Sudan University of Science & Technology

College of Languages

English Language Department

Investigating the Impact of Culture in Developing Communicative Competence of EFL Learners

تقصي أثر الثقافة في تطوير الكفاءة التواصلية في اللغة الإنجليزية

A thesis submitted in partial fulfillment of the requirements of master degree in English language(AppliedLinguistics)

Prepared by:

AbdelrazigAlnourAbd Allah

Superviser by:

Dr. Yusuf Altiraifi Ahmed

February 2016

Dedication

To my family, to the soul of my mother to all my friends.

Acknowledgements

The researcher would like to express his gratefulness to a number of people for their contribution on the research. The researcher indebted to **Dr. Yusuf Altraifi Ahmed**, the Supervisor for his expertise advice, continuous guidance and his patience and with his guidance and support this study has been accomplished. Thanks are also extended to **Dr. Mohammed AlhassanAlkhair**, Associate Professor from Omdurman Ahlia University for his encouragement, assistance and generosity all the time. Deep thanks are also extended to their colleagues, teachers at schools for their effort. Thanks also to the teachers of English language in Ombada Locality for their cooperation.

Abstract

This study aims to investigate the impact of culture in the developing communicative competence in English language. The researcher believes that misunderstanding of other culture causes confusion in developing communicative competence in English language. The researcher uses the descriptive and analytic method. A questionnaire was distributed to 30 teachers of English language with different experience at OmbadaLocality, after analyzing the data, the researcher comes out with the following results of the study have correspondence with the hypotheses of the research. The researcher puts some suggestions: The strategies of teaching English language at the school should bechanged; the syllables should includea verity of culture to facilitate the understanding of the language easily.

The researcher recommends:

English language teachers should support their learners to be motivated by teaching language literature. The researcher hopes that these recommendationsshould be implemented.

المستخلص

هدفت هذه الدراسة إلى تقصي أثر الثقافة في تطوير الكفاءة التواصلية في اللغة الإنجليزية و أوضحت الدراسة سوء فهم ثقافة اللغة الإنجليزية يسبب ارتباك في تطوير الكفاءة التواصلية في اللغة الانجليزية، استخدم الباحث المنهج التحليلي والوصفي ، حيث وزع الاستبانة على ثلاثين من معلمي اللغة الانجليزية بمحلية أمبدة بخبرات ودرجات علمية مختلفة ، وبعد التحليل جاءت نتائج الدراسة مطابقة لفرضيات البحث. ووضع الباحث اقتراحات وتوصيات من أهمها:

يجب تغيير إستراتيجية تدريس اللغة الانجليزية في المدارس ، وتضمين التنوع الثقافي في المنهج وهذا يسهل عملية فهم اللغة الانجليزية . بالإضافة إلى ذلك أوصى الباحث بانه يجب على معلمي اللغة الانجليزية بمساندة الطلاب حتى يكون لهم دافعية في فهم اللغة الانجليزية وذلك من خلال تدريس الأدب الإنجليزي.

ويأمل الباحث أن تجد هذه التوصيات ولمقترحات الاهتمام.

Table of contents

Number of subject	Subject	Page No
	Deduction	I
	Acknowledgments	II
	Abstract	III
	المستخلص	IV
	Table of contents	V
	Chapter one Introduction	
1-0	Background	1
1-1	Statement of the Problem	2
1-2	Significances of the research	2
1-3	Objectives of the research	2
1-4	Research Questions	3
1-5	Research hypotheses	3
1-6	Research limits	4
1-7	Methodology of the Research	
Chapter Two: Literature Review and Previous Studies		
2-0	Introduction	5
2.1	Definition of Culture	5
2-2	Language and culture	6
2.3	Aproposed theoretical framework for communicative competence	6
2.4	Grammatical Competence	7
2.5	Sociolinguistic competence	7
2.6	Strategic competence	7
2.7	Context and culture	8
2.8	Clustering cultures	8
2.9	Cultural awareness	9
2.10	Discussion and reading about other cultures	9
2.11	Theory of cultural determinism	9
2.12	The influence of communicative competence	14
2.13	Previous Studies	17

Chapter Three Methodology		
3.0	Introduction	21
3.1	The tools	21
3.2	Samples	21
3.3	Instrument	21
3.4	Validity	21
3.5	Reliability	22
3.6	Procedures	22
Chapter four Data analysis, Results and Discussion		
	Results	23-41
Chapter Five Conclusion, Recommendations and Further Suggestions		
5.0	Introduction	42
5.1	Conclusion	42
5.2	Recommendations	43
5.3	Suggestion for further study	43
	References	44
	Appendices	45

Chapter One
Introduction

1.0 Background:

There are many researcherswho have discussed the role of culture in English language , but they rarely discuss the matter of impact of culture. But in this research it will be discussed in details.

This research discusses the importance of culture in developing communicative competence on English language .Firstly culture according to Bodley(1994) refers collectively to society and its way of life or reference to human culture as a whole culture involves at least three components; what people think what they *do*, and the material products that they produce . Thus mental process, beliefs that acknowledge and values are parts of culture some anthropologist have found that learning about how people categories things in their environment provides important insights in to interests, concern, and values of their culture. Field workers involved in this type of research refer to, made a useful distinction in regard to ways of describing categories of reality. Visitors to another society can bring their own culture's categories and interpret everything in these terms.. However,, there will be little understanding of the minds of the people in the society being visited , in contrast, the visitors can suspend their own cultures perspective and learn the categories of reality in the new society By doing so, they gain much more profound understanding of the other culture . Ethno scientists define these two different approaches as being etic and emic. Etic categories involve a classification according to some external system of analysis brought by the visitor. It assumes that ultimately, there is an objective reality and that is more important than cultural perceptions of it communicative competence involves knowledge of every aspect of

communication in social contexts, including knowledge and exception of who may or may not speak in certain settings when to speak and when to remain silent, whom once may speak to , how one may talk to persons of different statuses and roles , what appropriate nonverbal behaviours are in various contexts , what the routines for turn-taking are in conversation how to ask for and give information , how to request how to offer or decline assistance or cooperation . How to give commend, how to enforce discipline of all

1.1 Statement of the Problem:

This study investigates the impact of culture and social elements in developing communicative competence in English language:
- Misunderstanding of the learner; about the other culture cause confusion, on the developing communicative competence in English language.

1.2 Significance of the research:

The research is related to the field of sociolinguistic, which parts of linguistics the research solves the problem of misunderstanding of other culture, which causes confusion in developing communicative competence in ELF. The research helps the learner to avoid this confusion.

1.3 Objectives of the research:

To help the learners to seek deep understanding of other culture to improve the communicative competence in English language.

To provide EFL learners with other cultures so as to help them developing communicative competence and to understand other culture.

1.4 Research Questions:

The study will provide answers for the following questions:

1. What are the important elements of culture, that play great role in developing communicative competence?
2. How do culture and language affect developing communicative competence in English language?
3. To what extent does communicative competence play great role in developing English language?
4. To what extent is the awareness of culture and language important in developing English language.

1.5 Research hypotheses:

The study has the following hypotheses:

1. Understanding the elements of culture is important in developing communicative competence and lead to integration of multi-societies.
2. Culture and language affect developing communicative competence in EFL learners.
3. Communicative competence plays a great role in developing any language.

4. Awareness of Culture and language affect the developing communicative competence in English language.

1.6Limitsof research:

This research will be about the impact of culture in the developing communicative competence in English language for the teachers of English language in Ombada locality 2015-2016.

1.7 Method of the Research:

The study will use the following:

Descriptive and analytic methods, a questionnaire will be used as a tool of data collection.

Chapter Two

Literature Review and Previous Studies

2.0 Introduction:

In this chapter the researcher elaborates the different types of culture communicative competence in English language and how they can be used in developing communicative competence .

2.1 Definition of Culture:

What is culture?

Culture is a systemofknowledge shard by relatively large group of people. Culture is communication, communication is culture, culture in its broadest sense is cultivated behaviour; that is totality of a person’s learned, accumulated experience which is a socially transmitted, or more briefly, behaviour through social learning.

Culture is a way of life for a group of people. the behaviors believes values, and symbols that they accept generally without thinking about them, and that are passed along by communication and imitation from generation to the next. Culture is symbolic communication. Some of its symbolic includes groups', skills, knowledge, attitudes, values and motives. The meaning of the symbols are learned and deliberately perpetuated in a society through its institutions. Culture consists of patterns, explicit and implicit, of and for behavior acquired and transmitted by symbols, constituting the distinctive achievement of human group, including their embodiments in artifacts; the essential core of culture consists of traditional ideas and especial their attached values; culture systems may on the other hand, be considered as products of action as condition influence upon further action.

2-2 Language and culture:

Many of factors which give rise to linguistic variation are sometimes discussed in terms of culture differences. It is not unusual tofind linguistic features quoted as identifiable aspects of working class culture or African American culture, for example. In many respects, this view has been influenced by the work of anthropologists who tend to treat language as one element. Such as believes, within the definition on culture as socially acquired knowledge, given the process of cultural transition by which languages are acquired, it makes a lot of sense to emphasize the fact that linguistic variation is tied very much to the existences of different. Culture, in the study of the world's culture, it has become clear that different groups not only have different languages they have different world views which are reflected in their language. In very simple terms, the Aztests not only did not have a figure in their culture like Santa Claude, they did not have a word for this figure either. In the sense that language reflects cu1ture this is a very important observation and the existence of different world views should not be ignored when different languages or language varieties are studied. However, one quite influential theory of the connection between language and world view proposes a much more deterministic relationship. George Yule,(1960)

2.3Sociolinguistic competence:

This competence is made up of two sets of rules; socio-culture rules of use and rules of discourse socio-culture rules of use will specify the way in which utterance are produced and understood appropriately respect to the component of communicative events outlined byHymes: (1972).

The primary focus of these rules is no the extent to which certain propositions and communicative functions are appropriate within a given socio-cultural context depending on contextual factors such as topic, role of participants, setting, and harms of interaction. Secondary concern of such rules is the extent to which appropriate attitude and resister or style are conveyed by a particular grammatical form within a given socio-culture context. For example, it would generally byinappropriate for a waiter in a restaurant to actually command a client to order a certain menu item, regardless of how the proposition and communicative function were expressed grammatically; likewise inappropriate attitudes and register would be expressed if a waiter in a tasteful restaurant were to ask, ok, chump, what are you and this broad gonna eat?, in taking an order.

2.4Context and culture:

For research purposes it has been customary to view the linguistic development of a learner on interlanguage continuum whose end point is a linguistic construct called the native speaker. Non-native teachers and students are intimidated by the native speaker norm and understandably try to approximate this norm during the course of theirwork together. If, however, we consider languages study aintuition in the kind of social practices that is at the boundary of two or more cultures, such a linear. Progression makes less sense infact what is at stack is the creation, in and through the classroom, of a social, linguistic reality that is born from the LI (first-language) speech environment of the learners and the social environment of the L2 (second language) native speakers, but is a third culture in its own right Kramch, (1993).

2.5Clustering cultures:

Some countries may share many attributes that help their cultures (the modifies may be language, religion, geographical location, etc). based on this data obtained from past cross-cultural studies, countries may be grouped by similarities in values and attitudes, fewer differences may expected when moving with cluster then when moving from one cluster to another.

2.6Cultural awareness

Before venturing on a global assignment, it is probably necessary to identity the culture differences that may exist between one's home country and the country of business operation. Where the differences exist one must decide whether and to what extent the home country practices may be adapted to the foreign environment. Most of the time,the differences are not very apparent or tangible. Certain aspects of culture may be learned consciously (e.g. method, of greeting people), some other of the differences are not very apparent or tangible. Certain aspects of culture may be learned consciously (e.g. method, of greeting people), some other differences are learned sub-consciously (e.g. methods of problem solving). The building of cultural awareness may not be an easy task, but once accomplished, it definitely helps a job done efficiency in a foreign environment (Guy Cook) (19.0).

2.7Discussion and reading about other culture:

Definitely helps build cultural awareness but opinions presented must be carefully measured. Sometimes they may represent unwarranted stereo types, an assessment of only a subgroup of particular group of people, or a situation that has since undergone drastic changes. It is always a goal idea to get varied viewpoints about the same culture, mind that distinguishes the members of one group or category of peoples from another.

2.8Theory of cultural determinism:

The position that the ideas, meanings, believes and values people learn as member of society determine human nature people are what they

learn. As members of society determines human natures. People are what they learn. Optimistic version of cultural determinism place no limits on the abilities of human being to do or to be whatever they want. Some anthropologist suggest that there is no universal “right way” of human: “right way” is almost always “ our way”; that “ out way other society proper attitude of an informed human being could only be that of tolerance.

The optimistic version of this theory postulates that human nature being infinitely malleable. Human being can choose the way of life prefer.

The pessimistic version maintains that people are what they are conditional to be; this is something over which they have no control. Human beings are passive creatures and do whatever their cultures tells them to do. This explanation leads to behaviorism that locates the course of human behavior in realism that totally beyond human control (McGraw – Hill)

What is communicative competence?

The knowledge which is necessary to use a language effectively and the ability to put that knowledge into action. There is more to using a language than knowing the grammar is relatively easy.

Formulating precisely what other kinds of knowledge are involved is more complicated. An influential attempt was made by the sociolinguistics, Dell Hyemes (1970) in his description of commutative competence in the late l960s. The term is offered as deliberates contrast to Chomsky’s linguistic competences. As Hymesobserves, a person who had only linguistic competence would be a kind of social monster producing grammatical sentences unconnected to the situation in which they occur.

What is needed for successful communication?

According to Hymes, (1960) four types of knowledge possibility, feasibility, appropriateness and attestedness. Let us consider each in turn.

Firstly a communicatively competence speaker knows what is formally possible in always ie. Whether an instance conforms to the rules of grammar and pronunciation. They know, for example, that, me go sheep now' transgresses these rules, while , I am going to go to sleep now doesn't knowledge of possibility is not sufficient in itself for communication, I am going to sleep now' may be grammatical, meaningful, and correctly pronounced, but it is not necessary the right thing to say where is me go sleep now , although " wrong' may both meaningful and appropriate' Guy Cook(1960)

In addition a communicatively competent speaker may know the rules be capable of following them, but nevertheless break them deliberately. This is often the case when people want to be creative or intimate, or talk about something for which the 1angie has no existing terms. Thus, for examplethebeatleRingostart afterworking long hours on a film set remarked "that was hardday right' and the phrase was taken up as the title of a song and a film. Though it breaks semantic rules, it expresses an idea very effectively.

Secondly a communicatively competent person knows what is feasible. This is psychological concept concerned with limitations to what can be processed by the mind, and is best illustrated by an example. The

rules of English grammar make it possible to expand a noun phrase, and make it more specific, by adding a relative clause.

They may be possible, in other words, but they are not feasible. They do not work, not because they are ungrammatical, but because they are so difficult to process, the notion of feasibility may seem a rather academic one, and of little relevance to the practical applications of knowledge about language. Processing the convoluted sentence about the cheese and the rate is more like a game the real-word problem. Feasibility does nevertheless have some important consequences for applied linguistic. It bears up the important issue of making information easily accessible which in the modern world, with its overload of information, is particularly important.

Consider, for example the follow legal sentences. If a premium remains in difficult after the end of the grace period, any cash surrender value of the policy will be used to continue the police enforce us paid extended term insurance, in anamount as determined below, and no further premiums will be dues.

A third component of communicative competence is knowledge of appropriateness:

This concerns the relationship of language or behavior or to context, and as such covers a wide range of phenomenon. Its importance is clear if we consider its opposite, inappropriateness something might be, for example, inappropriateness to a particular relationship (calling a police officer, darling or tickling them as they reprimand you); to a particular kind of text (using slang or taboo words in a formed latter); to a particular

situation (answering a mobile phone call during a funeral); or generally inappropriate to a particular culture (not showing deference to the elderly).

Appropriateness concerns conformity to social convention, and as such it is fraught with controversy.

Perhaps this is easiest to see in non-variable communication. Take for example, the issue of appropriate dress for woman moving between western and Islamic cultures one point of view is that maintaining the norms of one society is in appropriate in the other. Thus European women visiting the Gulf States are advised to wear long sleeves and long skirts to avoid giving offence. Muslim women, visiting or living in the west, may feel under pressure to stop covering their heads. Very often this may be a matter for individual decision making, but there are occasions when it spills over's into the public domain and a society seeks to impose its own norms people feel very strongly about such issues and there are arguments on both sides. Important factors are the degree to which some value are perceived to be absolute rather than culture specific, for example, religious freedom, female modesty, and women's rights; the degree to which a society should respect ethnic difference among its members; and the degree to which visitors should conform to the etiquette of their hosts. For applied linguistic there is no avoiding such issues.

Language creates our identities and allows us to communicate with others. Its study must be concerned with who imposes upon whom, and with the limits of social coercion and dissent many activities, for example, schooling, workplace communication, languages therapy, language testing, and language planning, are essentially concerned with negotiating the

parameters of difference and conformity, in the modern world, where formerly distinct ways of living are brought increasingly in to sharp contact, and people from different cultures have to share the samespace, these issues are becoming urgent.

Hymes – (1970) fourth component of communicative competence is knowledge of attestedness, i.e.“whethersomething is done; at the first glance, this seems rather puzzling. Surely occurrence can be accounted for by the other three parameters? This is not, however, necessarily the case. Take for example the phrase “ chip and fish, from one point of view this is possible (it does not break any grammar ruler), feasible (it is easily processed and readily understandable), and appropriate (is does not contravene any sensitive social convention).

Nevertheless, it does not occur as frequently as fish and chips; in the (1 970s) when H.ymas first attracted attention, there was no easy way to say what uses did actually occur other than by laborious checking of texts and transcripts.

2.9The influence of communicative competence:

Directly or indirectly, the notion of communicative competence has been very widely drawn upon in all areas of applied linguistics. In first language, education; the area which Hymes was intact, addressing, itwas invoked to justify a shift away from developing only mechanical language skills to words a more rounded capacity to communicate a trend which has no largely been reversed. Information design for example, the drafting of official documents and forms, it supported the view that stating fact is not

enough, they also need to be easily accessible. In speech therapy it justified an increased emphasis on social knowledge and skills in addition to deficiencies in grammar and pronunciation. In translation it strengthened the case for seeking and equivalent effect rather than only formal and literal equivalence.

The biggest single influence however, as it so often the case in applied linguistics has been upon the teaching of English as a foreign language. Inspired by Hymes, (1970) the communicative approach, which aimed to develop learner capacity to use the language effectively. Given the narrowness of the methods which preceded it, with their excessive emphasis upon grammatical accuracy, this approach should have been beneficial, allowing teachers and learners to achieve a more balanced view of what successful communication involves. Yet despite the careful advice of those applied linguists who introduced (Hymes) ideas to the language - teaching profession, the idea quickly become distorted and misinterpreted. The four parameters of (Hymes) model were not taken as integral parts of a complex model of communication but rather as discrete areas to developed separately. They were even set against each other, with a focus on appropriateness, in particular, being seen as are placement for one on possibility. Nor was there interpretation and adjustment to different contexts and for different learner. In the haste to exploit the concept commercially, the crucial applied linguistics processes by which theory is reinterpreted for, and by practices, were neglected. There were a number of contributory factors. Some advocates of the communicative approach found common cause with the so called natural" approach and idea. The foreign language learner can repeat the child's acquisition of language through use and exposure alone in this

version of CLT, the emphasis did not really shift away from grammar as the sole yardstick of success; there was just a different route to attaining that end.

In addition, CLT often over reacted against the post. The new emphasis, mentioned above, was almost exclusively upon appropriateness, while the other elements of communicative competence received little attention. Focus upon what is possible was rejected as old fashioned, while the notions of feasibility and attestedness, being more difficult to grasp, had little or no impact, while this suited publishers producing cause for an affluent global market, it often disempowered certain types of learner. The potential for other cultures to have an impacton English or for learner to develop separate identities within it, was neglected. Little head was taken, for example of the needs of immigrants and members of ethnic minorities who might wish, quite legitimately, both to belong to their new society and to maintain their original identify. This last development is ironic one of the strengths of the concept of communicative competence is that it does not assume that knowledge necessarily leads to conformity. Knowing what is appropriate to a particular situation, relationship genre, or culture, does not mean that you necessarily do it. There are many instance where people depart from the norm. They may wish to dissent from the conventional value of a society, to assert those of another, or to be humorous, creative, rule or aggressive.

There are in short good reasons why people do not conform. But in order to communicate the meaning they create by those departures, they need first to know what the norms. The fate of concept of communicative competence is an object lesson for applied linguistics. It shows how, when

transferred to a practical domain, theories and descriptions of language use, however, powerful, quickly become simplified and fall victim to vested interests. Ideas which are to survive this fate need to take these forces in to account and build the likely impact of the outside world in to their very structure. They need to take account of language as a lived experience rather than only as an object of academic study.

Communicative competence remains, an extremely powerful model for applied linguistics, not only in language teaching but in every area of enquiry. It movebeyond the rarefied atmospheres of theoretical linguistic and traditional language teaching, and while itself also an idealized model, can aid the process of referring linguistic abstraction back to the actuality form which it is derived. It has also contributed to a growing interesting in the analysis of language use, not only as a source of examples illustrating an underling system but also as social action with important effects both at the micro level of personal experience and at the macro level of social change, in particular the notion of appropriateness, by emphasizing how successful language use varies with context, stimulated applied linguistic interest in two area of enquiry discourse analysis and cross cultural communication.

2.10Previous Studies

Reviewing the contribution of some other researches is important for having a clear picture, which helps in giving suggestions and comprehension contribution.

Therefore, in this section, the researcher reviews the contributions of some other researchers the area of oral communication to students are act in English.

Firstly, an M.A researcher under the title investigation Sudanese learners oral fluency, “ the research is conducted; by ElfaithMahjoub Ibrahim in March 2012. He comes with the following findings:

1. Suitable methods and techniques of oral skills are not used to help teacher and students in improving speaking skills.
2. Teachers of English language speak more than students in the classroom (teachers-centered).
3. Students are not motived and given opportunities to practice speaking.
4. Students do not use Englishlanguage outside the classroom.
5. Teachers are not equipped with enough audio-visual aids to help in motivating their students.

Secondly, an M.A research under the title: exploring the effectiveness dialogues in practicing speaking, the research is conducted: byMohieldeenSaadAbeltan in October 2011. He found out that:

1. Most of the teachers spend time given on teaching grammatical rules.
2. Using cassette in classes helps students to practice speaking.
3. Dialogue is useful techniques in speaking practice.

4. Correcting students after each mistake makestheir participation very weak.

Thirdly an M.A thesis under the title “the role of literature in solving the problem of speaking in secondary schools, the research is conducted: By EmadAbdalbagi Haj Ahmed in July 2012.
He comes up with the following findings:

1. Teaching literature plays very important role in developing speaking skills to secondary school students.
2. Literature can provide a key to motivate students to speak English.
3. Literature contributes more to development of speaking skills if teachers select literary texts that are stylistically uncomplicated.

Finally an education journal published online. The impact of cultural based active in foreign language teaching at upper-intermediate (B2) level .

Conclusions and Implication for Education:

This study has checked and investigated the attitudes of learners towards using cultural activates and the overall impact of it on ELT. Teaching and learning of foreign language through cultural-based activities is one of the most effective and interesting ways for presenting, practicing and improving the learner’s communicative competence.

Cultural based activates contribute a lot in learning a foreign language if learner's are given chance to practice the target language through its culture in a pleasant and friendly warm atmosphere.

The role of cultural based activities in teaching a foreign language has shown plenty of advantages and effectiveness in ELT.in many different way.

The last but not least: the main factor of using socio-cultural activities is that they bring real world context into the classroom, and enhance students' use of English in a flexible and communicative way. The main results of this research have implications for learners and teachers in the realism of teaching "real English".

Chapter Three

Methodology

3.0 Background:

This chapter has provided description of the research tools and their procedures, the collected data will satisfactorily analyzed and will discussed in chapter four.

3.1 Introduction:

This chapter describes research methodology. It gives a full description of research tool, which used to collect the data besides the subject, instrument validity and reliability finally the procedures followed to collect the data.

3.2 Tools:A questionnaire.

3.3 Sample of this study consisted of English language teachers in Ombada Locality Secondary levels. They are teaching English language at different classes of the year 2015-2016. The sample who is actually participated is teachers of English language.

3.4 Instrument: The instrument that researcher used is the questionnaire. It consists of items which focused on culture in the developing communicative competence in English language.

3.5 Validity: To check the instrument validity, the researcher chose well experienced teachers from University lecturers and secondary teachers. The researcher kindly requested them to comment frankly on the

instrument designed interestingly, they wrote their comments positively beside all of them consider that questionnaire is suitable and measurable for teachers.

3.6 Reliability: The reliability of analyzed questionnaire was found more than 60% and it was reliable and measurable for the questionnaire.

3.7 The researcher distributed the questionnaire to the respondents in hand of teachers to look over the statement and make up their minds, then gave them enough time to fill, after that the researcher collected the questionnaire to be ready for analysis and discussion.

Chapter Four

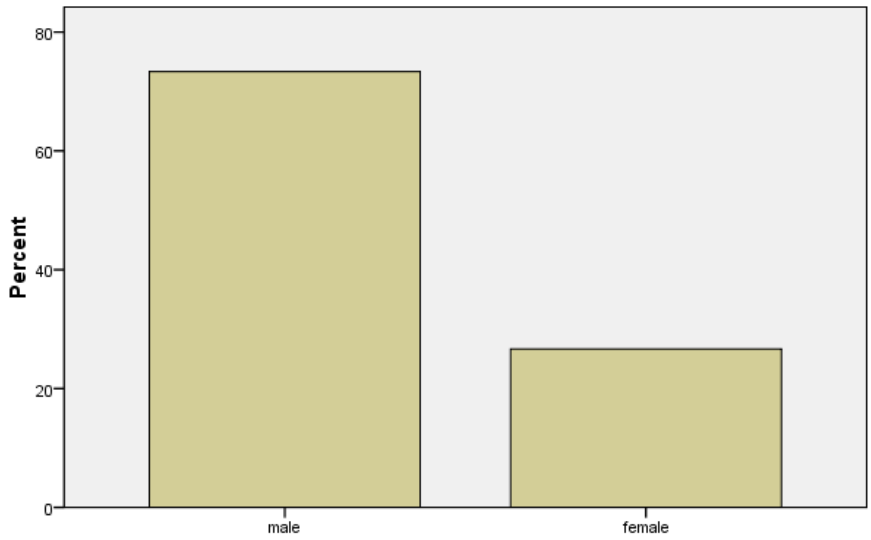
Data Analysis, Result and discussion

4.0 Introduction :

In this chapter the researcher analyzed the data collection namely questionnaire and put it in table as following.

Table(4-1) :Gender

	Frequency	Percent
male	22	73.3
female	8	26.7
Total	30	100.0

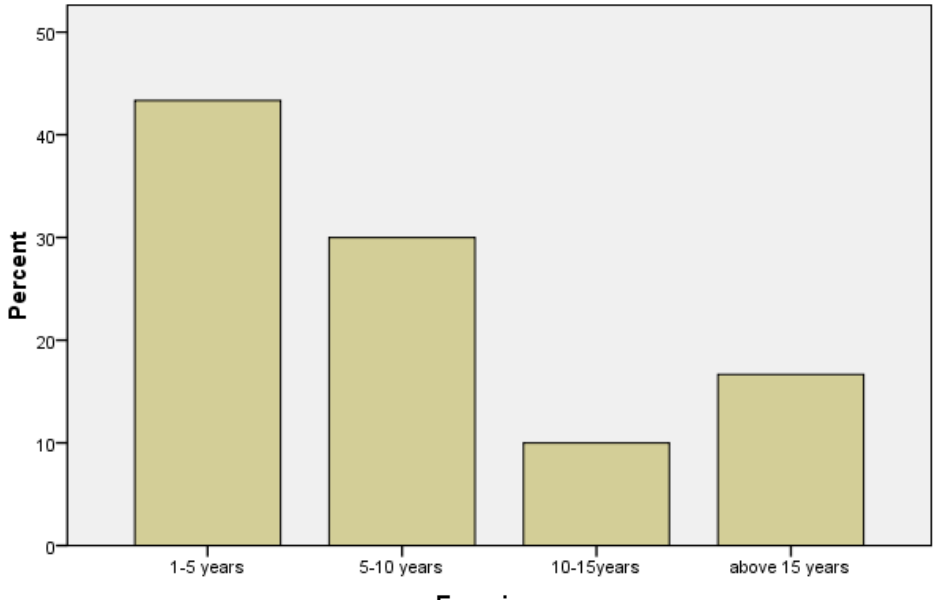


Figure(4-1) :Gender

The above table (4-1) and figure (4-1) show that, the gender, the range of volunteering make with average 73.3% is males and 26 is female.

Table(4-2): Experience

	Frequency	Percent
1-5 years	13	%43.3
5-10 years	9	30.0
10-15years	3	10.0
above 15 years	5	16.7
Total	30	100.0

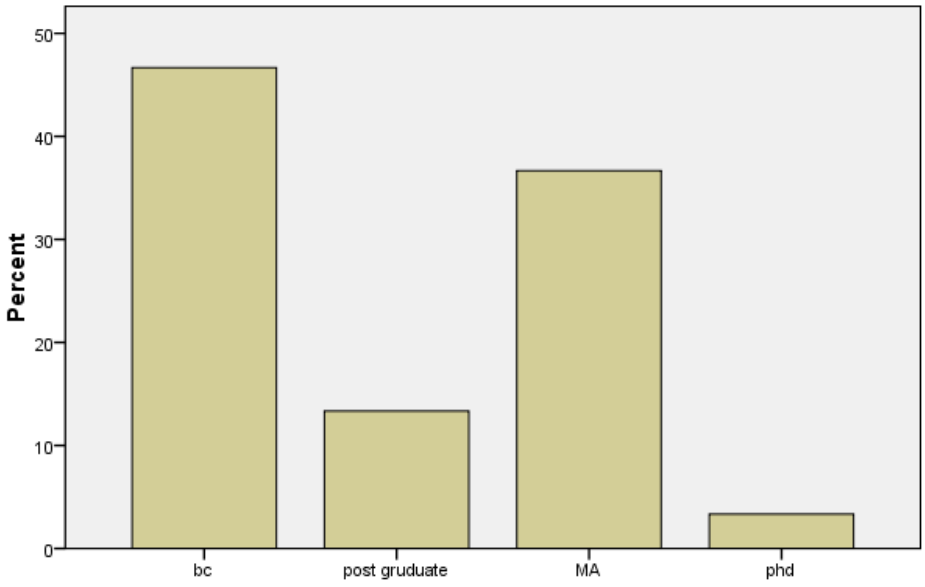


Figure(4-2): Experience

The above table (4-2) and figure show years of experience from 1-5 with percent 43.3% from 5-10 with average 30%, from 10-15 with rate 10%, above 15 years is 16.7%

Table(4-3) :Academic degree (English)

	Frequency	Percent
B.A	14	46.7
post graduate	4	13.3
MA	11	36.7
PhD	1	3.3
Total	30	100.0

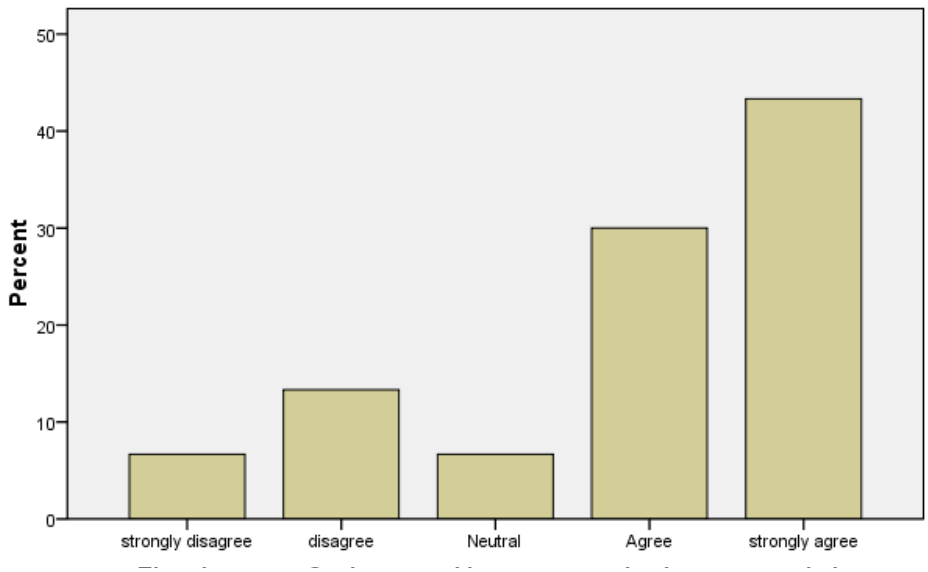


Figure(4-3) :Academic degree (English)

Table (4-3) and figure above (4-3) show that the academic degree indicates to BA with percent 48.7% post graduate 13.3%, MA 36.7%, while PhD is 3.3%

Table(4-4):The elements of cultures and language needs play a great role in developing communicative competence in English.

	Frequency	Percent
strongly disagree	2	6.7
Disagree	4	13.3
Neutral	2	6.7
Agree	9	30.0
strongly agree	13	43.3
Total	30	100.0

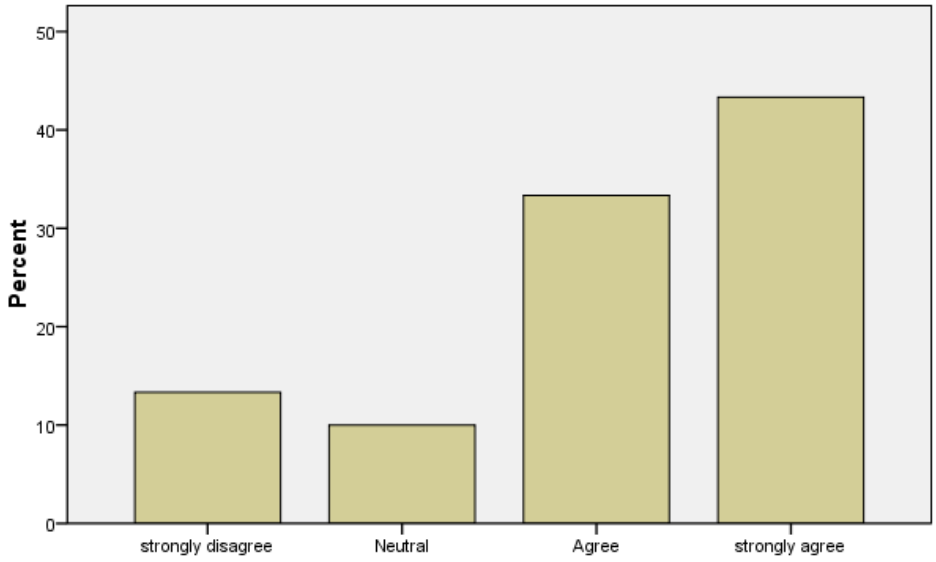


Figure(4-4):The elements of cultures and language needs play a great role in developing communicative competence in English.

The above table indicates that the elements of culture and language needs play a great role in developing communicative competence in English language the result comes as follow: 20% disagree and strong disagree 6.7% neutral while 73.3% agree and strongly agree that means the result agree.

Table(4-5) :Developing communicative skills in English language requires deep understanding of the other culture.

	Frequency	Percent
strongly disagree	4	13.3
Neutral	3	10.0
Agree	10	33.3
strongly agree	13	43.3
Total	30	100.0



Figure(4-5) :Developing communicative skills in English language requires deep understanding of the other culture.

The above table (4-5) and figure (4-5) show that the most respondents to the question (the developing communicative skills in English language requires deep understanding of the other culture), the result agree with 76.6% , while disagree is 10%, neutral is 13.4.

Table(4-6):Communication in English can be more complicated through the presence various cultures.

	Frequency	Percent
strongly disagree	2	6.7
Disagree	4	13.3
Neutral	12	40.0
Agree	8	26.7
strongly agree	4	13.3
Total	30	100.0

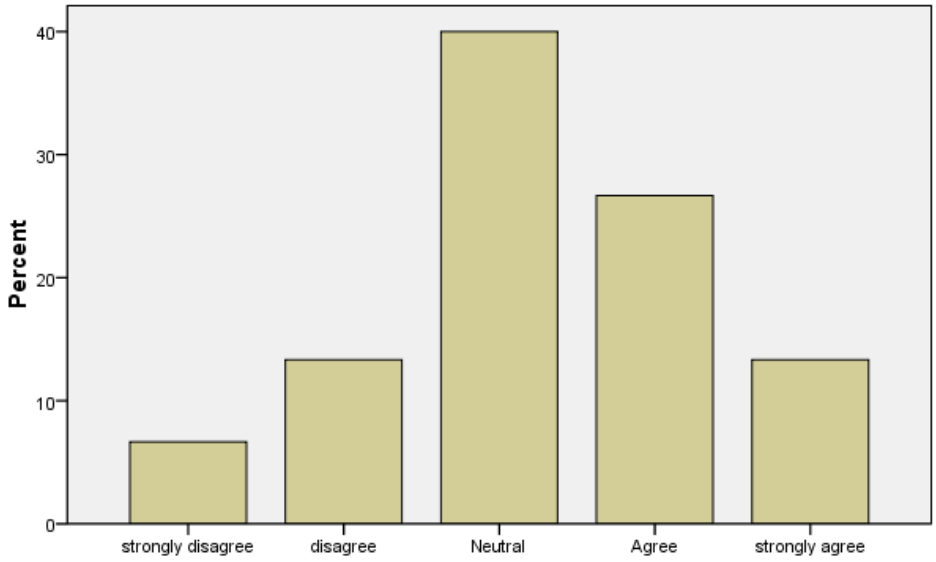
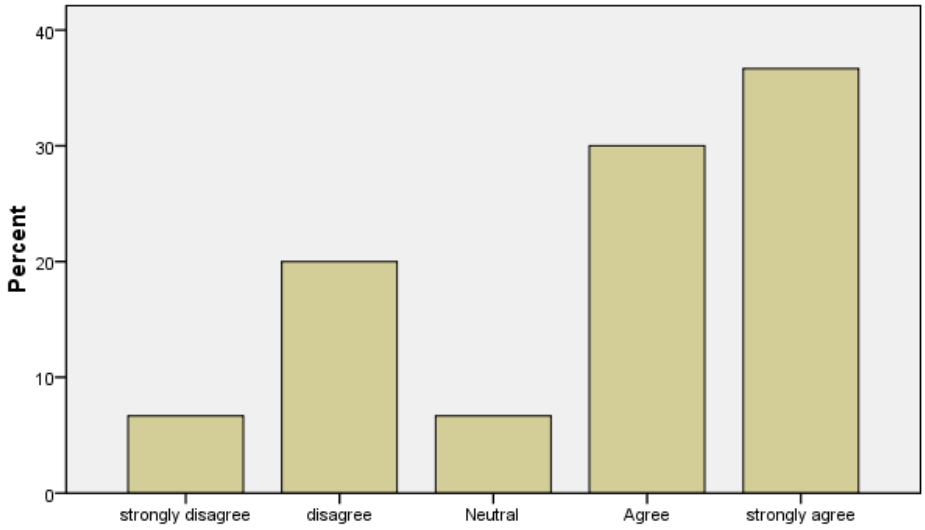


Figure (4-6):Communication in English can be more complicated through the presence various cultures.

The above table (4-6) and figure (4-6) indicate that most of respondents to the question (Communication in English can be more complicated through the presence various cultures), the result is 20% strongly disagree as 40% disagree, neutral with average 40%, while strongly agree and agree is 40%.

Table(4-7):Teacher negligence to literature lessons in English language classes affect directly in developing communicative competence in studying English language .

	Frequency	Percent
strongly disagree	2	6.7
Disagree	6	20.0
Neutral	2	6.7
Agree	9	30.0
strongly agree	11	36.7
Total	30	100.0

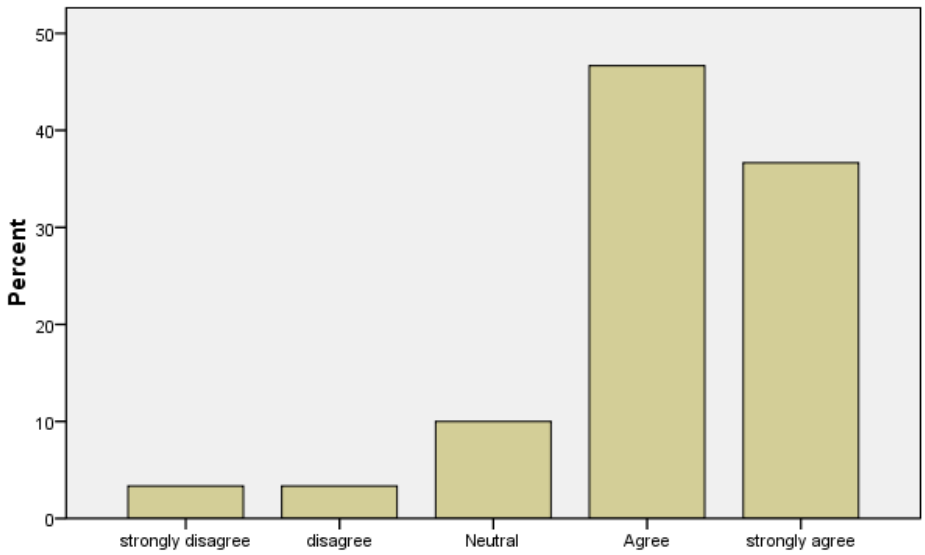


Figure(4-7):Teacher negligence to literature lessons in English language classes affect directly in developing communicative competence in studying English language .

Table (4-7) and figure (4-7) indicate that the most respondents of the question (Teacher negligence to literature lessons in English language classes affect directly in developing communicative competence in studying English language), the result is as follow: 26.7% disagree and strongly disagree, 66.7 agree and strongly agree, while 6.7% is neutral.

Table(4-8): Cultural awareness in an important educational issue to the EFL learners for mastering proficiency.

	Frequency	Percent
strongly disagree	1	3.3
disagree	1	3.3
Neutral	3	10.0
Agree	14	46.7
strongly agree	11	36.7
Total	30	100.0

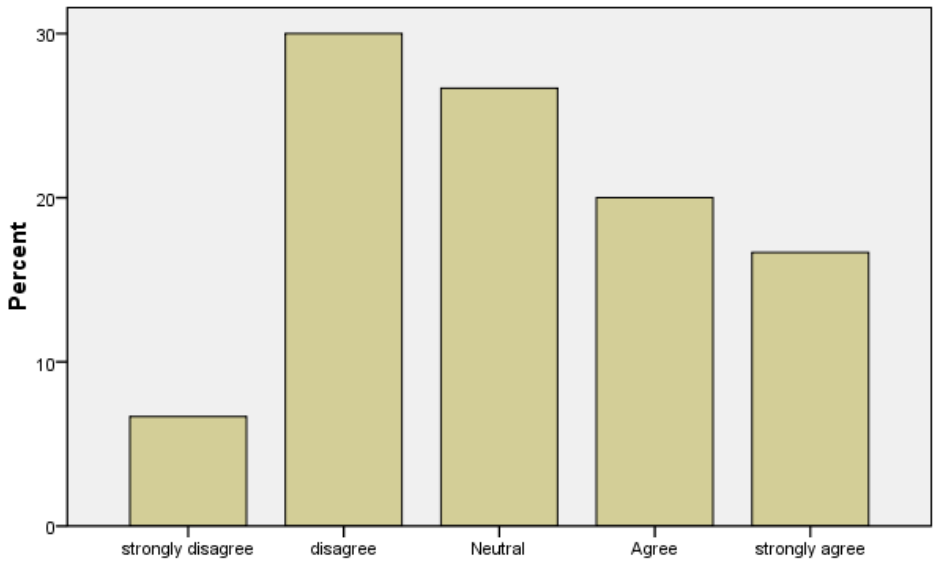


Figure(4-8): Cultural awareness in an important educational issue to the EFL learners for mastering proficiency.

The above table (4-8) and figure (4-8) indicates that the most respondents of the question culture awareness is an important educational issue to EFI learners for mastering proficiency, the result is 6.6% with strongly disagree and disagree , and 10% is neutral while 83.4% are agree and strongly agree.

Table(4-9): Negligence of other cultures hinder the development of communicative competence in English language.

	Frequency	Percent
strongly disagree	2	6.7
disagree	9	30.0
Neutral	8	26.7
Agree	6	20.0
strongly agree	5	16.7
Total	30	100.0

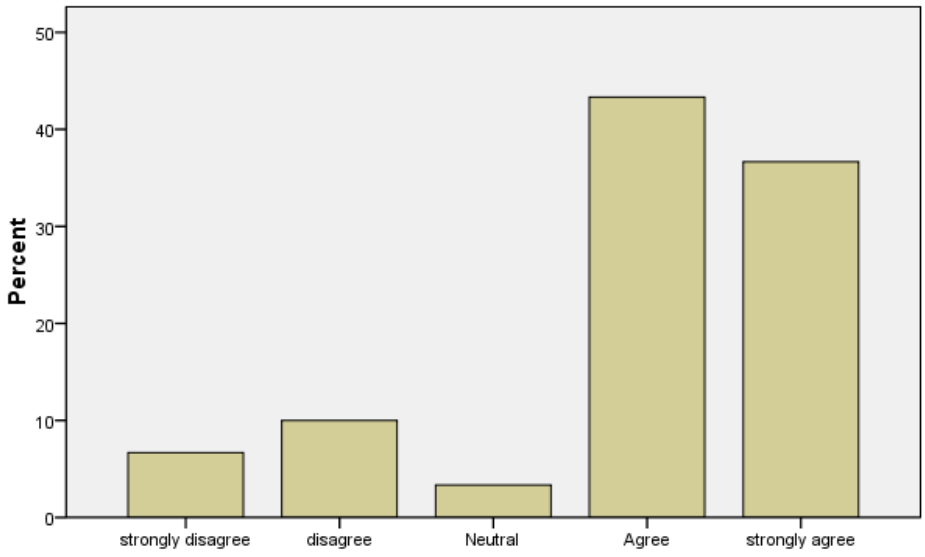


Figure(4-9): Negligence of other cultures hinder the development of communicative competence in English language.

The above table (4-9) and figure (4-9) indicates that the most respondents of the question negligence of other culture hinder the development of communicative competence in English language. the result comes, strongly disagree and disagree 36% while neutral is 26.7% but Agree and strongly agree with percent 36.7 % it equal with this disagree.

Table(4-10):The strategy of teaching English language affect in developing communicative competence in English language

	Frequency	Percent
strongly disagree	2	6.7
disagree	3	10.0
Neutral	1	3.3
Agree	13	43.3
strongly agree	11	36.7
Total	30	100.0

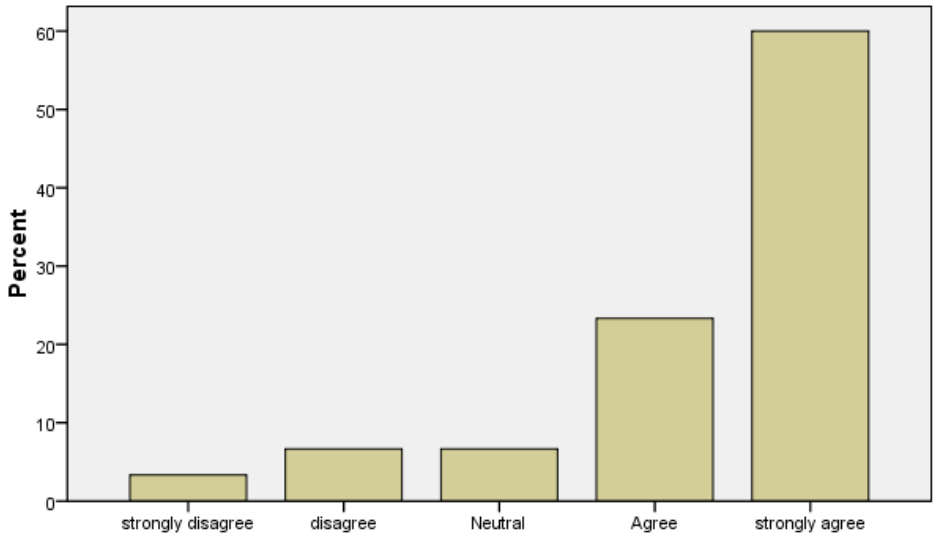


Figure(4-10):The strategy of teaching English language affect in developing communicative competence in English language

The above table (4-10) and figure (4-10) indicate that the most respondents of the question the strongly of teaching English affect in developing communicative competence in English language, the result comeswith following disagree and strongly dis agree with percent 16.7% while the neutral with 3.3% and agree and strongly agree with percent 80% the mean that question most the voluntary are agree.

Table(4-11): Students are not well motivated, and have less of opportunities to practice speaking English; this led to a weakness in developing communicative competence in English language.

	Frequency	Percent
strongly disagree	1	3.3
disagree	2	6.7
Neutral	2	6.7
Agree	7	23.3
strongly agree	18	60.0
Total	30	100.0

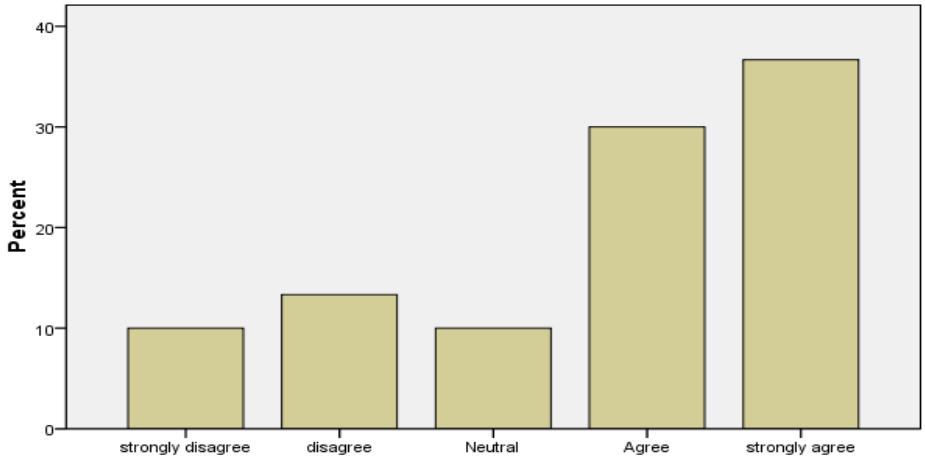


Figure(4-11): Students are not well motivated, and have less of opportunities to practice speaking English; this led to a weakness in developing communicative competence in English language.

The above table (4-11) and figure (4-11) indicate that the most respondents of the question students are not well motivated and have less opportunities to practice speaking English this led to a weakness in developing communicative competence in English language? The result comes disagree and strongly disagree with average 10% while neutral with 6.7% while agree and strongly agree are 83.8% the means the question is agree strongly.

Table(4-12) :Insufficient and unsuitable methods and techniques of oral skills are not used to help teacher and students in improving speaking skills.

	Frequency	Percent
strongly disagree	3	10.0
disagree	4	13.3
Neutral	3	10.0
Agree	9	30.0
strongly agree	11	36.7
Total	30	100.0

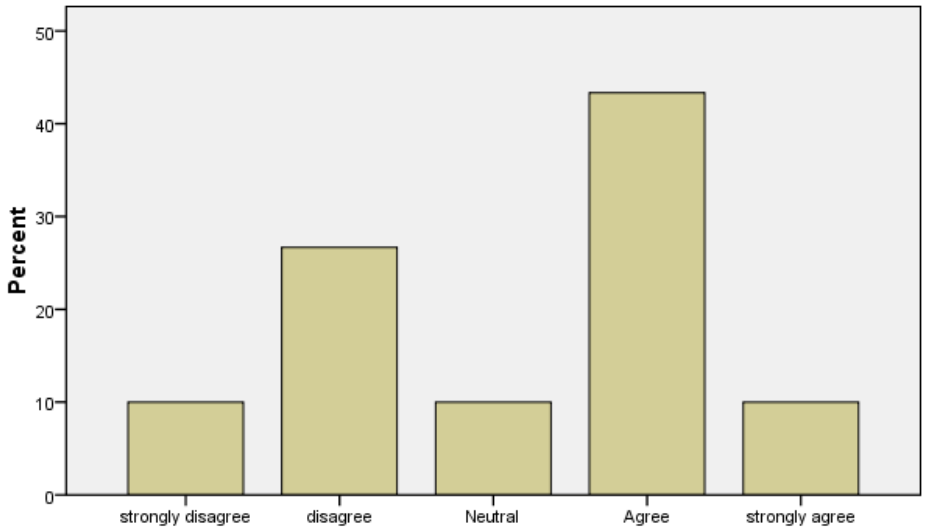


Figure(4-12) :Insufficient and unsuitable methods and techniques of oral skills are not used to help teacher and students in improving speaking skills.

The Abovetable(4-12) and figure (4-12) indicatethatthemostrespondents ofthe question: (In sufficient and unsuitablemethod s andtechniques oforal skillsare not usedto helptheteacherandstandersinimprovingspeakingskills),theresultcamsasfollow ingdisagree,stronglydisagree with percent 23.3% neutralwith percent 10%with strongly agree andagree with percent 66.7%.

Table(4-13) :The use of little of mother tongue (4-local language) allow a better understanding to English language lessons rather than communicating English language through all lessons time.

	Frequency	Percent
strongly disagree	3	10.0
disagree	8	26.7
Neutral	3	10.0
Agree	13	43.3
strongly agree	3	10.0
Total	30	100.0

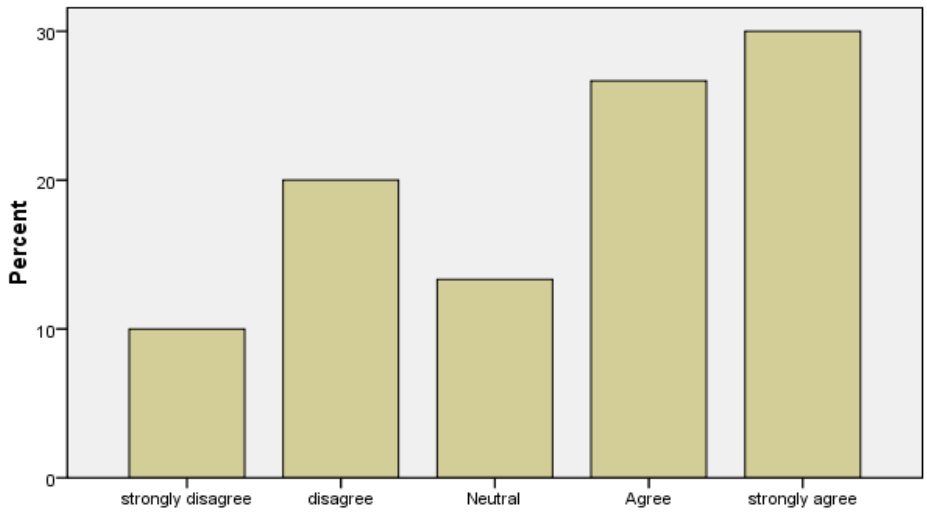


Figure(4-13) :The use of little of mother tongue (4-local language) allow a better understanding to English language lessons rather than communicating English language through all lessons time.

The above table (4-13) and figure (4-13) indicate that the most respondents of the equation: (The use of little of mother tongue (local language) allow better understanding to English language lessons rather than communicating English language through all lesson time), the result comes as follow strongly disagree and disagree with percent 36.7% and neutral 10% while strongly agree and agree with 53.3% that mean the result is agree.

Table(4-14) : Insufficiency of English allocated time space (4-periods) for teaching English in schools, led to a weakness developing communicative competence in English language.

	Frequency	Percent
strongly disagree	3	10.0
disagree	6	20.0
Neutral	4	13.3
Agree	8	26.7
strongly agree	9	30.0
Total	30	100.0

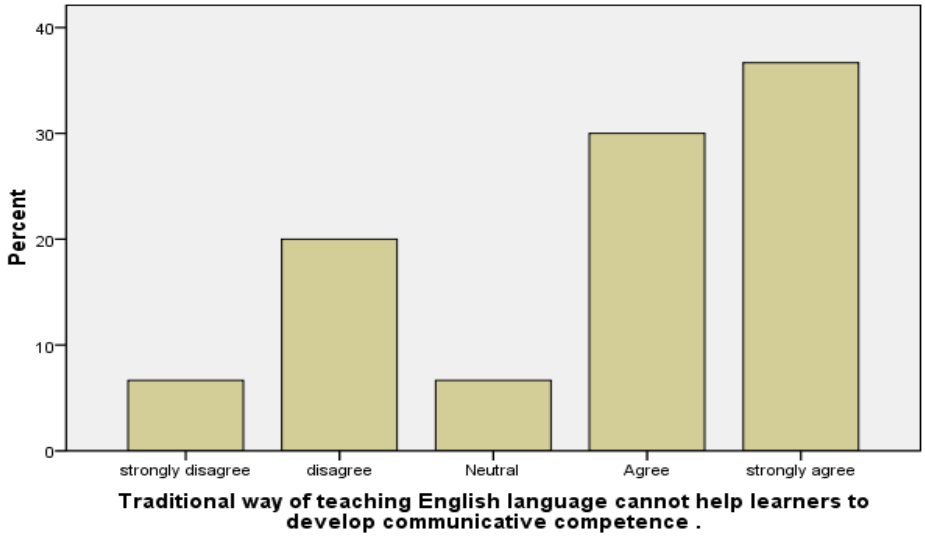


Figure(4-14) : Insufficiency of English allocated time space (4-periods) for teaching English in schools, led to a weakness developing communicative competence in English language.

The above table (4-14) and figure (4-14) show that the most respondents of the question: (Insufficiency of English allocated time space (of periods) for teaching English in School led to weakness in developing communicative competence in English language), the result comes, disagree and strongly disagree with 30% percent neutral with 13.3% while agree and strongly agree are 56.7% the mean the result is agree.

Table(4-15):Traditional way of teaching English language cannot help learners to develop communicative competence .

	Frequency	Percent
strongly disagree	2	6.7
disagree	6	20.0
Neutral	2	6.7
Agree	9	30.0
strongly agree	11	36.7
Total	30	100.0



Figure(4-15):Traditional way of teaching English language cannot help learners to develop communicative competence .

The above table(4-15) and figure (4-15) indicate to the most respondents of the question: (Traditional way of teaching English Language cannot help learners to develop communities competence), the result comes , strongly disagree and disagree are 26.7% and neutral with 6.7% while agree and strongly agree are 66.7% that indicates agree.

The study has the following hypothesis.

1- Table(4-16). The under the element of culture are Important characteristic in developing communication competence I facilitate to integrations of multi-societies .

NO	Items	Mean	Std. Deviation	Medium	Chi-Square	d-f	p-value.	Result
1	Teacher negligence to literature lessons in English language classes affect directly in developing communicative competence in studying English language .	3.70	1.343	4.00	11.000	4	0.02*	Agree
2	Cultural awareness in an important educational issue to the EFL learners for mastering proficiency .	4.10	.960	4.00	24.667[c]	4	0.00*	Agree
3	Negligence of other cultures hinder the development of communicative competence in English language .	3.10	1.213	3.00	5.000[c]	4	0.28**	Agree

* Significant different at the 0.05 level.

**Not significant different at the 0.05 level.

Most p-value of chi-square test are less than 0.05 , that means there is a significant different between result of teachers , and most of means are above 3 ; that means the result is agree.

2-Table(4-17): The wariness of culture is important in developing The process of commun
English language.

NO	Items	Mean	Std. Deviation	Medium	Chi-Square	df
1	The use of little of mother tongue (4-local language) allow a better understanding to English language lessons rather than communicating English language through all lessons time .	3.17	1.234	4.00	13.333	4
2	Insufficiency of English allocated time space (4-periods) for teaching English in schools, led to a weakness developing communicative competence in English language .	3.47	1.383	4.00	4.333[c]	4
3	Traditional way of teaching English language cannot help learners to develop communicative competence .	3.70	1.343	4.00	11.000[c]	4

* Significant different at the 0.05 level.

**Not significant different at the 0.05 level.

Most p-value of chi-square test are less than 0.05 , that means there is a significant differe teachers , and most of means are above 3 ; that means the result is agree.

3-Table:(4-18):Insufficient Knowledge of others culture affection on the developing co competence in English language

NO	Items	Mean	Std. Deviation	Medium	Chi-Square
1	The strategy of teaching English language affect in developing communicative competence in English language .	3.93	1.202	4.00	20.667[c]
2	Students are not well motivated, and have less of opportunities to practice speaking English; this led to a weakness in developing communicative competence in English language .	4.30	1.088	5.00	33.667[c]
3	Insufficient and unsuitable methods and techniques of oral skills are not used to help teacher and students in improving speaking skills .	3.70	1.368	4.00	9.333[c]

* Significant different at the 0.05 level.

All p-value of chi-square test are less than 0.05 , that means there is a significant different teachers , and most of means are above 3 ; that means the result is agree.

4-Table(4-19): Culturelanguage and needs affect in the developing of communicativ
language

NO	Items	Mean	Std. Deviation	Medium	Chi-Square
1	The elements of cultures and language needs play a great role in developing communicative competence in English.	3.90	1.296	4.00	15.667
2	Developing communicative skills in English language requires deep understanding of the other culture .	3.93	1.337	4.00	9.200[b]
3	Communication in English can be more complicated through the presence various cultures .	3.27	1.081	3.00	10.667[c]

* Significant different at the 0.05 level.

All p-value of chi-square test are less than 0.05 , that means there is a significant different
teachers , and most of means are above 3 ; that means the result is agree.

Table(4-20) : For all hypothesis

No	Hypothesis	Mean	Std. Deviation	50th (4-Median)	Chi-Square	d-f
1	The under the element of culture are Important characteristic in developing communication competence I facilitate to integrations of multi-societies.	3.70	1.267	4.00	23.667	4
2	The wariness of culture is important in developing The process of communicative competence in English language .	3.63	1.240	4.00	22.222	4
3	Insufficient Knowledge of others culture affection on the developing communicative competence in English language	3.98	1.236	4.00	54.111	4
4	Culture and language needs affect in the developing of communicative competence in English language	3.44	1.325	4.00	19.667	4

* Significant different at the 0.05 level.

All p-value of chi-square test are less than 0.05 , that means there is a significant different teachers , and most of means are above 3 ; that means the result is agree; that means all hyp

Chapter Five

Conclusion and Recommendations

5.0 Introduction:

In this chapter the researcher gives summary of the content of the research and recommendations and findings of the research.

5.1Conclusion:

This research dealt with the impact of culture in the developing communicative competence in English language and suggeststhe way in which problem of the impact of culture in developing communicative competence can be solved. It showedthe strategies of teaching English language can play a great role in developing and improving the communicative competence in English language skills.

After the researcher conducted and analyzed the questionnaire data, he found the following:

- The sufficient and suitable methods and techniques of oral skills are not used to help teachers and students to improve skills of speaking.
- The syllabus has no communicative tasks.
- The negligence of teaching literature can affects directly in improving English language to know other culture.
- Negligence of other culture hinders developing communicative competence in English language.
- There is no clear strategy of teaching English language can help the students to understand English language well.
- The use of traditional way of teaching English language that can help to improve English language skills.

5.2Recommendations:

After the findings of the research, the researcher recommends the following:

1- Teacher of English language should allocate enough time with their learners in practicing speaking English language.
2- The strategies of teaching English language should be changed to the best English language as the second language in the country not as foreign language.
3- The syllabus should be done according to various cultures.
4- The traditional way of teaching English language must be changed to improve the development of communicative competence.
5- The teachers should motive their students forward to speak and break the hinder of communicative competence in developing English language.

The researcher hopes that, those recommendations should be implemented in the plain truth.

5.3- Suggestion for Further Study:

1. The strategies of teaching English language in the schools should bechanged and the syllable should include verities of culture.

2. The suitable method and teaching of oral skills should be used to help the teacher of English language and student to improve skills of speaking.

The main factors of using socio- cultural activates should be used to bring real word context into classroom and enhance student use of English in flexible and communicative way.

References

HymesD. K(1960) from component of communicative competence model of communicative competence of oxford introduction to language study K applied linguistic .

Education Journal Publish online at Upper.
www.education.com

Yule G. (1960), The Study of English Language, Second Edition.

Cooks G. (1960)Oxford Introduction to Language Study Series, Editor H.

G. Widdowson. Applied Linguistics,.

Hofsted, G., (1997), Culture and Organization Software f Mid. New York (Website) McGraw Hill.

BodlyJ.(1994) from: what is culture at . http: //www. Wsu.e du: 800/vcwsu commons/ topics/ culture/.

Journal of Foreign Language Instruction (4-4) Structure of Language.
http://pops.uclan.ac.uk/index.php/jsltr/index

Kramch (1993), Linguistic Across Culture, The Impact of Culture on Second Language Learning (Wap) Ming-Mu Kuo, Journal of Foreign Language Introduction.
http://files.eric.ed.gov/fulltext/ED496079.pdf

M C.Grawhill ,Yesna, Bagaric, JelenaMihaljhericDjingunovric.
Website: paperrecairal:1504UPK:378.678

Appendices

Sudan University of Science and Technology

College of Graduate Studies

English Department

A questionnaire of the impact of culture in developing communicative competence in English Language

Dear Teacher,

Thank you for volunteering to take part in the study entitled (Impact of culture in developing communicative competence in English Language).

I hope that you will make each statement honestly.

Mark the column that you feel right, when you first read the statement.

Confidentiality procedures. All your information will be kept confidential. I will not reveal the information you provide to anyone. Remember that you shall remain anonymous.

Thank you for your participate .

Your sincerely,

AbdalrazigAlnourAbdalla Mohammed

E-mail: abusohud@gmail.com

Questionnaire

Please tick the statement that you feel it is suitable

Male ( ) Female ( )

Experience: 1 – 5 years ☐ 6-10 years ☐ 11-15 years ☐

Above 16 years ☐

Academic degree (4-English) : Bachelor ☐ Post Graduate ☐

M.A ☐ PhD ☐

No.	Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	The elements of cultures and language needs play a great role in developing communicative competence in English					
2	Developing communicative skills in English language requires deep understanding of the other culture					
3	Communication in English can be more complicated through the presence various cultures					
4	Teachers negligence to literature lessons in English language classes affect directly in developing communicative competence in studying English language					
5	Cultural awareness is an important educational issue to the EFL learners for mastering proficiency.					
6	Negligence of other cultures hinder the development of communicative competence in English language					
7	The strategy of teaching English					

	language affectsthe developing communicative competence in English language.					
8	Students are not well motivated, and have less of opportunities to practice speaking English; this led to a weakness in developing communicative competence in English language.					
9	Insufficient and unsuitable methods and techniques of oral skills are not used to help teachers and students in improving speaking skills.					
10	The use of little of mother tongue (4-local language) allow a better understanding to English language lessons rather than communicating in English language through all lessons time.					
11	Insufficiency of English allocated time space (4-periods) for teaching English in schools, led to a weakness of lessons developing communicative competence in English language.					
12	Traditional way of teaching English language cannot help learners to develop communicative competence.					

The Questionnaire Referees and their Jobs and Place of Work

No	Name	Job	Place of Work
1	Dr. Mohammed ElhassanElkhair	Associate Professor	Omdurman Ahlia University
2	Al Tayeb Mohammed Altohami	English Language Supervisor	Khartoum Locality
3	AbdElrahmanKabashour	English Language Teacher (Head Master)	Basic School – Ombadda – Wad Elbashier
4	Jaafar Mohammed Osman	English Language Teacher	Secondary School - Ombadda