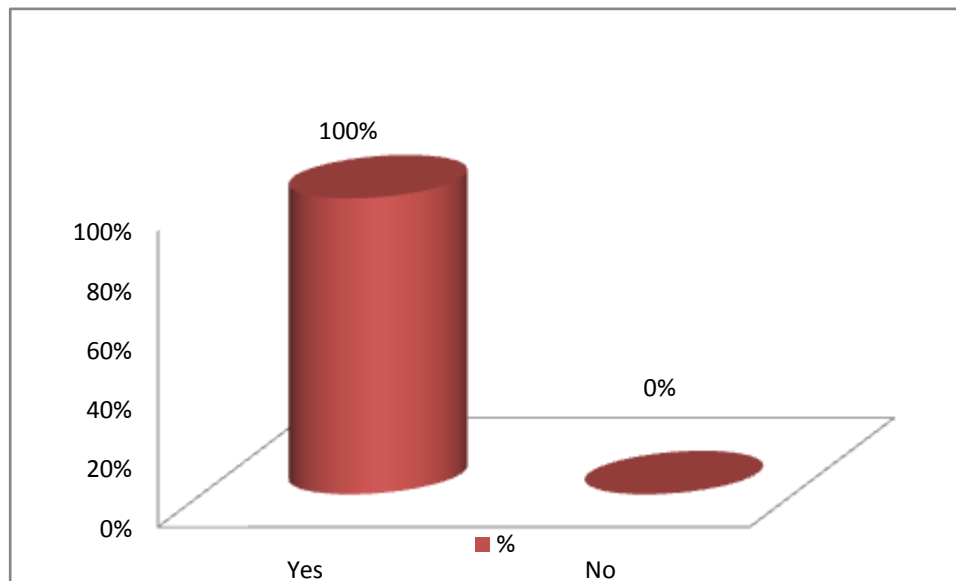
Figure 10: The effect of cultural awareness on the use of language

From results, we notice that all the responses of teachers are positive to this question. Teachers think that culture influences the use of language. They support their answers through the following arguments:

1)   Knowing the language and about the language enhances the language practice and avoid misunderstandings that can yield from a lack of knowledge of the language of the culture of the language.

2)   Awareness of the English culture helps the non-native speakers to know exactly what to say, when you say it and how to use it.

3)   One has to know how to use tone to send a correct message; also gestures differ from one place to another, so we need to understand behaviors also.

4)   Culture is the heart of language. Being culturally aware is essential to use the language.

5)   If the learner is culturally aware, the chances of communication breakdown will be minimized. Moreover, s/he could manage communicating with natives and non- natives effectively.

6)   When knowing the target language culture, students discover what specific vocabulary to use in specific context, what intonation/pronunciation to have in certain situations. Moreover, considering culture helps us use correctly the language in every day real situations and avoid misunderstandings, breakdowns, etc.

Item 11. What are the main cultural aspects that may affect English language learning in a way or another?
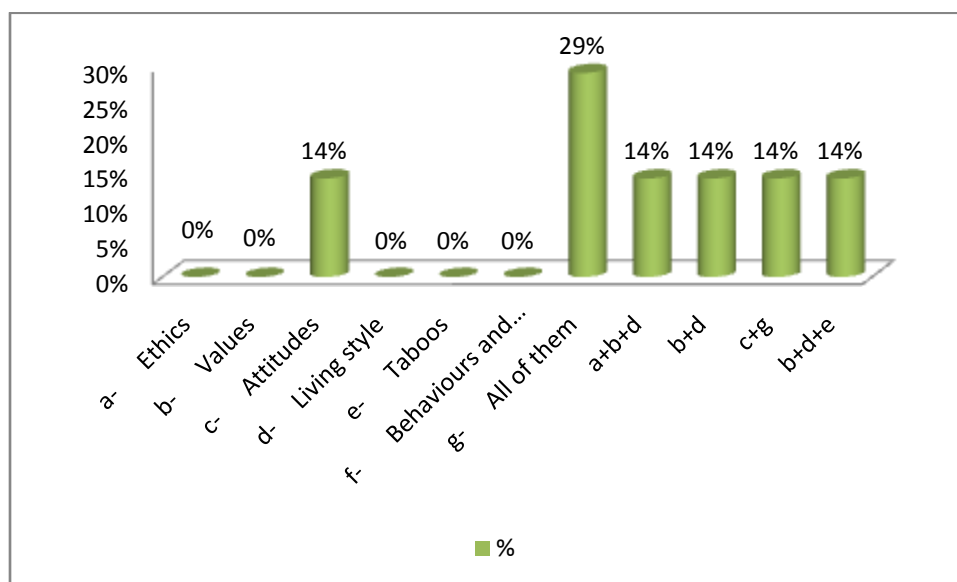
Figure 11: Culture aspects that effect learning the English language

What is noticeable from the results that are shown above is that the majority of teachers (29%) indicate that all the culture aspects (ethics, values, attitudes, living style, taboos, behaviors and social norms) have a role in learning the English language. While a similar rate of (14%) represent (5) group of teachers. Those who think the main aspect that effect the learning of the English language is attitudes. In addition, there are teachers who

believe that ethics, values and living style effect positively the learning of the English language. Next, those teachers who think that values, attitudes and taboos plays a great role in learning the English language. Results indicate that, all the aspects of the English culture influence the learning of the English language. Teachers support theirresponses by the followingarguments:

1) This would help the learner to have a clear idea about the practical aspect of the language to develop a cultural environment to reach a sound usage of that language.

2) If we understand the behaviors and norms, we can interact with them easily. Attitude also helps us deal with people in a proper way without hurting them or getting hurt.

3) Most of the communicative tasks are mainly about socializing and exchanging every day's life matters.

4) Knowledge about others' cultural aspects helps you avoid communication breakdowns.

5) In fact, they are all part of the culture and should be all considered because a language is about the correct use of words, pronunciation, but also gestures/behavior. Learners need to know all of them to avoid any misunderstanding or error.

Item 12. How do you consider the integration of culture in teaching and learning English as a foreign language?
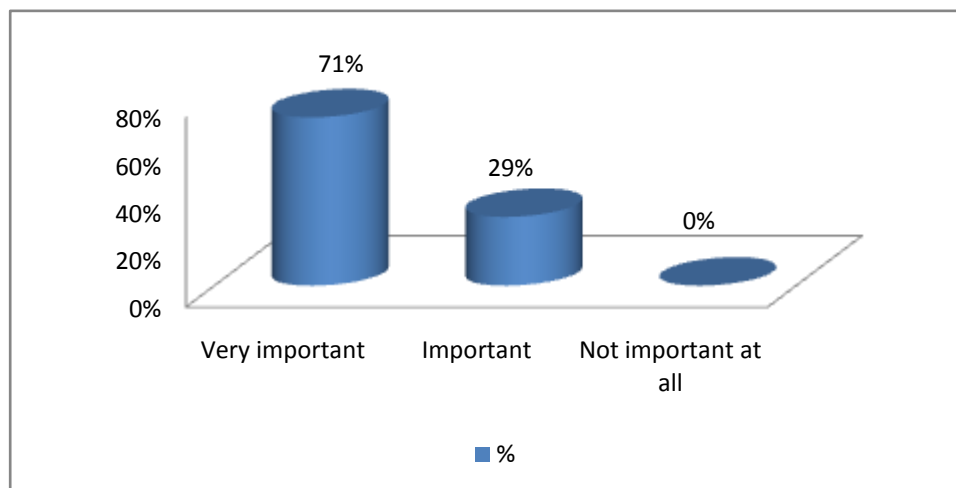
Figure 12: Teacher's opinion about integrating culture in teaching English language

The results the histogram above shows that, the majority of teachers (71%) conceder integrating culture in teaching the English language is very important. While the rest of teachers (29%) also indicate that it is important to teach culture within the program of teaching the English language. Results indicate the necessity of integrating culture in teaching the English language.

Item 13. How can you evaluate your students' awareness of the English culture?
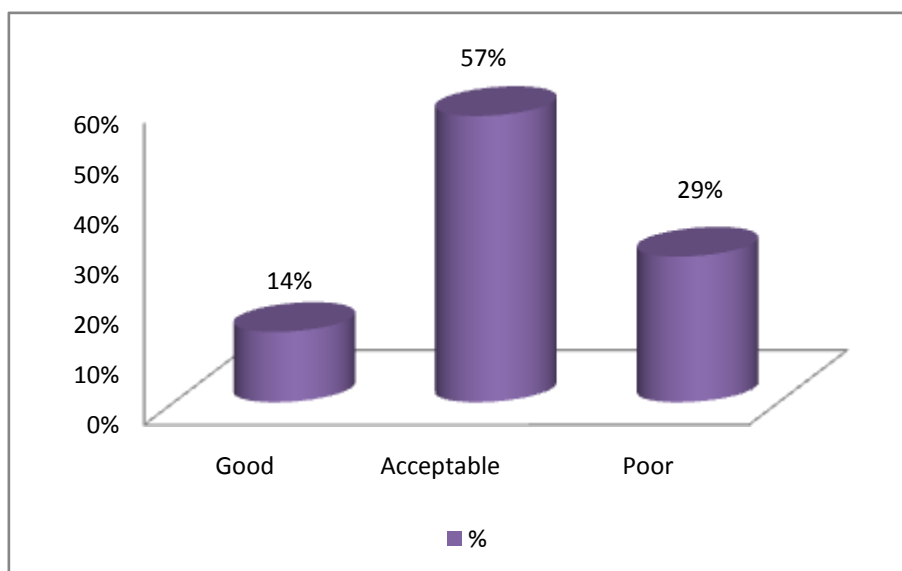
Figure 13: Teacher's evaluation about learner's awareness of the English culture

Statistically, through the data shown above, most of the teachers (57%) conceder the level of cultural awareness among learners as an acceptable level. (29%) of Teachers assets the level of cultural awareness about the English culture as a poor level. The last rate of (14%) of teachers see the level of knowledge about the English culture as a good level. We notice from results that the results that, the level of cultural knowledge among second year LMD need improvement to help learners during the learning of the English language.

Item 14. According to you, what is the role of learners in dealing with such complex concept (culture), knowing that to learn a foreign language is also to learn a foreign culture.

Teacherssuggestdifferentsolutions:

1) They need to search about culture with all its aspects and features for better understanding and appropriate use the language.
2) Their role is to gather enough background culture of the target language to set up a balance, through reading, watching video, using the internet, etc.
3) They have to consider its crucial importance, because language cannot be developed only if it is related to culture. It is important for learners to watch movies, listen to songs, watch shows, documentaries, etc to see how native speakers act, react and how they use English in real-life.
4) Knowing a foreign language needs knowing about its culture. The foreign language learner needs to search for details about the target language culture from the different sources to be aware of how to use it especially in its context, i.e., with native speakers.

5) The role of the learner is to widen his cultural understanding of the world and be open-minded and culturally tolerant so that learning a foreign language would become an enjoyable activity.

6) Students must have a daily contact with English in all its forms, so that to overcome any linguistic or cultural obstacles.

7) They should be familiar with the target culture. Without cultural awareness, they cannot use the language appropriately.

Teachers' suggestions of further solutions to help learners developing cultural awareness to overcome the speaking skill difficulties that may face:

1) It is important to help learners being culturally aware by using different techniques (reading authentic materials, etc.).

2) Learners need to be more exposed to the target culture via authentic materials especially audio visuals.

3) It important to raise students' awareness about the need to associate culture to language by using authentic videos/films in class, reading sessions, then making students practice what they saw/listened to through role plays, for instance.

4) Learning the language does need an outdoors setting. It is not confined with a class. This means living the language.

2.4 Discussion of the Main Finding

The results obtained from the teacher's questionnaire are of a great importance to reach the goals of our present study. After the analysis of the responses obtained from teacher's questionnaire. The responsesconfirm the followingresults:

- Enhancing EFL learner's cultural awareness will be of a great benefit to them to overcome the difficulties of oral performance and enhance this skill.

- EFL learners still face many speaking difficulties

- It is noticeable that, although teachers are using some cultural activities in the classrooms to help learners developing their awareness about the target culture, a lack of using authenticity is still remarkable.

- Cultural awareness is still a big problem in the speaking skill in EFL classrooms at Biskra University.

Conclusion

To sum up, from the interpretation and analysis of the two data tools used in this current work (teachers and learners questionnaires), different results can be summarized. First, integrating culture in EFL teaching and learning program is very important in improving learners proficiency in learning and using the English language. It is noticed that, even EFL teachers and second year LMD learners are aware of the necessity of culture awareness; a poor culture background knowledge of the English language culture is still remarkable. Thus, enhancing second year LMD learner's cultural awareness about the target culture improves learner's oral performance and help them to overcome speaking problems.

General Conclusion

Our current work dealt with the role of cultural awareness in enhancing learners speaking skill. The main focus of this research is investigating the role of the foreign language culture knowledge in developing oral performance and reducing speaking difficulties of second year LMD learners of English language at the Department of foreign language at Mohamed Khider University of Biskra.

Our current study is divided into three chapters; the first chapter present a definition of culture that proposed by different researchers with considring its elements. Moreover, we have introduced the connection that exists between culture, communication and language as well as some significant concepts like culture shock and acculturation.The second chapter explains the EFL speaking skill component. Starting from defining the speaking skill and its elements, characteristic, features and difficulties. Then, we have presented some teaching activities that may help enhancing the speaking skill.Hence, we have highlight the relation between culture and communication that have a great role in enhancing this skill.

The final chapter of our current work required two data collection tools to confirm or dismiss our research hypothesis. We distributed a questionnaire for both EFLteachers and learners of a randomsample.Moreover, the sample of the research is intentionally restrained in terms of the simple chosen because of time restrictions and the large population of second year students. Thus, our current work aims and goals are achived and our hypothesis are confirmed.

Recommendations

The appropriate use of language necessitates that EFL learners and teachers should give much important to the target culture of the language as they do with the linguistic system. Accordingly, we suggest some pedagogical recommendations that may help in solving problems related to learner's cultural awareness, which may allow the use of the English language appropriately:

- It is clear that language and culture are interrelated. EFL teachers need to teach culture directly or indirectly during lectures. They should not teach language separately from its culture. They should give equal importance to both culture and linguistic teaching.

- Teachers need to motivate and encourage their learners to develop their cultural awareness about the English culture outside the classrooms. This can be happen if learners benefit from social media opportunities, reading books and watching movies.

- Learners should respect the differences between their own culture and the target one even if it contradict their way of life or beliefs.

- Teachers should include more authentic and up to date materials to motivate learners and facilitate their learning of the English language culture.

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Appendices

Appendix01: The students' questionnaire

Students' questionnaire.

Dear students,

I am carrying out a survey to complete the requirements for obtaining a master's degree in English language.The aim of this questionnaire isto identify the role of cultural awareness in enhancing English as a foreign language learners' speaking skill.You are kindly requested to answer the following questions.Please, tick (√) the appropriate answer and make full statements when necessary.

Thank you for your time, effort and collaboration

Section One: Personal Profile

1) How would youevaluate your level English?

a) Good ▢

b) Average ▢

c) Weak ▢

2) Based on which of the following criteria you depend to evaluate your level in English.

a) Youreducationalaverage ▢

b) Your experience in using English (speaking and understanding) ▢

Section Two: Speaking Skill

1) According to you which of the following skills you want to develop the most.

a) Speaking ▢

b) Writing ☐

c) Reading ☐

d) Listening ☐

Whatever your choice, please justify.

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2) Which of the following skills is hard to master according to you?

    a) Speaking ☐

    b) Writing ☐

    c) Reading ☐

    d) Listening ☐

3) What does learning a foreign language mean to you? (You can choose more than one option).

  a) To learn how to build words and sentences   ☐

  b) To learn the meaning of words and sentences   ☐

  c) To learn the pronunciation of word and sentences   ☐

  d) To learn about the culture(s) of English speaking people   ☐

  e) All of them

4) Did you have the opportunity to speak with native speakers?

  a) Yes ☐

  b) No ☐

Section Three: Cultural Awareness

1) Do you think that communicating with native speakers is an easy task?

a) Yes ☐   b) No ☐

If no, is it because:

a) Lack of vocabulary and structure ☐
b) Lack of English foreign culture ☐
c) Both of them ☐

2) Do you think that it is important for EFL learners to know about the culture(s) of English native speakers?

a) Yes ☐   b) No ☐

Please justify your answer

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3) Would you specify the kind of relationship that exists between foreign language learning and culture?

a) Language is a tool of conveying culture ☐

b) Culture is the key to understand native speakers ☐

c) Both of them ☐

4) In what way you think that learning about English people's culture may help you to improve your oral proficiency.

a) It helps you in using the language appropriately ☐

b) It helps you develop your understanding of what is said ☐

c) Both of them ☐

d) Others ☐

5) Do you think that the elements of the target culture facilitate your capability to communicate with English native speakers?

a) Strongly agree ☐   b) Agree ☐   c) Disagree ☐   d) Strongly disagree ☐

6)What is the amount of the English culture do you think you have learned up to now?

a) A lot ☐   b) a good deal ☐   c) little ☐   Nothing at all ☐

7) Which of the following aspects that you have some knowledge about?

    a) Ethics ☐

    b) Values ☐

    c) Attitudes ☐

    d) Taboos ☐

    e) Behaviors and social norms ☐

8) As an English language learner, what are the main strategies that you use to develop your awareness about the English culture and to enhance your speaking proficiency as well?

    a) Reading English books, stories, magazines, etc. ☐

    b) Watching English authentic video clips, movies, documentaries, etc. ☐

    c) Listening to authentic audio records (radio tapes, songs, speeches, etc.) ☐

Others…………………………………………………………………………………
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9) Which of the following aspects may help you not to cause misunderstanding when communicating with English native speakers?

a) The right choice of words ☐

b) The right use of words ☐

c) The right use of body language (facial expressions, gestures, etc.) ☐

d) all of them ☐

We would greatly appreciateto tell us if you have your own sources about English foreign culture. And what they are?

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Thank you for your time and collaboration

Appendix02: the Teacher's' Questionnaire

Teachers' Questionnaire

Dear teachers,

At present, I am working on a research about the role of cultural awareness in enhancing English as a foreign language learners' speaking skill.Your answers are very important and will be of much help for the completion of my master dissertation in language studies. Please tick (√) the appropriate answer(s) and write full statement(s) whenever necessary.

Thank you very much in advance for sharing your time, experience and energy.

Section One:Personal Profile

1) Would you specify your degree?

    a) Master   ☐

    b) Magister   ☐

    c) Doctorate   ☐

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

    a) 1-5 years   ☐

    b) 5-10 years   ☐

    c) More than 10 years   ☐

Section Two:SpeakingSkill

3) Do you think that speaking a foreign language is an easy task?

      a) Yes ☐   b) No ☐

4) Is the linguistic competence sufficient to be a good speaker of the English language?

a) Yes ☐   b) No ☐

Justify your answer please

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5) Which of these difficulties your students most face in Oral Expression?

      a) Shyness, anxiety and stress   ☐

      b) Nothing to say   ☐

      c) Low participation   ☐

      d) Lack of knowledge of how to use the language appropriately ☐

      e) All of them   ☐

6) What kind of relationship exists between culture and language?

      a) Culture affects language   ☐

      b) Language affects culture   ☐

      c) They are interrelated   ☐

7) As a teacher of English language, what are the main strategies that you use to raise your student's awareness of the English culture and develop their proficiency of speaking English as a foreign language?

a) Reading assignments (books, stories, magazines…) ☐

b) Using authentic materials (videos, audios …) ☐

c) Assigning role plays and simulations ☐

d)

Others …………………………………………………………………………………………

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Section Three: Cultural Awareness

8)Do you think that speaking with an English native speaker is an easy task?

      a) Yes ☐   b) No ☐

If no, what are the main difficulties that one can encounter when speaking with an English native speaker?

a) Verbal misunderstandings (misunderstanding the words) ☐

b) Vocal misunderstandings (misunderstanding tone of voice and speed) ☐

c) Non-verbal misunderstandings (misunderstanding the body language/gestures) ☐

d) Culture misunderstandings ☐

e) Others

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9) Do you think that being aware of the target language culture enriches learners'

knowledge about this language?

      a) Yes ☐   b) No ☐   c) May be ☐

10) Do you think that being aware of the English culture helps in using English language appropriately?

    a) Yes ☐   b) No ☐

If yes, please say, how can culture influence the use of the English language?

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11) What are the main cultural aspects that may affect English language learning in a way or another?

    a) Ethics ☐

    b) Values ☐

    c) Attitudes ☐

    d) Taboos ☐

    e) Behaviors and social norms ☐

Justify your answer please

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12) How do you consider the integration of culture in teaching and learning English as a foreign language?

    a) Very important ☐

    b) Important ☐

c) Not important at all ☐

13) How can you evaluate your students' awareness of the English culture?

a) Good ☐

b) Acceptable ☐

c) Poor ☐

14) What is according to you is the role of learners in dealing with such complex concept (culture) knowing that to learn a foreign language is also to learn a foreign culture?

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Would you like to add any suggestions that develop learner's cultural awareness to overcome their speaking difficulties?

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Thank you for your time, effort and collaboration

ملخص البحث

واحد من الأهداف الأساسية من تعليم وتعلم اللغات الأجنبية هو المقدرة على استعمالها بكفاءة. الهدف الرئيسي من هذه الدراسة هو معرفة مدا تأثير العامل الثقافي على التعبير الشفهي لمتعلم اللغة الأجنبية. من اجل تحصيل الكفاءة اللغوية يقتضي على المتعلم الالمام بقواعد اللغة والجانب الثقافي لهذه اللغة. لهذا فقد اولينا الاهتمام في هذه الدراسة الى التعبير الشفهي في اللغة الإنجليزية ومشاكله الناتجة عن اللاوعي الثقافي. فرضيتنا لهذه الدراسة كانت كالآتي إذا كان المتعلم واعيا بالجانب الثقافي للغة الأجنبية المستهدفة فهذا يحسن من اداءه الشفهي لهذه اللغة. نأمل بهذه الدراسة الى اقتراح حلول لانتشار هذه الظاهرة في اقسام اللغة الإنجليزية بالجزائر ولتحقيق هذا بادرنا بتوزيع استبيان على طلبة السنة الثانية ليسانس بفرع اللغة الإنجليزية لجامعة محمد خيضر بسكرة كما وزعنا استبيان كذلك على أساتذة هذه الجامعة من نفس التخصص نظرا لتجربتهم الطويلة في مجال دراستنا ولعلمهم بالصعوبات التي تواجه الطلبة. بعد اجراء تحليل للبينات والنتائج توصلنا الى اثبات فرضيتنا وحاولنا استنتاج بعض الاقتراحات التي من هدفها إيجاد حلول للمشكلة لمساعدة المتعلم للتغلب على مشكلة اللاوعي الثقافي في استعمال اللغة الإنجليزية.