Sudan University of Science and Technology

College of Graduate Studies

كليت الدراسات العليا

The Impact of Cultural Awareness on Developing Communicative Competence of EFL Learner

أثر الوعي الثقافي في تطوير الكفاءة التواصلية لدي دارسي اللغة الانجليزية لغة أجنبية

A thesis submitted as A partial fulfillment the Requirements of M.A Degree in English language

(linguistics)

Submitted :

Badraldin Adam Yagoub.

Supervisor :

Dr. Wigdan YagoubM.Sherif

2018

DEDICATION

This work is dedicated to my family,

to the soul of my father

ACKNOWLEDGEMENTS

المستخلص

تهدف هذه الدراسة الي تقصي اثر الوعي الثقافي في تطوير الكفاءة التواصلية لدي دارسي اللغة الانجليزية كلغة اجنبية واوضحت الدراسة سوء فهم ثقافة اللغة الانجليزية بسبب ارتباك في تطوير الكفاءة التواصلية في اللغة الانجليزية . استخدم الباحث المنهج التحليلي الوصفي ، حيث وزع الاستبانة علي ثلاثين من طلاب جامعة السودان للعلوم والتكنولوجيا ومقابلة عشرة استاذة من جامعة السودان للعلوم والتكنولوجيا بخبرات ودرجات علمية مختلفة ، وبعد التحليل جاءت نتائج الدراسة مطابقة لفرضيات البحث ، ووضع مقترحات وتوصيات من اهمها: يجب تغيير طريقة تدريس اللغة الانجليزية في الجامعات وتضمن التنوع الثقافي في المنهج هذا يسهل عملية فهم اللغة الانجليزية وثقافتها في مختلف المجتمعات الانجليزية ، بالاضافة الي ذلك اوصي الباحث بان يجب علي اساتذة اللغة الانجليزية مساندة الطلاب حتي يكون لهم دافعية في فهم اللغة الانجليزية وذلك من خلال تدريس الادب الانجليزي.

ABSTRACT

This study aims to investigate the impact of cultural awareness in the developing communicative competence in English language . the researcher believe that mis understanding of other culture causes confusion in developing communicative competence in English language. the researcher uses the descriptive analytic, interview and questionnaire were distributed to 30 teachers of English language with different experience at Sudan university of science and technology and 10 interview for teachers, after analyzing the data the researcher came's out with the following results of the study have correspondence with the hypotheses of the research, The researcher put some suggestion : the methodology of teaching English language at the school be changed; The syllables should include a verity of culture facilitate the understanding of English language .English language teachers should support their learners to be motivated by teaching English language literature .for the more, teachers should help students with non verbal recommendation so as to guess the intended meaning.

Table of Contents

CHAPTER ONE

INTRODUCTION

CHAPTER ONE

INTRODUCTION

1-0 Background :

There are many researchers who ;have discovered the role of culture awareness in English language teaching, but they rarely discuses matter of the impact knowing about culture in students. communicative, competence issue this research discuses the impact of culture awareness in developing communicative competence on English language . firstly culture according to Bodley(1994) refer collectively to society and it is way of life or reference to human culture as a whole culture in voles at least there compartment , what people think what thus mental process, beliefs that a knowledge and values are part of culture some anthropologist have found that learning about how people categories things in their environment provides important in sight in this type of research refer to, made a useful distinction in regard to ways of describing categories of reality . visitor to another society can bring their own culture's categories and interred everything in these teams.

However there will be little understanding of minds of people in the society being visited in contract, the visitors can suspend their own cultures perspective and learn the categories of reality in 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 .Elic categories involves a classification according to some external system analysis brought by the visitor. It assumes that ultimately, there is no objectives reality and that is more important

that cultural perceptions communicative competence involves knowledge of every aspect.

Communication is 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 statues and roles, when appropriate nonverbal behaviors are in various contexts , what the routines for burn- talking 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:

Misunderstanding of the learner about the other culture cause confusion, on the developing communicative competence in English language. Among Arabic speaking students in Sudan, it has been observed that many learners struggle while communicating in English. They cannot express their ideas or interact with other people freely. Many of them are very hesitant to communicate because of their inadequate competence in the target language. Other learners try their best to overcome their communication problems to convey their messages and intended ideas by employing different types of CSs. These can be regarded as devices used by learners to overcome their communication breakdowns.

1-2 Research Question:

The study will provide answer for the following questions:

1- What are the important elements of culture that play great role in developing communicative?

2- How do culture and language affect the developing of communicative competence in EFL learners?

3- To what extent is the awareness of culture is important in developing communicative competence?

1-3 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- Awareness of culture and language affects the developing communicative competence in English language.

1-4 Objectives of the Research:

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

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

1-5 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 cultures, which ;cause confusion in developing communicative competence in EFL . the research helps the learner to avoid 'this confusion.

1-6 Method of the Research :

This researcher usesthe descriptive and analytical methods , a descriptive will be used a tool of data collection and an interview .

Interview : an opinion air set for the teacher's of subject matter , and an opinion air set as form work for developing a communicative competence of culture.

1-7Limits of the Research :

This research focuses on the impact of culture in the developing communicative competence in English language for the teachers of English language. It is hope that will tentatively cover the period as from (2017-2018) it will be conducted as Sudan university of science and technology, collage of language and researcher sample will be exclusively drawn from teacher of English at (sust) located in Khartoum.

CHAPTER TWO

Literature Review and Previous studies

Chapter Two

Literature Review and previous studies

2-0 Introduction :

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

2-1 Definition of Culture:

What is the culture :

Culture is a system of knowledge shard by relatively large group of people.

Culture is communication , communication is culture , culture in its proudest sense is cultivated behavior that is totally of a person's learned, accumulated experience which is a socially transmitted or more briefly behavior through social learning.

Culture is a way of life for a group of people. The behaviors believes value, 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 include group, skill. Knowledge , attitudes, values and motive. The meaning of the symbols are learned and deliberately perpetuated in as society through its institutions. Culture consists of pat learners, explicit, of and for behavior acquired and transmitted by symbols constituting the distinctive achievement of human group including their embodiment in artifacts , the essential core of culture consists of traditional idea

are especial their attached values; culture systems may on the other hand is consider as products of action as condition influence open actions.

2-2 Language and Culture :

Many of which give arise to linguistic variation are sometime discussed in terms of culture differences. It is not unusual to find linguistic features quoted as identifiable aspects of working class culture or African 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 beehives, within the definition on culture as socially acquired , it makes a lot of sense to emphasize the fact that linguistic variation is tied very much to the existences of different group not only have different language they have different world views which are reflected in their language.

In very simple terms , they , the Attests not only did not have a figure in their culture like Santa Claude, they did not have word for this figure either .

In the sense that language reflects culture this is a very important observation and the existence of different world views should not be ignored when different language or language variations' are studied , however, one quite influential theory of the connection between language and world view proposes a much deterministic relationship.(George Yule . 1960).

2-3 Sociolinguistic Competence:

This competence is made up of two sets of rules, socio-culture rules of use and rules of discourse socio-culture rule of use will specify the way in which utterance are produced and understand appropriately respect to the component of communicative events authored by Hymes:(1972).

The primary focus of these rules is not the extent to which certain propositions and communicative functions are appropriate wither a given socio- cultural context depending on contextual factors such as topic, rule of participant , setting and howls 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 by in appropriate for a waiter in a restaurant to actually command and a client to order a certain mecum item, regardless of how the proposition and communicative function were expressed grammatically ; likewise in appropriate attitudes and register would be expressed if a waiter in a tasteful restaurant were to ask, ok, champ, what are you and this broad goanna eat? In taking and order.

2-4 context and Culture:

For research purposes it has been customary to view the linguistics development of a learner on inter language continuum whose end point it a linguistic construct called the native speaker, non-native teacher and students are intimidated by the native speaker norm and understudy try to approximate this norm during the course of their work together . however , we consider language study intuition in the kind of socio- context practices that is at the boundary of two or more cultures, such a lie care progression make less sense infect what is a staunch is the orations , in fact thigh the classroom, of a social linguist reality that is born from the learn (first – language) speech environment of the learners and the socio-environment of the L2(second language) native speakers but is a them culture in its own right Kramch, (1993).

2-5 Clustering Culture :

Some countries may share many attributes that help their culture (modifies many be language , religion , geographical location, etc). bossed this data obtained from past cross-culture students countries me be grow by similar arties in values and attitudes, forever differences may expected will moving with cluster than when moving from one culture to another.

2-6 Culture Awareness :

Before venturing one a global assignment, it is probably necessary to identity the culture differences 'that may exist between one's lime 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 aspect of culture me be learned consciously (e.g method , of greeting people). Some other of the differences are not very apparent or tangible. Certain aspect of culture me be learned consciously (e.g method , of greeting people). Some other of the differences are learned sub-consciously(e.g methods of problem solving). The billeting of cultural awareness may not be an easy task, but one accomplished , it definitely help a job done efficiency in a forcing environment (Cny Cock 1905).

2-7 Discussion and reading about other Culture:

Definitely helps build culture awareness but opinions preferment must be carefully measured, sometimes they may represent unfarmed stereo types, an assessment of only a subgroup of particular group of people, or a situation that has sine undergone drastic changes. It is always a Gaul idea to get varied view points about

the some culture, mind that distinguishes the members of one group or category of people from another.

2-8 **Theory of Culture Determinism**:

The position that the ideas, meanings believes and wrens people learn as member of society determine human nature people are what they learn, optimistic version of cultural determinism place no limits on the abilities of human being to do or to be whether they want, some anthropologists suggest that there is no universal (right way) of human: " right way" is almost always " our ways" that" out way other society proper attitude of an informed human being could only be that of to learn.

The optimistic version of this theory postulates that human neuter being infinity malleable , human being can choose the way of life prefer.

The optimistic version maintains that people are what they are conditional to be; this is something over which they have no control, human being are passive creators and do whatever cultures ;tells them to do. This explanation leads to behaviorism that locate the curse 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 using a language them 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 Hymens (1970).

In this description of communicative competence in the late 1960s. the term is offered as deliberates contrast to Chomsky's linguistic competences. As Hymes observes, 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 need for successful communication :

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

Firstly a communicatively competence speaker knows what is formally possible in always is 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" , my both meaningful and appropriate, Guy Cook (1960).

In addition a communicatively competence speaker my know the rule be capable of knowing 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 langue has met existing terms. Thus for example the Beatle rim go star art after

working long hours and a film set remarked that was taken up as the title of a song and a film, through it breaks semantic rules, it expresses an idea very effectively.

Secondly a communicatively competence person knows that is feasible . this is psychological concept 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 don't work not , because they are ungrammatical , but because they are not so difficult to process, the nation of feasibility may seem a rather academic one and of little relevance to the practical applications of knowledge about language, processing the convoluted sentences about the cheese and the rate is more like a game the real-world problem. Feasibility dose nevertheless have some 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 remain 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 an mount 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 converse wide range of phenomenon, it is importance is clear if we consider it is opposite, in a appropriateness something might be for example , in appropriateness to a particular relationship (calling a police officer , darling or tickling them as they reprimand you) : to a particular kind of text (using slung or taboo word in a formed to letter) : to a particular situation (answering a mobile

phone call during a fugal); or generally in a appropriate 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 nonverbal communication . take for example , the issue of appropriate dress for women 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 state are advised to wear long sleeves and long skirts to avoid giving offence.

Muslim women , visiting or living in the west, m ay feel under pressure to stop covering their heads , very often this may be a matter for individual decision making, but there are accessions when it spills over's into the public domain and a society seeks to impose it is own norms people feel very strongly about such issues and there are agreements on both sides, important factory, and women's rights; the degree to which a society should respect ethnic deference a among it is member ; 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 communicative with other its study must be concerned with how imposes whom, and with the limits of social concern and dissent many activities , for example , schooling , work place communication, language therapy, language testing, and language planning, are essentially concerned with negotiating the parameters of difference and conformity , in the modern world, where formally distinct ways of living are through increasingly in to shape contact, and people from different cultures have to a share the same space, this issues are becoming urgent. (Hymes – 1970).

Fourth component of communicative competence is knowledge of others tenses, ie (whether something is done; ate 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 of example the phrase "chip and fish , form on point of view this is passable (it does not break any grammar rules); feasible (it is easily processed and readily understandable). And appropriate (is does not co trance any sensitive social convention).

Nevertheless, it does not occur as frequently as fish and sheep; in the (1907s) when Hymes first attracted attention , there was no easy way to say what uses did actually occur other than by laborious cheeping of text and transcript.

2-9 The Influence of Communicative Competence:

Devoutly or indirectly , the notion of communicative competence has been very widely drawn upon in all areas of applied linguistic in first language education ; the area which Hymes was intact , addressing, it was in voted to justify a shift away from developing only mechanical language skills to words a more rounded capacity of communication a trend which has no largely been reversed . information design for example , the drafting of official documents and forms, it supported the view that setting fact is not enough, they also need ;to be easily accessible, in speech therapy it justified an increased emphasis on social knowledge and skill 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 suggest 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 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 linguistic who introduced (Hymes) ideas to the language teaching profession , the idea quickly become distasted and misinterpreted , the four parameters of (Hymes) model were not taken as integral parts of a complex model of communication by 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 an possibility Non was there interpretation and adjustment to different context and for different learner. In the haste to exploit the concept commercially, the crucial applied linguistics process 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 Childs 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 s different route to attaining that end.

In addition , CLT often over reactor against the post , the new emphasis , mentioned above , was almost exclusively upon appropriateness, while the other element of communicative competence received little attention. Focus upon what is possible was rejected as old fashioned, has little or no impact , while this suited publishers producing cause for an affluent global market, it often disempowered certain types of learner to develop separate identities writhen it, was neglected. Little head was taken , for example of the needs of immigrants and members of ethnic minorities who might which , 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 deport form the noun. They may which to student form the conventional value of a society , of to assert this of another , or to be humorous, creative rule or aggressive.

There are in short good reason why people do not conform , but in order to communicative the meaning they create by those deadeners, they need first to know what the norms.

The fate of concept of communicative competence is an object lesson for applied linguistics, it show how, when transferred to a practical domain, theories and descriptions of language use, however, powerful , quick become simplified and full 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 move beyond the verified atmospheres of theoretical linguistic and aid traditional language teaching , and while itself also an idealized model, can aid the process of referring linguistic abstraction bake to the actuality form which it is derived . it has also contributed to 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 nation of appropriateness, by emphasizing how successful language use varies with context , stimulated applied linguistic interest in two area of equity discourse analysis and cross cultural communication.

2-10 Previous Studies:

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

There 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 research under the title (investigation Sudanese learners Oral Fluency) the research is conducted : by Elfatih Mahjob 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.

Secondly , an M.A research under the title : " Exploring the Effectiveness Dialogues in practicing speaking" the research is conducted : by Mohiedeen Saad Abeltan in October 2011 . he found out that :

Correcting students after each mistake makes their participation very weak.

Thirdly an A.M thesis under the title " the role of literature in solving the problem of speaking in secondary schools , the research is conducted: by Emad Abdalbagi 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 motivated 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.

Finally: Osman (2015) in his M.A study investigated that student EFL universally learners . communicative competence to explore the nature of problem they experience when communicating . to achieve the aim of the study, the researcher employed the analytic descriptive approach . the subjects of the study consisted of 70 students EFL students draw form faculty of arts at Al-neelain university .

Two tools were employed for that collection : a questionnaire and an audio – recorded interview with the student result showed that the student know what effect communication entails proper negation of meeting through well constructed message . result also show that the student could understand the massage addressed to them above they experienced difficulties in responding properly.

The students reported that the problem they face in this respect is due to their limited knowledge about the target language and lack of confidence . furthermore . result proved that the environment in which the students learn and practice English did not encourage the student competence . English does not have any communicative in the students to develop their communicative competence . English doesn't have any communicative function in the students community

That is why the students have very poor communicative strategies and in turn they fiel to express their thought clearly and concisely.

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 E.L.T 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 learners communicative competence.

Cultural based activates contribute a lot in learning a foreign language if learners are given chance to practice the target language through it is culture in a pleasant and friendly warm atmosphere .

The role of culture based activities in teaching a foreign language has shown plenty of advantages and effectiveness in E.F.T in different ways.

The last but not least; the main factor of using socio- cultural activities is that they being real world context into 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

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction :

This chapter has draw the road map for the study. It described the different aspects of the research (population , sample, tools , reliability and rabidity). It also describes in details the questionnaire for data analysis.

3.1Tools :

a questionnaire and an interview for Teachers.

3. 2Sample of this study:

Sample of this study consisted of school English language teachersat Khartoum locality third class .they are teaching English language at different class of the years (2016 -2017) The sample who is actually participated is teacher of English language .

3.3Instrument :

the instrument that researcher used is the questionnaire and interview .

Consists of items which focused on culture in the developing communicative competence in English language .

3.4Validity :

To check the instrument validity, the researcher chase well experienced students of Sudan university.

The research kindly requested them to comment frankly on the instrument designed interestingly , they wrote their comments positively beside all of them consider that questionnaires and interview is suitable and Measurable for teachers.

3-5 Reliability:

The Reliability of analyzed questionnaire more than 60%, and interview about 75%. And it was Reliability and measurable for the questionnaire and interview.

3-8 the researcher distributed the interview to the respondents in hand of teachers to look over the statement and make up hire mind , then give them enough time to fill , after that the researcher collected the interview to be ready for analysis and dies cession , also the researcher make an interview the some teachers of English language ask them question and then take their comment ((respondent)).

In this study the validity calculated by using the following equation: Table :

$$\text{Validity} = \sqrt{Reliability}$$

Alpha- cronbach`s	No of items
774	15

The reliability coefficient was calculated for the measurement , which was used in the questionnaire using Alpha-cronboch coefficient Equation as the flowing : for calculating the validity and the reliability of the questionnaire to respondents to calculate the reliability coefficient using the Alpha- cronbach coefficient the result have been should in the following.

Chapter Four

Data analysis, Results and Discussions

CHAPTER FOUR

DATA ANALYSIS , RESULTS 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
Mal	22	73.3
Female	8	26.7
Total	30	100.0
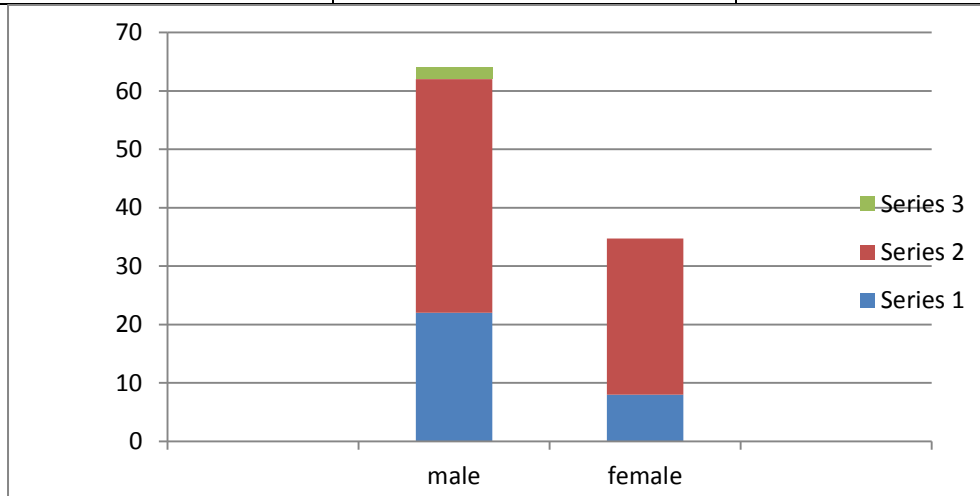
The above table (4-1) and figure show that , the range volunteering make with average 73.3% is males and 26 is female

Table (4-2): experience

	frequency	per percent
1-5 years	13	%43:3
5-10 years	9	30.0
10-15 years	3	10,0
Above 15 years	5	16-7
total	30	100.0
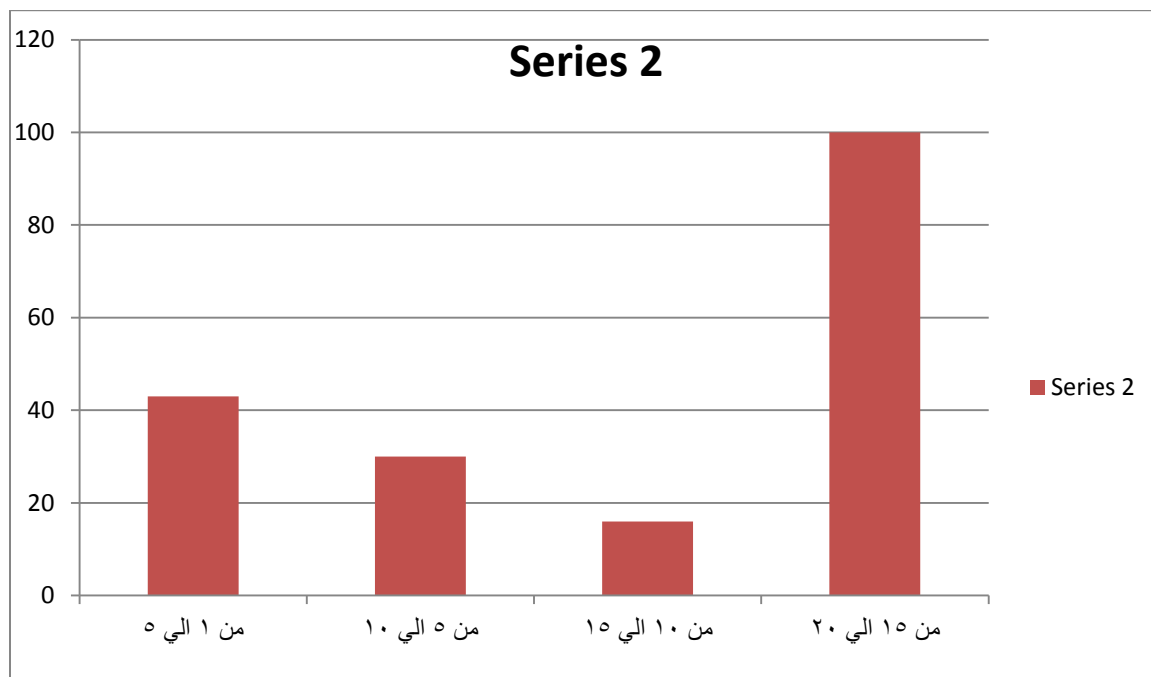
The above table (4-2) and figure show years of experience from 1-5 with present 43,3% form 5-10 with average 30%, form 10-15 with 10%, above 15 years is 16.7%.

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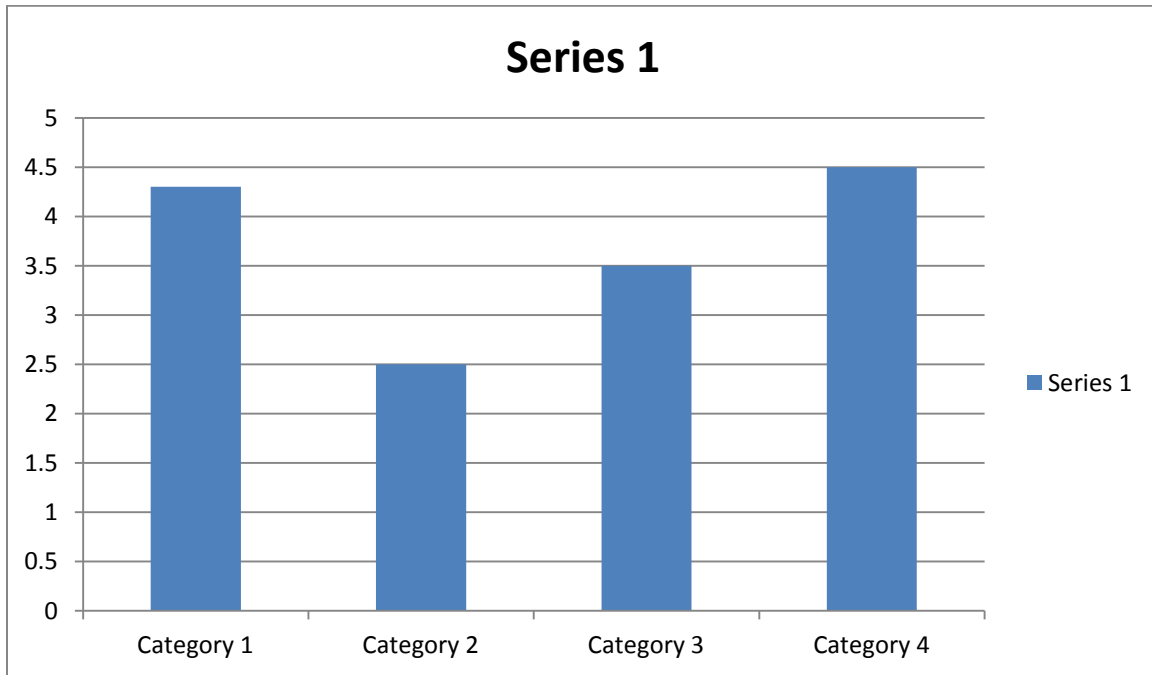
Table (4-3)and figure above (4-3)show that the academic degree indicates to be with percent 48.7% post graduate 13.3%am 36.7%, while PHD is 3.3%.

Understanding

Table (4-4)the element of culture is important in developing communicative competence .

Communicative competence in English

|	frequency	percent
Strongly disagree	2	6.7
Disagree	4	13.3
neutral	2	6.7
Agree	9	30.0
Strongly disagree	13	43.3
Total	30	100.0
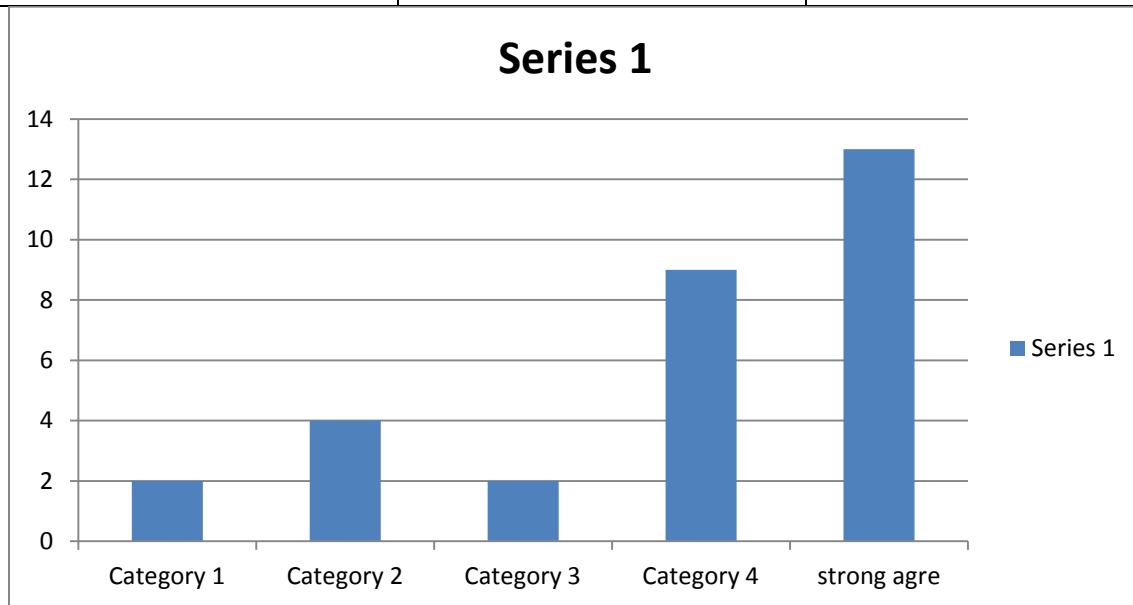
Figure (4-4)understanding the element of citer is important in developing communicates competence .

The above table indicates that the understanding the element of cutler important in developing communicative competence the result come as follow :200% disagree strong disagree6.7%neutral with 73.3%agree and strong agree that means the result agree.

24

Table (4-5)culture and language affect developing of communicative competence in e f l learning.

|	Frequency	Percent
Strong disagree	4	13.3
neutral	3	10.0
agree	10	33.3
Strong agree	13	43.3
	30	100.0
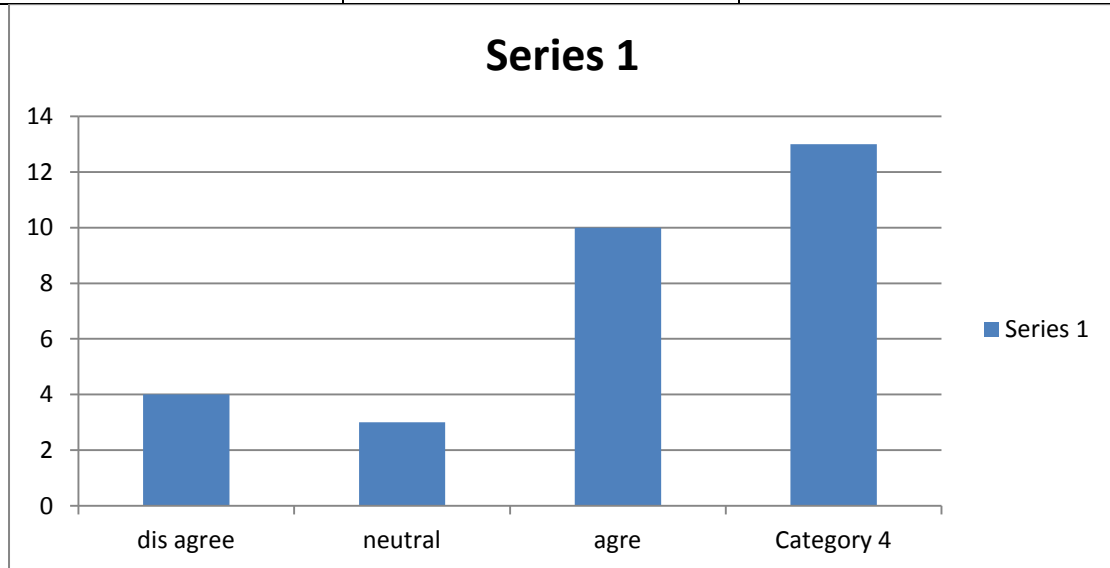
Figure (4-5)culture and language affect development of communicative competence in e f l learning the above table (4-5)and figure (4-5)show that must respondents to the question (culture and language affect development of communicative competence in e f l learning the result agree with 76.6,% while disagree is 10%, neutral is 13.4.

Table (4-6):culture awareness of an language culture affect the development of communicative competence in English language .

	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
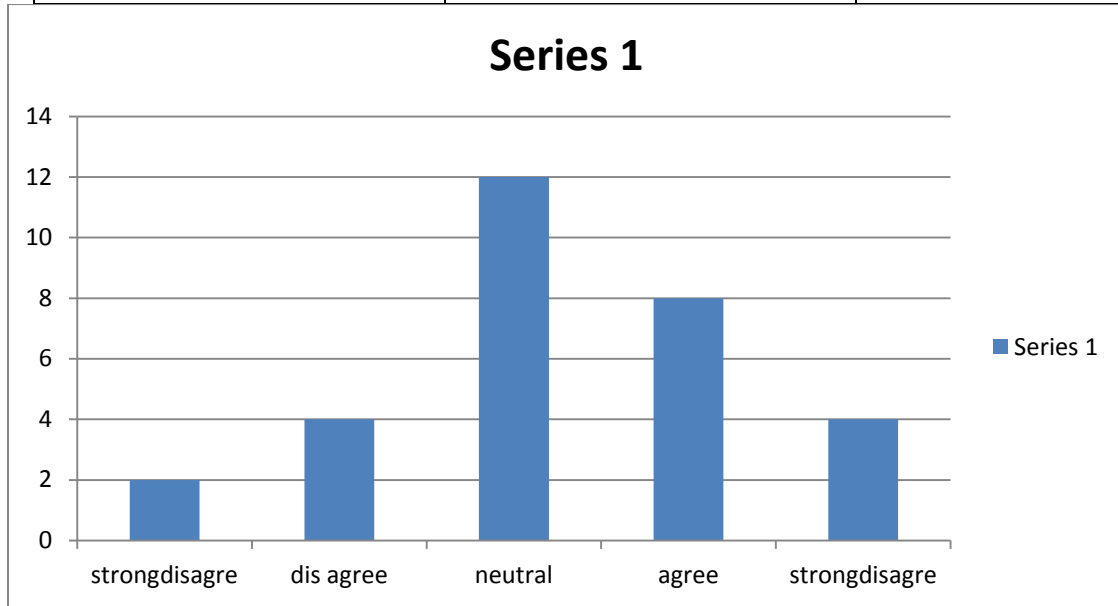
Awareness of culture affect the development of communicative competence in English language the above table (4-6)and figure (4-6)indicate that most of respondents to the question on awareness of culture affect the development of communicative English language the result is 20% strongly disagree as 405 DIS agree , neutral with average 40% while strongly agree is 40%.

Figure (4-7)developing communicative competence in English language requires deep understanding of other culture .

	frequency	Percent
Strongly disagree	1	33
disagree	1	33
neutral	3	16.0
agree	14	46.7
Strongly agree	11	36.7
total	30	100.0
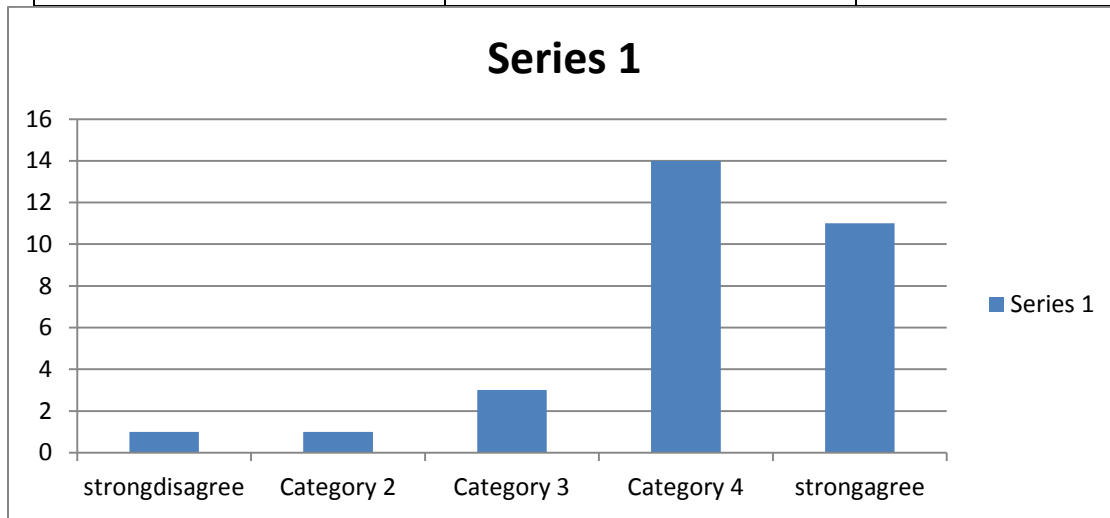
Figure 4-7 developing communicative competence in English

 language require deep understanding of another culture .

The above table indicates that the most responded of the question developing communicative competence in English language require deep understanding of other culture the result is 6.6% with strong disagree and 10% is neutral while 83.4% agree and 10% is neutral while 83.4 %agree and strongly agree.

Table (4-8)

The element of culture play agree role in developing communicative competence in English language .

	frequency	Percent
Strongly disagree	2	6,8
disagree	8	30.0
neutral	6	26.7
agree	6	20.0
Strongly agree	5	16.7
total	30	100.0
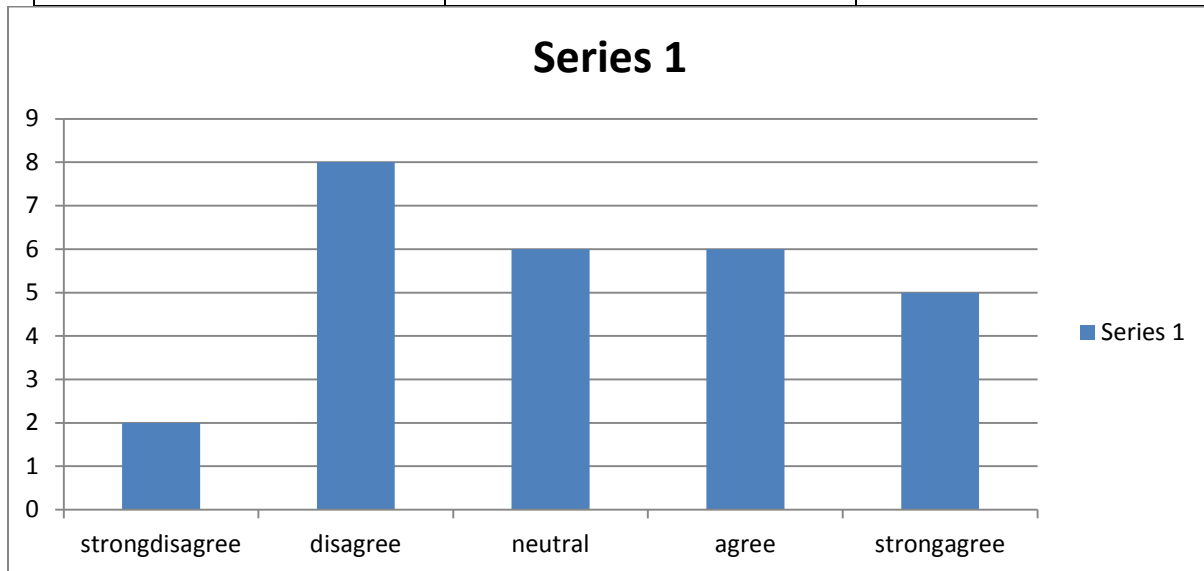
Figure (4-8):the element of culture play agree role in developing communicative competence in English language the above table   (4-8)and figure(4-9)indicates that must respondents of the developing communicative competence , strong disagree English language . the result comes competence in English language . the result come , strongly disagree and disagree 36% while neutral is 26.7% but agree and strongly agree with present 36.6% but agree and strongly agree with present 36.7% it is agree equal with the disagree.

Table (4-9) mingling with various culture groups promote EFL teachers communicative competence.

	frequency	present
Strongly disagree	3	10.0
disagree	8	26.7
neutral	3	10.0
agree	13	143.3
Strongly agree	3	10.0
	30	100.0
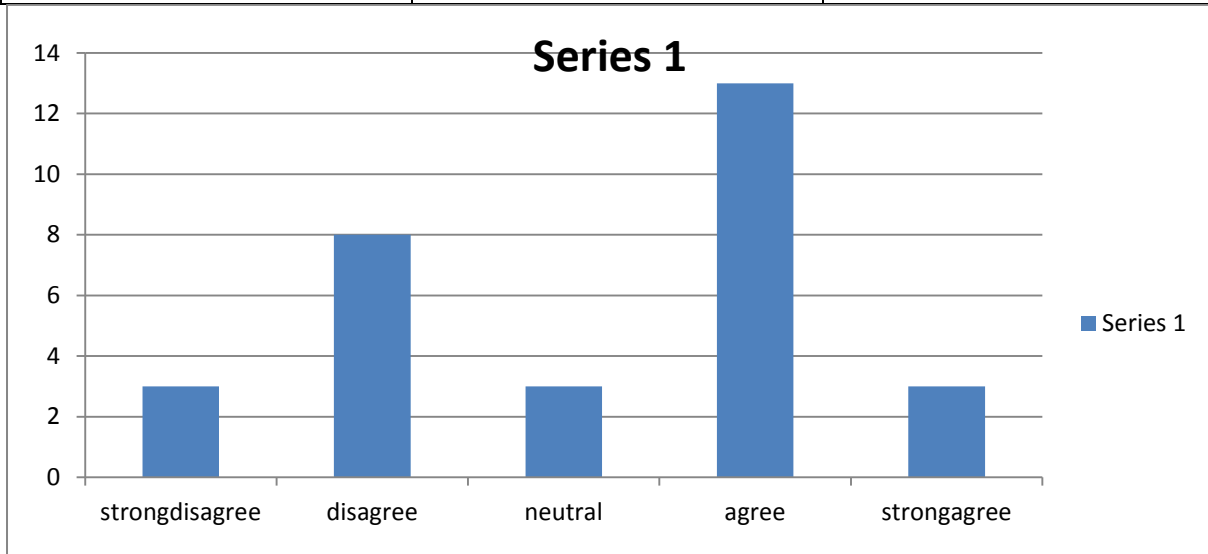
The figure (4-9) mingling with various culture group promote EFL teachers communicative competence.

The above table (4-9) and figure (4-9) indicate that the most respondents of the question: (mingling) with various culture group promote EFL teacher communicative competence.

The result comes as follow strongly disagree and disagree 36.7% and neutral 10% while strongly agree and agree with 53% that mean result is agree.

Table (4-10) Awareness of culture and language affects the development of 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
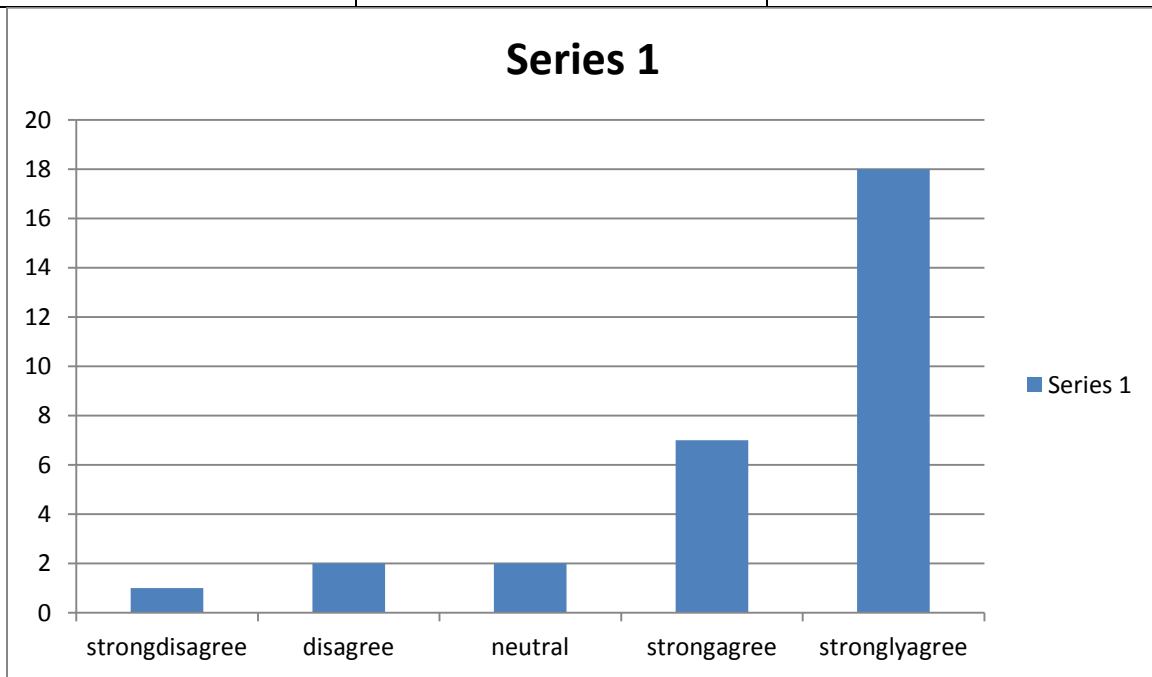
Figure (4-10) awareness of cultural and language affect the developing of communicative competence in English language.

 The above table (4-10) abdicate that the most respondent of question student are not full awareness to cultural to developed to communicative competence in EL?

The result comes disagree and strongly disagree with agree 10% while neutral with 6.7% and agree and strongly disagree are 83.8% means the question is agree strongly .

Table (4-11) Being familiar with global culture enhances EFL learning communicative competence.

	frequency	percent
Strongly disagree	3	16.9
Disagree	4	13.3
Agree	3	10
Neutral	9	30
Strongly agree	11	36.7
Total	30	100
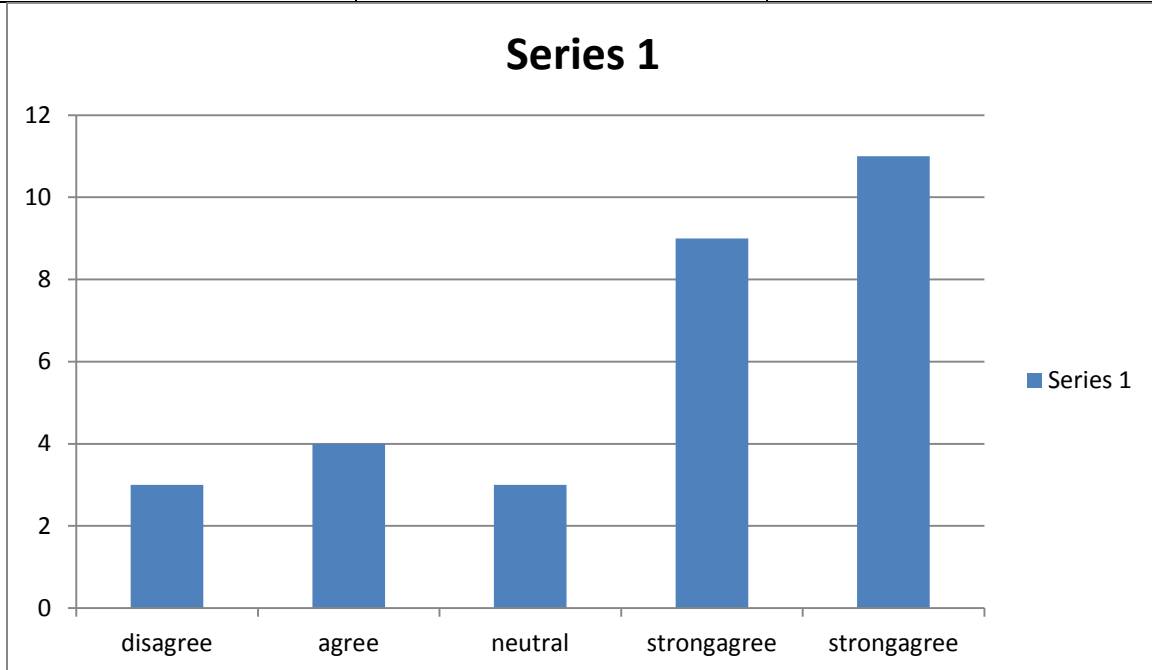

Table (4-11) being familiar with global culture achieve EFL learning communicative competence.

The above table (4-11) and figure (4-11) indicate that the most respondents the question being familiar with global culture help the learns to being communicatively in EL). The result comes as following disagree with percent 23.3% neutral percent 10% with strongly agree and agree with percent 66.6%.

Table(4-12)EFL learners who cultural widely can develop their communicative competence .

	frequency	percent
Strongly disagree	2	6.7
disagree	4	13.3
neutral	12	40.6
agree	8	26.7
Strongly agree	4	13.3
total	30	100
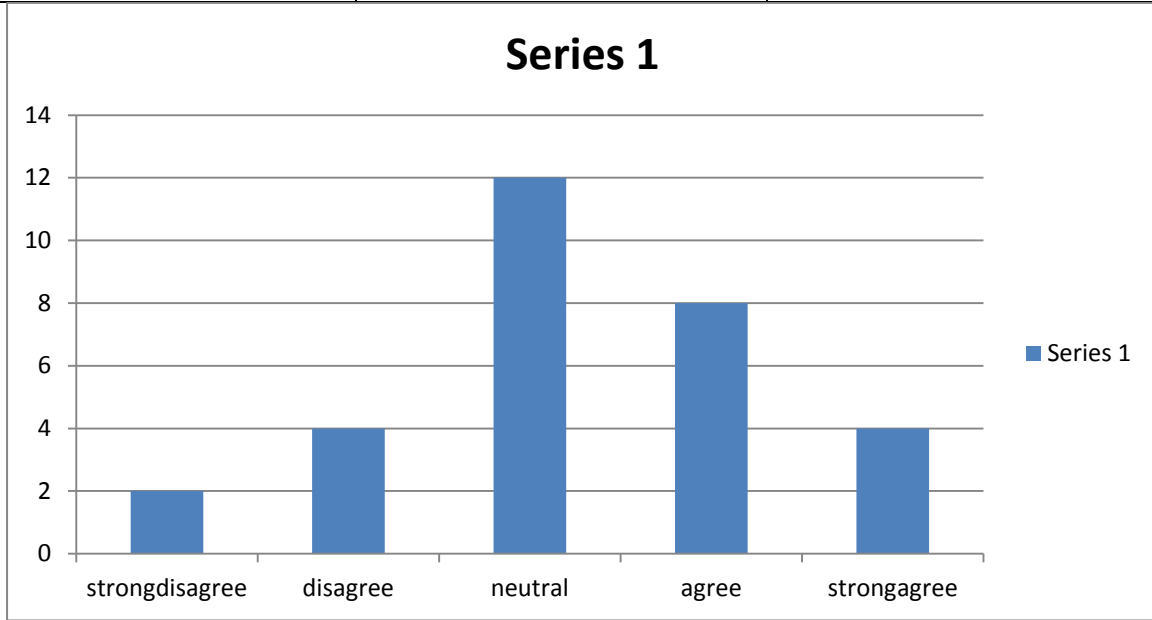
Figure (4-12) EFL learners who cultural wildly can develop their communicative competence.

The above table (4-12)and figure (4-12) show the most respondents of the question (EFL learners who cultural wildly develop their communicative competence.

The result comes. Disagree and strongly disagree with 30% percent neutral with 13.3% while agree and strongly agree are 56.7% the mean result is agree.

Table (4-13) communicative competence is shaped by cultural values

	Frequency	percent
Strongly Disagree	2	6.7
Disagree	3	10.0
neutral	1	3.3
agree	13	43.3
Strongly Disagree	11	36.7
Total	30	100
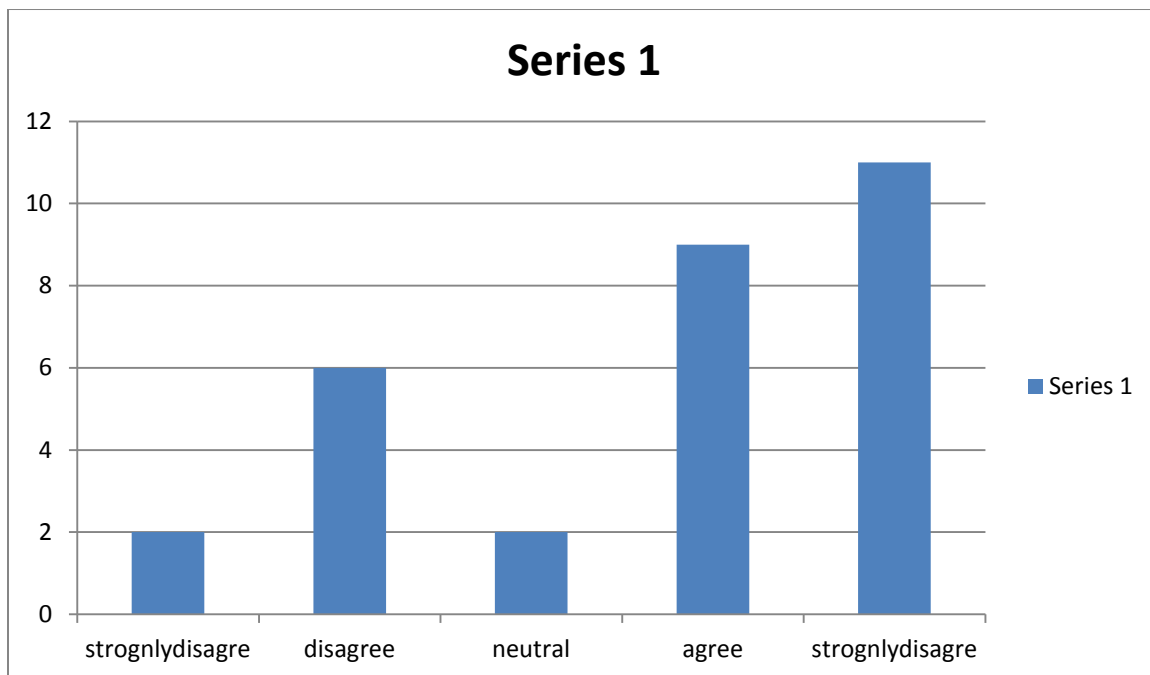
Communicative competence is shaped by cultural values.

The above table (4-13) and figure (4-13) indicate that they must respondents of the question the strongly of cultural and language effect development of communicative competence in EF learning.

The result come with flowing agree and strongly agree with present 16.7% while the neutral with 3.3% and agree strongly agree with present 80% the mean that question must the voluntary are agree.

Table (4-14) adopting communication approach is very important for developing students communicative profincy

	Frequency	percent
Strongly disagree	2	6.7
Disagree	6	20.6
Neutral	2	6.7
agree	9	30
strongly disagree	11	36.7
Total	30	100
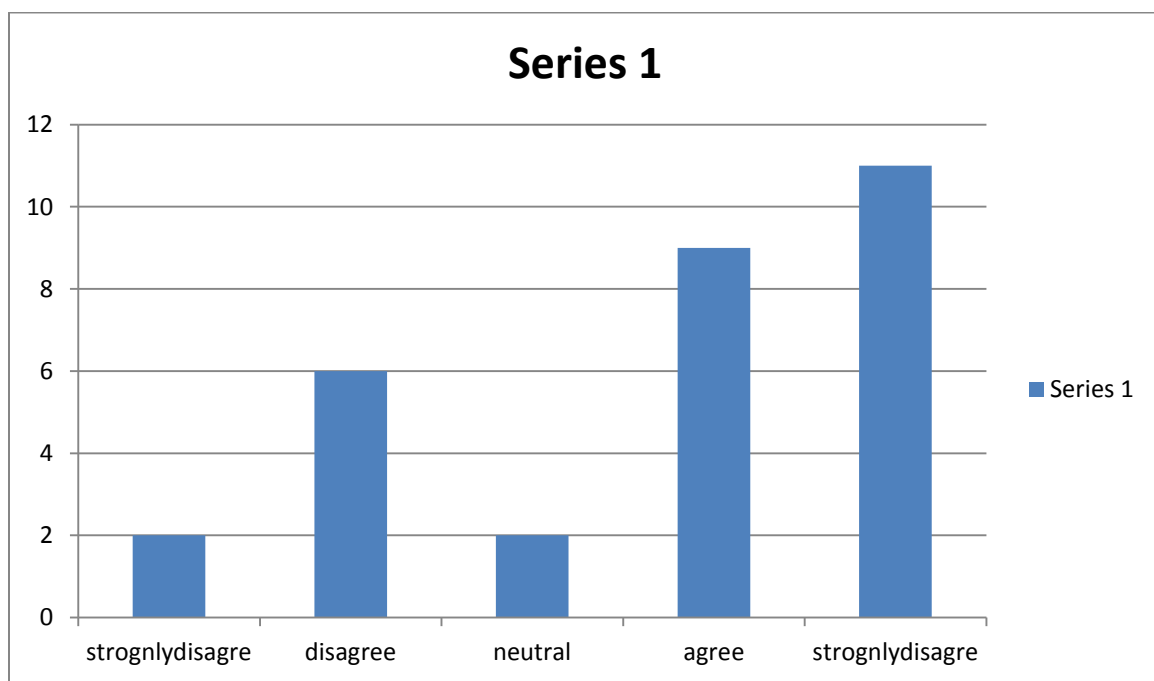
Figure (4-15) adopting communicative competence approach is very important for developing students communicative profincy .

The above table (4-15) and figure (4-15) indicate to the most respondents of the question (adopting) communicative approach is very important for developing student communicative profency .

The result comes , strongly disagree and disagree are 26.7% and neutral with 6.7% with agree and strongly agree 66.7% that indicate agree.

Interview

The Impact of cultural in Developing EFL learners communicative competence .

The Questions :

Ask questions using : what………..?

1- What are the cultural aspects that should EFL Learners be aware of?
2- Do EFL learners assume that their culture is suitable foreign language situation?
3- Is the curriculum syllabus curtains any cultural aspects of EFL?
4- Why is it important for the FEL learners to be aware of foreign language culture?
5- Is there EFL learners who cultural widely can develop their communicative competence?
6- Why the learners of EFL more need to understand of different culture?
7- What the effect of communicative competence among the society English language learners?
8- Do you think English literature is more benefit to dial with the different croup of English?
9- Do you think mingling with various in cultural groups promotes EFL learners communicative competence?
10-   Would like to add any comment?

Table (1) to check the study by using Ch1-singualr

	Statement	Mean	SD	Square	Value
-1	What aspect of culture that EFL learners need to be aware of ?	70	30	60	
-2	Do EFL learners assume that their culture is same as the culture of foreign language that are learning.	9:00	10:00	1007	
-3	Dose the curriculum contain English exposure to culture of TL	10	,,	10	,,
-4	Why FL learners need to know different culture ?	6	4	100	
-5	Do you think English lecture can provide suitable cultural background for different EFL groups	7	3	100	
6	Do you think mingling with TL group promotes EFT learners communicative competence				
7	Why is important for EFL learners to be aware of different between the culture of both and their own culture	7	3	10	

-8	Do you think that EFL learners who are sociable /open can develop their communicative competence	8	2	10	
-9	What are the effect of cultural awareness communicative competence and learners?	7	3	10	
-10	When do you like to add and comment				

source : the research form applied study (SPSS 24)

Table (4 -20)

	Hypotheses	man	Std devotion	50the (4)	Chi-square	df	p-value
-1	Understanding the element of culture is important in development communicative competitive	3.70	1.267	4.00	23.667	4	000
-2	Culture and language affect to developing communicative competitive In EFL learners ?	3	1.240	4.00	22.322	4	000
-3	Awareness of culture and language effective the developing Of communicative competitive in English language.	8.98	1.236	400	54.111	4	000

*Significant different at the 0.05 level

All P- value of Ch – square test less than 0.05 , that means there is significant out different between result of student and must of mans are above 3, that means the result is agree that means all hypotheses are accept.

The interview optioned from 10 teachers in have PHD degree and other AM degree .

Most of them

1- in question 1-8 of them have similar respond and 2 spun in are slightly different.

2- in yours tow 6 of them similar to hypnosis and other 4 teachers .

3- all there responds support their opinion agree with that achieve the aim of research in order to awareness of student to spurt communicative competence .

Hypotheses one :

Understanding the element of culture is in portent in developing communicating competitive .

	Statement	mean	Arte	indium	Ch-square	d-f	value	result
1.	Teacher negligence of English literature lesion valuing classes effects the development of communicative competitive	3.70	1.343	4.00	11.100	40.2	0.2	agree
2.	Culture awareness an important issue to the English learners for proficiency.	4.10	960	4.00	34.667	4	0.00	Agree
3.	Negligence of ELC leads to under development of communicative competence in English language.	3.10	1.213	3.00	5000	4.00	0.28	Agree
4.	The methodology of teaching English language effect the development of communicative competence in EL.	3.93	1.337	4.00	92.200	3	02	agree
5.	Interaction with different societies improves the communicative competence in English.	3.90	1.296	4.00	15.667	4	0.00	agree

Hypotheses two:

2- Table (4-17) Culture and language effect EFL commutative comparative.

Result	Mean	Duration	Minimum	Ch-square	df	p-value
Agree	3.17	1.234	4.00	13.333	4	00.1
Agree	3.47	1.383	4.00	4333	4	.36
Agree	3.17	1.343	4.00	11.000	4	0.02
Agree	4.30	1.o88	5.00	33.66	4	00
Agree	3.70	1.368	400	9.333	4	0.5

- Significant different at the 0.05 level
- Not significant different at the 0.05 level

Hypotheses three:

Awe nesses of culture developing in EFL :

Result	Mean	Duration	Minimum	Ch-square	df	p-value
3.00	1.296	4.00	15.667	4	00.	agree
3.93	1.337	4.00	9.200	3	0.2	agree
3.27	1.081	3.00	10.667	4	0.3	agree
3.10	1.213	3.00	50.00	4	0.22	agree
4.10	.960	4.00	24.667	4	0.00	agree

- Significant different at the 0.05 level
- All P-value of Ch- square lest are less than 0.05
- The means there is a significant cant different between result of teachers and most of means are above 3.than means the result is agree.

The calculated value of chi-square for the significant of the differences for the respondents   answers in No(1) statement was (7) answer was agree in as peel of culture FEL learners   need to be aware of to develop their communicative competence

- The calculated value of chi-square from different respondent answer in No(2) statement "9" answer from (10) teachers support the who agree with, question" Do EFL learners   assume that their culture is same as the culture of the foreign language they are learning?
- The respondents answer in No(3) is statement was (10) with is grater than tabulated level (5) among the answer of the respondents with support of respondent whom agree with statement Does the curriculum contain enough exposure to the culture of EL.
- The respondent answers in No(4) statement was (6) support the respondent are agree with   the statement. Why EFL learners need to know different culture?
- The significant different as at the level (5) among the respondent with support the respondent who are with the statement who agree with teacher opinion was (z) in question do you think English literature can provide suitable cultural background for different EFL roles?
- The respondents answer in No(6) statement was (7) full support to the research suction according to respondent of teachers, Do you think mingling with +L group promotes EFL learners communicative compliance.
- The calculate value of respondents answer   in No(7) all respondent of teacher support my questions that (9-10) that achieved the aim of this question Why is important for EFL learns to be aware of different between the cultural of other and their own culture.
- significant different at the level (8) among the answer of the respondents. With support the respondent must agree with the statement. Do you think

that EFL learners who are suitable open can develop their communicative complete.

- teacher respondent in the No(9) statement was achieved (7-10)

- that full support to aware interview in the question what are the effect of cultural awareness communicative complete on learners.

The respondent of interview for example:

1- The aspect of culture that EFL learner need to know is cultural aspect in knowledge other culture with a new habits and different people with their one culture.

2- of course no their very big different between tow culture.

3- I don't think so that the minister of education put curriculum for culture to teach their student.

4-Because it's very crucial to know the other culture in order to communicate with people and to know that habits.

5- of course English literature provide much suitable culture.

6- Yes I do appreciate that lighting offer promotes to the learners .

7- because it's very crucial for the learners to know different culture beside their owner culture in order to understand the other people in their city of their life.

8- Of course they can learn much of culture in their communicative competitive .

9- There are many benefits for the learners to be awareness in communicative but the learner know much .

10- actually I do appreciate that you choose very important issues thank you so much.

CHAPTER FIVE

Conclusion, Finding , Recommendations and suggestions for farther studies

CHAPTER FIVE

Conclusion, Finding, recommendations, suggestions and farther studies

5-0 Conclusion :

In this chapter the researcher gives summary of the contents of the research and recommendation and finding of the research

5-1 Findings:

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

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

- The negligence of teaching literature can affect directly in improving English language to know other culture .
- Negligence of other culture hinders developing communicative competence in English language .
- The use of traditional way of teaching English language that can help to improve English.

5-2 Recommendations

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 method of teaching English language should be changed to best English language as the second language in the country not as foreign language

3-the syllabus should be done according to various culture

4- the traditional way of teaching English language should be changed to improve the development of communicative competence

5- the teacher should motive their student forward to speak and practices the hander of communicative competence in developing English language .

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

## 5-3 suggestions for further study :

1-themethodologe of teaching English language in the schools should be changed 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 in to classroom and enhance student use of English in flexible and communicative way .

References

- *Bodly (1994) .from : what is culture at http://www.wsu.e du: 800/vcwsu commons /topics /culture /.*

- *Cooks G (1960) oxford introduction to language study series , Ediror H .*

- *Education journal publish on line at upper.www.education.com*

- *G .widdowson, applied linguistics ; Hofsted , G, (1997) , culture and organization software F mid new york (website) Mc Graw Hill.*

- *Hanvey (1976) . Scracella & Oxford (1992:183) cultural awareness in EFL classroom.*

- *http://files.ceric.ed.gove/full text/ed4960pdf*

- *Hymes D.k (1960) from component of communicative competence mode communicative competence of oxford introduction to language tudy K applied linguistic.*

- *Hymes, D.H(1972). On communicative competence . in J.B. pride and j. Holms (Eds.), sociolinguistics: selected Reading (pp.269-293)Harmondswarth: penguin.*

- *Journal of foreign language instruction (4-4) structure of language . http://pops .us lan.ac .puk/index .php/jsltr /index.*

- *Kramch(1993). Linguistic across culture ,the impact of cultur on second language learning(wap) ming-mukuo, journal of fereiosh language introduction.*

- *mc.Grawhill ,yesna ,bagaric ,jelena mihaljheric dhingumovric.*

- *Website: paperreeair: 1504UPK:378.678.*

- *Yule .G& Tarone ,E.(1990).Eliciting the performance of strategic competence in scarcella Anderen & Krashen (Fds),(1990) developing communicative competence in second language New york: New bury House.*

- *Yule G (1960) , the study of English language , second Edition*

APPENDICES

5- Questionnaire

This questionnaire is designed to collect data on the topic, (The impact of culture in developing communicative competence in developing communicative competence in EFL learners) hoping to put forward some reasonable useful recommendation please read the questionnaire carefully and but a tick on your best choice.

Hypothesis one:

-understanding the element of culture is important in developing communicative competence.

No	Statement	Strongly disagree	Agree	Neutral	Disagree	Strongly Disagree
1	Teacher negligence of English literature less one in language effect the development of communicative competence.					
2	Culture awareness an important issue to the English learners for proficiency.					
3	Negligence of ELC leads to under development of communicative competence in English language.					
4	The methodology of teaching English language effect the development of communicative competence in EL.					
5	Interaction with different societies improves the communicative competence in English.					

Hypotheses Tow

Culture and language affect developing communicative competence in EFL learning.

No	Statement	Strongly disagree	Agree	Neutral	Disagree	Strongly Disagree
1	The element of cultures play a great role in developing communicative competence in EL.					
2	Developing communicative competence in EL requires deep understanding of culture.					
3	Communicative on English can be more complicate to through the presence of various cultures.					
4	Communicative competence shaped by cultural values.					
5	Discussing different topics of English language improve communicative competence.					

Hypotheses three

The awareness of culture effect on the development of communicative competence.

No	Statement	Strongly disagree	Agree	Neutral	Disagree	Strongly Disagree
1	Being form hair with global culture enhances EFL learners communicative competence.					
2	Mingling with various culture gropes primates EFL teacher communicative competence.					
3	EFL learners who cultural widely can develop their communicative competence.					
4	Communicative competence need to full awareness of culture.					
5	Adopting communicative approaches is very important for developing student SS communicative province.					

source : the research form applied study (SPSS 24)

Table (2)

For all Hypotheses

	Hypotheses	Man	Std devotion	50the (4)	Chi-square	Df	p-value
-1	Understanding the element of culture is important in development communicative competitive	3.70	1.267	4.00	23.667	4	000
-2	Culture and language affect to developing communicative competitive In EFL learners ?	3	1.240	4.00	22.322	4	000
-3	Awareness of culture and language effective the developing Of communicative competitive in English language.	8.98	1.236	400	54.111	4	000

*Significant different at the 0.05 level

All P- value of Ch – square test less than 0.05 , that means there is significant out different between result of student and must of mans are above 3, that means the result is agree that means all hypotheses are accept.

The interview optioned from 10 teachers in have PHD degree and other AM degree.

Most of them

1- in question 1-8 of them have similar respond and 2 spun in are slightly different.

2- in yours tow 6 of them similar to hypnosis and other 4 teachers .

3- all there responds support their opinion agree with that achieve the aim of research in order to awareness of student to spurt communicative competence .