

Appendix No. 1

Teachers' Questionnaire

Dear, secondary schools' teachers, this questionnaire is intended to collect data about the impact of context and culture on English language learning for secondary schools' students. The researcher appreciates your support, and will be grateful if you kindly and honestly express your point of views on the topic. Your responses will be kept confidential and will be used only for academic research purposes.

The questionnaire is divided into four parts, each part includes number of questions. The first part covers the necessity of cultural background knowledge when learning English language. The second part investigates the influence of cultural background knowledge on learners' communicative competence and their learning abilities. The third part investigates the effect of English coursebooks in enriching students with the cultural background knowledge. The fourth part inquires about the role of modern technological devices in getting cultural background knowledge. To what extent do you agree with the following statements? answer this questionnaire by putting a check under one of the given answers, (strongly agree, agree, strongly disagree, disagree).

Private Governmental The school:

Gender: Male Female

Educational Qualification: Bachelor Master

Experience: + 5 - 5

Teacher's name _____ (optional)

- **Part 1:**

The Statements	Strongly agree	Agree	Strongly disagree	Disagree
1. language cannot be separated from culture, they strongly related.				
2. Focusing on linguistic knowledge, and ignoring cultural knowledge may hinder students' understanding.				
3: Cultural awareness is essential for developing students' understanding to the nature of the target language.				
4. Deficiency of cultural background knowledge affects learners performance.				
5: Students who lack vocabulary and cultural background tend to have difficulty in English language learning.				
6: cultural awareness influences the process of language learning and helps students to attain both linguistic and cultural knowledge.				
7. Mastering a language requires students' mastery of cultural contexts.				

8: Connecting linguistic knowledge with cultural background can increase students motivation and enthusiasm.				
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The necessity of cultural background knowledge when learning English language.

Part 2:

The Statements	Strongly agree	Agree	Strongly disagree	Disagree
1. Students who have good cultural background knowledge have correspondingly more linguistic competence than their deprived peers.				
2. Understanding cultural background knowledge has the effect of enabling students to communicate successfully.				
3. Students who have cultural background of the target language are less hesitant to behave more open-mindedly .				
4. Having reasonable cultural background knowledge of the target language, students are better placed to understand and use the language effectively.				
5. Target language cultural codes can sometimes affect our very mother tongue and the way it is learnt.				

6. Student's communicative competence is affected by the degree of cultural background knowledge.				
7. Being acquainted with the cultural context of the language enables students to succeed in language learning.				
8. Students may use language like native-English-speakers when they practice their English language according to its cultural context.				
9. Privately run secondary schools' students are more exposed to themes and topics that can enhance their background knowledge.				
10. Public secondary schools' students are tended to draw on local culture.				

The influence of cultural background knowledge on learners' communicative competence and their learning abilities.

Part 3:

The effect of English coursebooks in enriching students with the cultural background knowledge.

The Statements	Strongly agree	Agree	Strongly disagree	Disagree
1. Local course books should be designed in such way as to take into consideration the issue of cultural knowledge as well as linguistic knowledge.				
2. International course books usually reflect the target culture.				

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3. Course books should integrate the target culture with students' own culture.				
4. International coursebooks play a significant role in enriching students' cultural background knowledge.				
5. In local course books, the cultural content of the target language is limited and the skills are not well-covered.				
6. National course books are designed in accordance with moderately local perspective as with respect to the question of culture.				
7. Local course books are written in accordance with national curriculum and by local authors who tend to introduce target culture from local perspective.				
8. National Course books have to include activities which are helpful in analyzing cultural content.				

● **Part 4:**

The role of modern technological devices in getting cultural background knowledge.

The Statements	Strongly agree	Agree	Strongly disagree	Disagree
1. Technological devices offer flexibility of time and place that allows students to receive more				

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information about the culture of the target language.				
2. These technological devices are effective in the promotion of intercultural communication.				
3. Technological devices play a significant role in improving students' learning abilities.				
4. These devices facilitate the process of learning, and increase students' motivation for both linguistic and cultural knowledge.				

Appendix No. 2

Test For Students

The impact of context and culture on English Language Learning.

Dear, Governmental and Private Secondary Schools' students ,this test is

investigating the impact of context and culture on learning English language.

The test consists of four parts. In each one there are numbers of questions.

The first part is inquiring about the relationship between linguistic knowledge and cultural knowledge when learning English language. The second part investigates about how cultural knowledge can improve students' communicative competence and their learning abilities. The third part is asking about the role of English course books in enriching both cultural and linguistic knowledge. The fourth part is exploring the impact of technological devices in supporting learners with cultural context as well as linguistic context. The researcher will be grateful if you kindly and honestly answer this test by choosing the appropriate answer for each question, either A or B.

The school: (governmental / private)

Sex: (male / female)

Grade: (first / second / third)

Student's name _____(optional)

Part 1

● **The relationship between Linguistic knowledge and cultural knowledge when learning a language.**

1: To what extent are language learning and cultural knowledge related to each other ?

a. They are closely related

b. They are unrelated to each other

2: Can students learn a language without having any cultural background knowledge about it?

a. Yes, they can.

b. No, they can't.

3: Language learning will be more effective in developing communicative competence if it is acquired according to...

a. its own culture

b. learners' own culture

4: What should students focus on in order to develop their speaking abilities?

a. They should only focus on subject knowledge.

b. They should focus on both cultural knowledge, and linguistic knowledge.

5: What is the best way for practicing the different skills of English language?

a. through students' own culture.

b. through using both target culture and students' culture.

Part 2

● **How cultural knowledge can improve students' communicative competence and their learning abilities.**

1: Without understanding the cultural context; communicative competence is....

- a. complete
 - b. incomplete
2. Does cultural background knowledge develop students' speaking abilities?
- a. Yes, it does
 - b. No, it doesn't
3. How is culture learned and transmitted and passed down from one generation to another?
- a. through linguistic communication.
 - b. through experience.
4. What do students need in order to understand the ways English people speak and behave?
- a. they need to be aware of the target culture.
 - b. they don't need to think about culture at all.
5. How can students develop their communicative competence? Do they need to understand cultural context by increasing...
- a. phrases and words of cultural connotation in the target language?
 - b. phrases and words of cultural connotation in their own language?

Part 3

- **The way course books should be designed.**

1: Course books should be designed on purpose of ...

- a. Linguistic knowledge

b. both linguistic, and cultural knowledge.

2: The kinds of coursebooks used in English language learning are.....to provide students with cultural background knowledge.

a. more helpful

b. less helpful

3: Students who learn and use English through a syllabus that is designed by non-native-speakers may have.....

a. limited vocabulary

b. endless vocabulary

4: English language course books that are designed by native-English-speakers focus on learning the language through its.....

a. alphabet

b. both alphabet and culture

5: Do you think that activities within Sudanese coursebooks should depend on.....

a. the local culture

b. English culture

Part 4

● **The effect of technological devices in providing learners with the cultural background knowledge as well as linguistic knowledge.**

1: Do new technological devices play a great role in teaching a language through its

culture?

- a. Yes, they do have a great role.
- b. No, they don't

2: Do these devices increase learners motivation to English language learning?

- a. Yes, they do
- b. No, they don't

3: Most teachers within these devices should be.....

- a. native-English speakers
- b. non-native English speakers.

4: What kind of methods used in these technological devices are?

- a. more modern and exciting
- b. old and boring

5: Using these technological devices students can acquire more cultural background knowledge...

- a. while sitting at home
- b. they need to register for courses at schools or institutions.

6: Do these devices contribute in developing speaking ability?

- a. Yes, they do.
- b. No, they don't.