



**Sudan University of Science and Technology**

**College of Graduate Studies**

**College of Languages**



**Investigating the Role of Cultural Background in  
Enhancing Communicative Competence among  
EFL Learners**

تقصى دور الخلفية الثقافية في تعزيز كفاءة التواصل بين دارسي اللغة الانجليزية لغة أجنبية

**A Thesis Submitted in Partial Fulfillment of Requirement for MA Degree  
in English Language (Applied Linguistics)**

**Submitted by:**

**Fatima Hashim Abdalla Mohammed**

**Supervised by:**

**Dr. Hillary Marino Pitia Laki**

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# الآية

قَالَ تَعَالَى:

﴿ قَالُوا سُبْحَانَكَ لَا عِلْمَ لَنَا إِلَّا مَا عَلَّمْتَنَا إِنَّكَ <sup>صلى</sup>

أَنْتَ الْعَلِيمُ الْحَكِيمُ ﴿٣٢﴾

صدق الله العظيم  
سورة البقرة الآية "32"

# **DEDICATION**

**To my Dear parents**

## **ACKNOWLEDGEMENTS**

First of all, praise is to Allah, the Lord of the world for helping me to accomplish this work. I would like to thank my supervisor Dr. Hillary Marino Pitia for accepting to supervise this humble work and for his relevant advice and guidance. I would like to thank all the academic staff of the English department at Sudan University of Science and Technology for reviewing my questionnaire particularly, Dr. Muntasir Hassan Mubarak, Dr. Abbas Mukhatar and Prof. Mahmoud Ali Ahmed. Finally, I would like to thank everybody who has assisted me in completing this work.

## **ABSTRACT**

This study aimed at investigating the role of cultural background in enhancing communicative competence among EFL learners from teachers of English language perspective. The study attempted to highlight the nature of the relationship existing between cultural background and the EFL learners' communicative competence. The descriptive analytical method was adopted, a questionnaire was used as a main tool for data collection. The research sample comprised of 30 teachers of English who were pursuing MA in English Language Teaching in the academic year 2021-2020. The findings of the study revealed that: cultural background has an effective role in enhancing communicative competence among EFL learners; integrating cultural dimension improves EFL learners' communicative competence. Based on the above-mentioned findings, the researcher came up with following important recommendations: teachers should encourage students to be familiar with the native speakers' cultural background to enhance their communicative competence.

## ABSTRACT

### (Arabic Version)

هدفت هذه الدراسة لتقصي أثر الخلفية الثقافية في تطوير كفاءة التواصل لدى دارسي اللغة الانجليزية لغة اجنبية من وجهة نظر اساتذة اللغة الانجليزية. وسعت هذه الدراسة لإبراز طبيعة العلاقة القائمة بين الخلفية الثقافية وكفاءة التواصل لدى دارسي اللغة الانجليزية لغة اجنبية. تم إتباع المنهج التحليلي الوصفي واستخدام الاستبانة كاده رئيسية لجمع البيانات الخاصة بهذه الدراسة. واشتملت عينة الدراسة على 30 معلما للغة انجليزية يعملون علي نيل درجة الماجستير في تدريس اللغة الإنجليزية في العام الدراسي 2020-2021م. وكشفت نتائج الدراسة ان الخلفية الثقافية لها دور مهم في تطوير كفاءة التواصل لدى طلاب اللغة الإنجليزية ودمج البعد الثقافي يعمل علي تحسين التواصل بين طلاب اللغة الإنجليزية للغة اجنبية. وفقا للنتائج السابقة فقد توصلت الباحثة الى التوصيات التالية: على معلمي اللغة الإنجليزية تشجيع طلابهم على معرفة الخلفية الثقافية للناطقين باللغة الإنجليزية بتعزيز وكفاءة التواصل لدى الطلاب.

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# **CHAPTER ONE**

## **INTRODUCTION**

# CHAPTER ONE

## INTRODUCTION

### 1. Background of the study

Mastering English language has become a vital manifestation for most learners of English all over the world, due to such reasons as the domination of English in most aspects of life as well as the trending of obtaining luxury lifestyle by occupying profitable jobs and careers.

However, being a proficient in English has become critical need for those who want to gain their privileges in life. Several reasons and aspects strongly affected on the view towards English language which has become as an international language and dominated throughout the world. Therefore, the increasing demand on language indicates the huge trends to develop the language among learners who exerts no efforts and time to be prominent and well-communicators in their performance. So, being able to speak naturally and appropriate with others in a variety of situation is a significant goal for many English learners. It is observed that, nowadays, the increasing demand on language has become highly on communication skills. Most learners of English seek eagerly for developing their communicative competence so as to obtain their goals in life. Using language effectively in a variety of situations definitely depends on adopting the aspects of communicative approach which include such strategies, methods and techniques to improve the language's ability to speak language naturally and sending their messages smoothly. In this respect there are many discussions and debates about developing communication skills and how learners can obtain it to enable them to use the language effectively in different situations.

It is common that, the purpose of learning a language, including a foreign language is to communicate with others. Effective communication requires the Ability to function in communicative settings and requires more than knowing what (vocabulary) to say and how (grammar) to say it when to say something to whom it must be said, and why it must be said.

This five elements - how, why, when, where and to whom – must all function together in order to be able to communicate with others in a meaningful way.

The relationship between language and culture, as well as the role of cultural background or competence in communicative competence has come increasingly under study.

Educators have gained greater appreciation for the role of native cultures plays in language acquisition. Many now believe that language learning is, in many aspects, cultural learning. Many studies have demonstrated that language and culture are closely related. Vocabulary and grammar only partially structure the nature of communication extra-linguistic elements such as values, beliefs, norms, rituals, and traditions are also key components of communication exchange. Evidences increasingly support the notion that teaching culture in a foreign language classroom enhances communicative competence.

Achieving higher level of language proficiency depends on thinking like a target language speaking and such thinking requires cultural understanding. Brown, clearly reinforces this belief when he stated; ... that one cannot separate the two without losing the significance of either language or culture. The acquisition of a second language except for

specialized instrumental acquisition is, also the acquisition of a second culture.

According to what has been mentioned above, knowing cultural features of a certain society has a great impact on developing communication skills of the language of this society and helps strongly in communication each other. Therefore, the present study attempts to shed some light on the role of cultural background in enhancing communicative competence among EFL learners.

## **1.2 Statement of the Problem:**

The problem which the present study attempts to investigate is the disability of students to use the language effectively in a variety of situations which attributed to the lack of knowing the cultural aspects of the language. According to many studies, EFL learners lack of the ability to use the language properly in real life situations due to their lack of the cultural competence which is closely related to the language itself. Therefore, mastering English mainly depends on developing the cultural competence which helps effectively in the process of sending and receiving the messages properly.

## **1.3 Significance of the Study:**

The present study is considered a significant one, for the following reasons:

- 1- Researchers in cultural background and its impact on communicative competence are not being applied in a wide range and even they found most of them are not conducted properly to cover the areas of the serious problems which encounter the EFL learners in enhancing communicative competence.

- 2- The significance of the present study emerges from the importance of improving communicative competence which helps students to master their language properly and ultimately encourage them to use the language effectively in a variety of situations.

#### **1.4 Objectives of the Study:**

The present study attempts to realize the following objectives;

- 1- To investigate the role of cultural background in enhancing communicative competence among EFL learners.
- 2- To highlight the role of cultural dimensions in improving EFL learner's communicative competence.
- 3- To explore the role of English language teachers in developing intercultural competence among their students.

#### **1.5 Questions of the Study:**

The present study attempts to provide answers for the following questions;

- 1- To what extent can cultural background play an effective role in enhancing communicative competence among EFL learners?
- 2- To what extent can cultural dimension be integrated to improve EFL learner's communicative competence among EFL learners?
- 3- To what extent can English language teachers play an effective role in developing intercultural competence among their students?

#### **The Hypotheses of the Study**

The present study attempts to test the following hypotheses;

- 1- Cultural background has an effective role in enhancing communicative competence among EFL learners.
- 2- Integrating Cultural dimension improves EFL learner's communicative competence.

3-English language teachers have effective role in developing intercultural competence among their students.

### **1.7 Methodology of the Study:**

Since the present study adopts the descriptive analytical method the researcher uses teachers' questionnaire as a tool for collecting the data of the study. Thirty (30) teachers will be the sample of the study who will respond to the questionnaire. The questionnaire will be analyzed by (SPSS) program.

### **1.8 Limits of the Study:**

Since the present study aims to investigating the role of cultural background in enhancing communicative competence among EFL learners, the teachers of English language who prepared to master degree at Sudan University of Science and Technology. (30) Teachers will be the sample of the study. The study will also be limited to the academic year (2020-2021 ).

# **CHAPTER TWO**

## **LITERATURE REVIEW AND PREVIOUS STUDIES**

# **CHAPTER TWO**

## **LITERATURE REVIEW AND PREVIOUS STUDIES**

### **2.0 Introduction**

This chapter consists of two parts. Part one reviews the literature related to the research topic such as definition of culture, the integration of FL culture in L2 classroom, Importance of integrating culture in language teaching /learning, The aim of integrating culture in L2 classroom, culture and communication, communicative competence and cultural competence, communicative competence,...while part two discusses previous studies relevant to the research topic such as literature review

### **2.1 Definition of Culture**

The current interest in the role of integrating culture in language teaching is due to a number of factors, political, educational, and ideological. However, before tackling the problem of involving culture in teaching language and in communication, we will first define the term “culture” For Kramsch (1993), the definition of culture might be derived from two different prospective: humanities, and social sciences. The former defines culture that

“It focuses on the way social group represents itself and others through its material productions, be they works of art, literature, social institutions or artefacts of everyday life and the mechanisms for their production and preservation through history”



However, the latter definition is more related to the social sciences, in which Norstand (1989) defines culture “it refers to attitudes and beliefs, way of thinking, behaving and remembering shared by members of that community” (p.

51, cited in Kramersch, Ibid). A similar definition mentioned by Brislin who supports Kramersch definition of culture, “culture”, he writes, “refers to widely shared ideals, values, formation and uses of categories assumptions about life, and goal directed activities that becomes unconsciously or subconsciously accepted as right and correct by people who identify themselves as members of a society” (1990, p. 11, cited in, Ibid)

Furthermore, when it comes to integrating culture in teaching language, it is extremely accepted that language, to some extent, is taught isolation, however, and for the above mentioned factors, it is taught as functions (use), and more regard culture in L2 teaching/learning to deepen the L2 learners knowledge about the L2 communities and erase the boundaries between cultures. As Kramersch (1993, p. 46) claims

“Language continues to be taught as a fixed system of formal structures and universal speech functions, a neutral conduit for the transmission of cultural knowledge. Culture is incorporated only to the extent that it reinforces and enriches, not that it puts in question, traditional boundaries of self and other.”

## **2.2 The Integration of FL Culture in L2 Classroom**

Widdowson (1978, p. 1) claims that “someone knowing a language knows more than how to understand, speak, read and write sentences”. This statement reveals that the knowledge of the four skills is far to be

sufficient and remains poor to meet all learners' needs, because it only focuses on the forming and composition of a sentence. "Teaching a foreign language is not tantamount to giving a homily on syntax structures or learning new vocabulary and expressions" as (Thonasous, 2001, p. 26) stated when it comes to a mere communicative era, where the functional aspect of the target language reflecting the different social meanings and systems that control it and regulate the linguistic attitudes and behaviors is stressed more than ever, and more the form of the sentence which once isolated from its communicative token, or use it as an independent unit becomes useless and meaningless. Therefore, a foreign language learner is asked to look deeper and adequately handle it for best communicative effect. In this context Hymes states "Being competent in communication involves more than just an understanding of the syntax and range of expression within a language". (1972, cited in Baker, 2003, p. 45).

Consequently, language teaching and learning is no more devoted to the unique teaching and learning of the pure linguistic systems, but largely expanded to include the cultural and social aspect of the language and stressing of the communicative goal, as explained by Hymes (Ibid) "language teaching has also changed to incorporate this link between culture and language". The integration of the cultural element is not done by chance but was obligatory at the level of the language classroom practice, "without the study of culture, foreign language instruction is inaccurate and incomplete, for foreign language students, language study seems senseless if they know nothing about the people who speak it or the country in which it is spoken" (Peck, 1984, p. 69).

Furthermore, even if culture is not consciously and openly involved in the language teaching/learning process, it remains present as an integral part, and any attempt to separate the one from the other or deny its existence

will be inappropriate. Therefore, language teaching/ learning goes hand in hand with culture. Concerning teaching, Kramersch (1993, p. 74) claims that “language teachers are so much teachers of culture, that culture has often become visible to them” (cited in Clouston, 1997, p. 3). Simultaneously, and since teaching logically implies learning, so “learning a language as it is spoken by a particular group is learning the shared meanings, values and practices of that group as they are embodied in the language” (Byram and Fleming, 1998, p. 1). This means that language naturally contains culture and “the content of what we teach will always be in a way or another linked to culture” as assumed by a number of scholars Valdes (1986, 1990), Byram and Fleming (1998) Kramersch (1993) (all cited in Baker, 2003, p. 3).

Cultural importance in the FL teaching/learning process, attained higher degrees as such that even those who questioned the aim of integrating it in the language classroom come to accept that a teaching of the SL in stills automatically culture like Guest (2002, cited in Baker, 2003, p. 4) says“...accept that in teaching English we will also be transmitting the values of English culture”.

### **2.3 Importance of Integrating Culture in Language Teaching/Learning**

As explained above by Guest (2002) concerning the evident that language teaching includes indeed involving culture, since whatever the linguistic element to introduce holds a hidden cultural value. However, Pulverness (2003, p. 3) assumes that a foreign language may be to a certain extent taught or learned independently of any cultural element, he claims “...language can somehow stand alone and be taught/learned as a value-free symbolic system...”. The use of “somehow” in this statement is not

random, but intended for specific purposes, which proves that there is no absolutism or assurance in the perfect separation of language and culture mainly when it comes to teaching.

Furthermore, the idea of separation of teaching/learning language and culture had been already tested and experimented to the behavioristic approach which adopted language as an inclusive of rules and strings of words and sentences to be imitated and repeated, and totally rejected to put language in the social background when put outside the classroom context and facing other things than language drills. This proved its unsuccessful path, proving later on that any intention to neglect the cultural aspect of language would lead to a sort of boredom, mastering pure grammatical rules but unable to go further through the linguistic structures, which led Pulverness (ibid) corrects his first declaration and added “but the social nature of language militates against separating it from its original culture points of reference, ...it seems almost perverse to attempt to divorce language learning from its cultural implications”. Which clearly reflects the significance of teaching culture by the same way of

teaching language and shows that even unintentionally, culture would be present in the language to be taught/learned unconsciously as claimed by Peterson and Coltrane (2003, p. 1, 2) “in many regard, culture is taught implicitly, embedded in the linguistic forms that students are learning”.

On the other hand, it would be impossible to master the language by stressing only one of its aspects, and to pass over the other, seeing that “linguistic competence alone is not enough for the learners of a language to be competent in that language” (Krasner, 1999, Ibid, p. 1) instead both language’s aspects (the function and the form) have to go hand in hand constituting a unique entity because a “knowledge of the grammatical

system of a language (grammatical competence ) has to be complemented by an understanding of culture (communicative or rather cultural competence)” (Byram, Morgan et al, 1994, cited in Thanasoulas, 2001, p. 1, 2), and “students will master a language only when they learn both its linguistic and cultural norms” (Peterson and Coltrane, 2003, p. 1, 2). In this manner, to give FL learners the opportunity to acquire the rules governing the language, by the way of learning new social values and meanings regulate them and give them the appropriate understanding as explained by Byram “...to provide the learners with the opportunity to acquire new competences and to allow them to reflect upon their own culture and cultural competence” (cited in Pulverness, 2002, p. 2).

Concerning learning the SL, there are differences existing in many respects between the first and the SL. In SL the learner is facing a new and unfamiliar social norms and attitudes beside the newness of the linguistic code itself. Buttjes (1990, p. 55-56, cited in Couston, 2001, p. 2) summarized the different reasons as how teaching of language is a teaching of culture and its importance in FL teaching as following:

- Language codes cannot be taught in isolation; it goes hand in hand with the cultural aspect.
- Teachers should go beyond correcting linguistic production in the classroom and become aware of the complex processes of intercultural transmission that the learner faces.

In this wise, the importance of integrating the cultural dimension is in the relationship existing between the linguistic code and their significance in the social context. Thus, by isolating the linguistic messages the result would be misunderstanding or no understanding at all as maintained by Pulverness (2002, p. 1) “to attempt to divorce language from its cultural context is to ignore social circumstances which give it resonance and meaning”. Politzer (1959, p. 100-101, cited in Thanasolas, 2001, p. 3)

also claimed “if we teach language without teaching at the same time the culture in which it operates, we are teaching meaningless symbols...”

Furthermore, what Kramersch (2001) herself seems to claim is that the target language allows learners to master grammatical forms, sounds, and meanings and to respond upon, she adds “without the cultural dimension, successful communication is often difficult: comprehension or of even basic words and phrases (such as those referring to meals) may be partial or approximate and speakers and writers may fail to convey their meaning adequately or may even cause offence” (2001, p. 37, cited in Byram and Fleming, 1998, p. 4).

## **2.4 The Aim of Integrating Culture in L2 Classroom**

Culture holds its significance from the role it plays in the language classroom when it affects the learning process by providing meanings and values required to facilitate learners’ understanding and so to improve their language learning.

However, culture integration aims to achieve far beyond this function mainly because it may create as it may solve problems, and may generate positive, as well as, negative effects. The reason lying behind those effects is the meeting of

the target and the first culture that learners bring to the language classroom, and that predisposes them to either accept or reject the new culture. Possible effects are the preconceived judgments, stereotypes, attitudes and feelings toward the foreign community, their customs, traditions, beliefs, way of life and so forth. Being prejudicial on the target culture may change students own culture and values since, what may be taught about the target culture may reflect on the native one.

Incorporating culture into the classroom activities points to raise learners’ awareness as a pedagogic objective by stimulating their intellectual

curiosity and directing their critical thinking. Cultural awareness may be achieved through a careful selection on the part of the teachers of the texts, exercises and activities to be implemented in the language classroom, which must be neutral and containing no racist or things that may harm learners' sensitivity or beliefs “ the challenge for those teachers who are interested in transcending the often new narrow limits of language teaching is to make cross cultural awareness a cultural issue in teaching and at the same time as developing students' communicative competence” (Pulverness, 2002, p. 5).

## **2.5 For Teachers**

There is a link between integrating culture and teaching language, even though it may not be overtly embodied in the FL classroom, culture is conveyed through the linguistic code itself. More importantly, and once again, integrating culture “doubles the usefulness of the lesson in adding another dimension and making it more interesting therefore easier to learn” (Vales, 1986, p. 121, cited in Taibi, 2001, p. 29). Consequently, many scholars, Restarter among them, claim its usefulness in language classroom and confirm that “language teaching should offer insights into the culture and the civilization of the countries where the language is spoken” (cited in Byram and Fleming, 1998, p. 242).

However, integrating culture is no way a random task to perform but should obey to certain norms and conditions as well as to a specific pedagogy on the part of the language teacher which is of an absolute necessity. The teacher who besides providing with the linguistic competence, is furthermore and primarily asked to possess a sufficient and adequate cultural competence required to lead his or her learners to a

beneficial instruction of both the linguistic as far as the cultural knowledge as maintained by Widdowson (1978, p. 242)

After all, the language teacher always has to know about something other than language he is teaching. Traditionally, this knowledge has been of culture associated with the particular language in question. Thus, the English teacher is expected to know a good deal about British and/or American institution, social costumes, and traditions and so on

The amount of knowledge the teacher possesses, should be carefully handled in regard to learners' interpretation and preparation to absorb such kind of

information to which they may not be familiar hence, by adopting such attitudes, the teacher may enhance learners incorporation, their curiosity towards the target community and most importantly he may reduce the negative and/or psychological effects that may arise by integrating the foreign culture into the foreign language classroom like the misunderstanding, stereotyping or the cultural shock generally generated from the meeting of the C with the TC in this

respect Byram and Fleming (Ibid p. 3) stress the language teacher's role as an instructor and so a guide to help learner in their building of cultural awareness "language learners need to go beyond the acquisition of a linguistic system and the language need to find new ways to help them do so".

## **2.6 Culture and Communication**

Integrating culture in communication is a target in itself in as far as teaching language in general and English language in particular is concerned. Considering that it should be one of the actual essential



pedagogical goals, so it deserves to be dealt with apart and considerate a much more intention than to be a subpart of a section for its importance.

## **2.7 The Importance of Integrating Cultural Aspect in Communication**

If the 60's signified a period of almost renaissance of culture integration, the 70's represent its golden period since it emerged in the height of a mere communicative context which favored the "communication within the cultural context" as claimed by sociolinguistics. Therefore, the role of involving culture in FL curriculum grew and many educators as Canale and Swain (1980, p. 31, cited in Clouston, 1997, p. 3) assumed that "a more natural integration of language and culture takes place through a more communicative approach than through a more grammatically based approach". This communicative approach to language learning -as clearly indicated in the previous chapter-was primarily designed to meet the needs of the time from different perspectives economic, technical, technological, and academic and it stressed particular situations like in our case, studying the English language.

This relation between culture and communication in this communicative world was qualified by Kramsch (1994, p. 4) as the "local link". And the cultural component of communication came to be seen as pragmatic and semantic functions expressed through language.

In the 80's, research into incorporating culture in communication focused on the effects of body language, eye contact, and other overt behaviors and addressed such general topics as posture, movement and eye contact (Morain, 1986, cited in Clouston, 1997, p. 2).

By the 90's, there was a much more important emphasis on involving culture and in short:

Culture in FL education today is clearly much more than great literature. As our understanding of language and communication has evolved, the importance of culture in FL education has increased. This reality is reflected in current methods of language teaching and learning (Ibid)

Furthermore, when it comes to the role of the cultural insights in communication, to communicate requires more than a transmission and exchange of pure information; it requires going behind words and sentence and not to be restricted to their direct or surface meaning so to achieve an effective discourse values. Thus culture is the best and only mediator that meets these conditions considering that, it has a vital role since according to Thana souls (2001) it improves or even impedes communication. By providing a background and significance to items principally because “people do not communicate by expressing isolated notions or fulfilling isolated functions any more than they do by uttering isolated sentence patters” (Widdowson, 1978, p. 1). In another sense, it makes utterances meaningful. Moreover, before acquiring the abilities of producing and so communicating, it requires specific implications and further needs and understanding which requires in turn a link with culture, as claimed by Kramersch (1993, p. 205)

After all, communication requires understanding, and understanding requires stepping into the shoes of the foreigner and his cultural baggage, while always putting [the target] culture in relation with one’s own.

English among other languages obeys to the same charges, Pulverness (2002, p. 2) describes it “in teaching English for communication and neglecting culture, we may actually be giving learners access to an impoverished means of communication, effective for survival and routine

transactions, but lacking much of the cultural resonance that makes it fully meaningful for native speakers”. Wu and Stephens (1991, p. 29, Taibi, 2002, p. 28) hold that most the students errors “stems from their lack of cross cultural awareness rather that weaknesses in knowledge of language”. Stagitch (1998) assumes that understanding cultural contexts is the most effective way to learn real meaning and to learn the four skills.

## **2.8 Communicative Competence and Cultural Competence**

In order to be communicatively competent, the FL learner must be aware of the cultural aspect of the L2 community so as he/she can be able to handle communication within cultural contexts. Thus, the cultural insight of the L2 communities should be integrated and involved in teaching language for communicative purposes. That is why most of the sociolinguists, Canale and Swain and Bachman among them, stressed the importance of the cultural component in their models of communicative competence and assumed the necessity of being culturally competent in communicative situations. Canale and Swain (1980) put the cultural competence under the pragmatic aspect, which is the knowledge of language functions (greeting, thanking, apologizing, ordering, requesting...) speech acts, explicit and implicit meanings and conversational

implicates...etc. we cannot neglect the role of the pragmatic competence in enhancing the cultural knowledge because they both complete each other, in another sense, one cannot be pragmatically competent without being acknowledged about the FL culture; that means that one cannot be able of producing and interpreting the different elements of pragmatics mentioned earlier without knowing the way of greeting or thanking or requesting/ordering in the FL speech community’s culture. They write “the cultural component of communicative competence came to be seen

as the pragmatic functions and notions expressed through language in ways of speaking and acting in communicative cultural contexts” (p. 86). According to this statement.

The FLLs ought to be conscious about the cultural background of the L2 speaking countries; this consciousness contributes in building their cultural knowledge and therefore their communicative abilities. Cultural competence is the awareness of the cultural issues related to the L2 speech communities, for example, political issues, religious issues, as well as social issues like problems related to class, gender, and race. Kramersch (1993, p. 98) argues “...incorporating issues of race, class, and gender in an effort to sensitizes students to the unique historical realities that have shaped the target culture”; knowledge of the social factors that regulate them and understanding what is considered to be right or wrong behavior or attitude in those communities. Kramersch (1993, p. 43) assumes “Cultural competence is linked to the knowledge of moral values, notions of good and bad, right and wrong, beautiful and ugly in the foreign language speech communities”. In addition to the four language skills, most of the teachers see culture as a fifth skill. She clarifies “they [teachers] view cultural competence as a knowledge of foreign facts and a general acceptance of the foreign culture”. (ibid, p. 187), she adds “cultural acceptance is a matter of ethics and democratic attitude, and cultural knowledge can be administered in appropriately paced building blocks” (Ibid).

## **2.9 Communicative Competence**

The theory of communicative competence was introduced as a result of the Chomskyan revolution in linguistics. A reaction to Chomsky’s

somewhat limiting definition of the scope of linguistic theory left the way open for Hymes (1972) to propose the complementary notion of communicative competence, in which the focus is not on a well formed sentence but on one which is appropriately used in a specific context.

Chomsky's linguistic theory of competence/performance opened the way competence as including-ability for use- , Canale and Swain (1980) had a different point of view, they excluded -ability for use- from their study of communicative competence, instead, they included -ability for use- in what they called "communicative performance", which they defined as the actual production of competence and realization of this production in real second language situations (Shohamy, 1996). After the 70's and 80's studies on communicative competence still developing. A number of steps which have been taken in the followed years to construct the theory of communicative competence indicate that there are moves in that direction. The emergence of Bachman's (1990) theoretical studies, for instance, played a role in giving the construct of communicative competence a wider view; he gave a definition of communicative language in educational contexts in a broader conception than found in other studies such as Hymes'. Other contributors such as Spolsky (1989), Taylor (1988), Celce Murcia et al (1995), Us-juan and Martinez-flor (2006)...etc were helpful in giving the communicative competence construct a clear definition that goes along with the evolution in language use by time because the definition of communicative competence still in a continued development and many researches and investigations are held to fit changes that occurs in language use by time.

## **2.10 Hymes' Work**

It is useful in any discussion of Hymes' notion of communicative competence to bear in mind its origins. On communicative competence (1971, page reference to experts in Pride and Holmes, 1972, p. 269, 293) developed from a paper presented at the Research Planning conference on Language Development among Disadvantaged Children held at Yeshiva University, June 1978. Hymes points to the relevance of the linguistic theory to the language development of children, and he selects, from among the linguistic theories available to him, that presented by Chomsky (1965). In his theory, Hymes explains that the child who is actively involved in the speech community with an unconscious interpretation, will be able to master an infinite ability of producing and interpreting any grammatical sentence of language with a finite experience in few years within contexts in which socio-cultural factors play a fundamental and constitutive role (Riley, 1996). This was Hymes' foundation and the basis of constructing the theory of communicative competence where his main focus was the first language acquisition.

And then, as Riley (1996) claimed, unintentionally, Hymes' notion of communicative competence moved further away from Chomskyan paradigm and was adopted by those applied linguists who used the term to refer to knowledge of rules of use. They agreed on Hymes' idea that rules of grammar would be useless without rules of use and applied his theory of communicative competence on second language teaching, and second language acquisition using methodologies falling within the communicative approach of language teaching in which the focus is on communicative purposes rather than the linguistic rules. We can say that Hymes' work on the presentation of the theory of "communicative competence" played a role in further studies that relied on his concept to

come up with effective approaches and broader definitions of terms related to teaching a second or a foreign language.

### **2.11 Definition of Communicative Competence**

The term communicative competence was coined by Dell Hymes (1972) who defined it as the knowledge of both rules of grammar and rules of language rules of use in a given context. His work clearly demonstrated a shift of emphasis among linguists, away from the study of language as a system in isolation -seen in the work of Chomsky (1965)-towards the study of language as a system of communication.

### **2.12 Components of Communicative Competence**

As stated earlier, Hymes focuses on the point that for language to be used in communication, the speaker must possess both capacity to construct grammatically correct sentences and also the competence to produce socially appropriate utterances. Communication then, depends on communicative competence and communicative competence can be seen inclusive of many components, these components should be mastered or at least acknowledged by the speaker-hearer for better understanding in communicative contexts. Several linguists and sociolinguists categorized communicative competence components into: linguistic component; discursive component; socio-cultural component; and strategic component.

**A-Linguistic component:** It is the mastery of language code itself (syntactic-morphological, semantic, and morphological) rules. Shohamy (1996, p.143) defined it “linguistic component includes knowledge of lexical items and rules of morphology, syntax, semantics and phonology”

**B- Discursive component:** It is a knowledge and understanding of different types of discourse (formal/informal speech) and of their organization as a function of the situation of communication within which

they are produced. Moreover, it is the mastery of how to combine grammatical forms and meanings to achieve a competent social situation. For Shohamy (1996, p.143) “discursive component is related to mastery of how to combine grammatical forms and meanings to achieve a unified spoken or written text in different genres”. Schechter (1996, p. 144) relates her definition to cohesion and coherence in written or spoken text, “discourse knowledge is viewed as cohesion and coherence”.

**C-Socio-cultural component:** It is the knowledge of the social rules and norms of interaction between individuals, including knowledge of cultural history and of the relations between social objects. It is also the ability to use and respond to language appropriately given the setting and topic and the relation between people communicating. Shohamy (1996, p.143) defines it “knowledge of socio-cultural rules of use”.

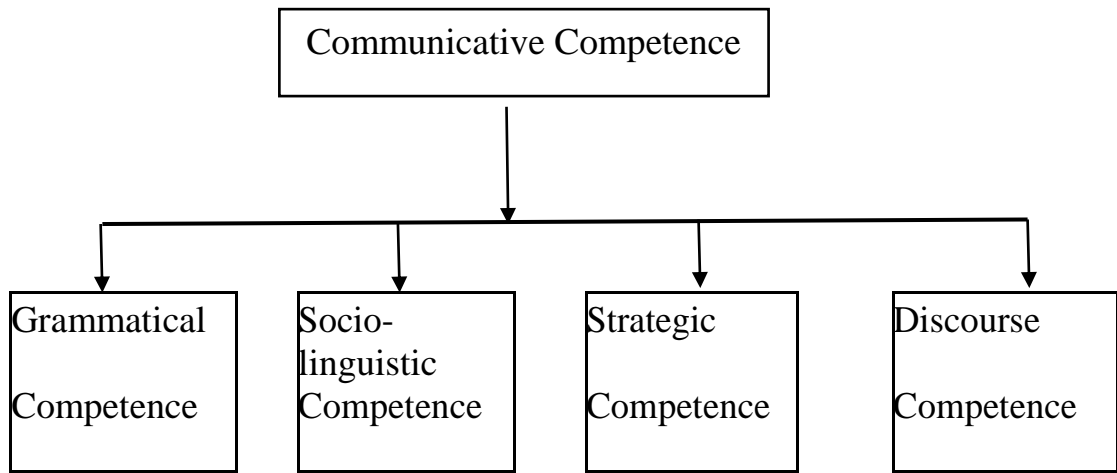
**D- Strategic component:** it is concerned with the strategies of communication and how to use them. For Van EK (1995), it is the ability to use compensatory to resolve communicative problems and deficiencies (break downs in communication).

### **2.13 Continued Developments of Communicative Competence**

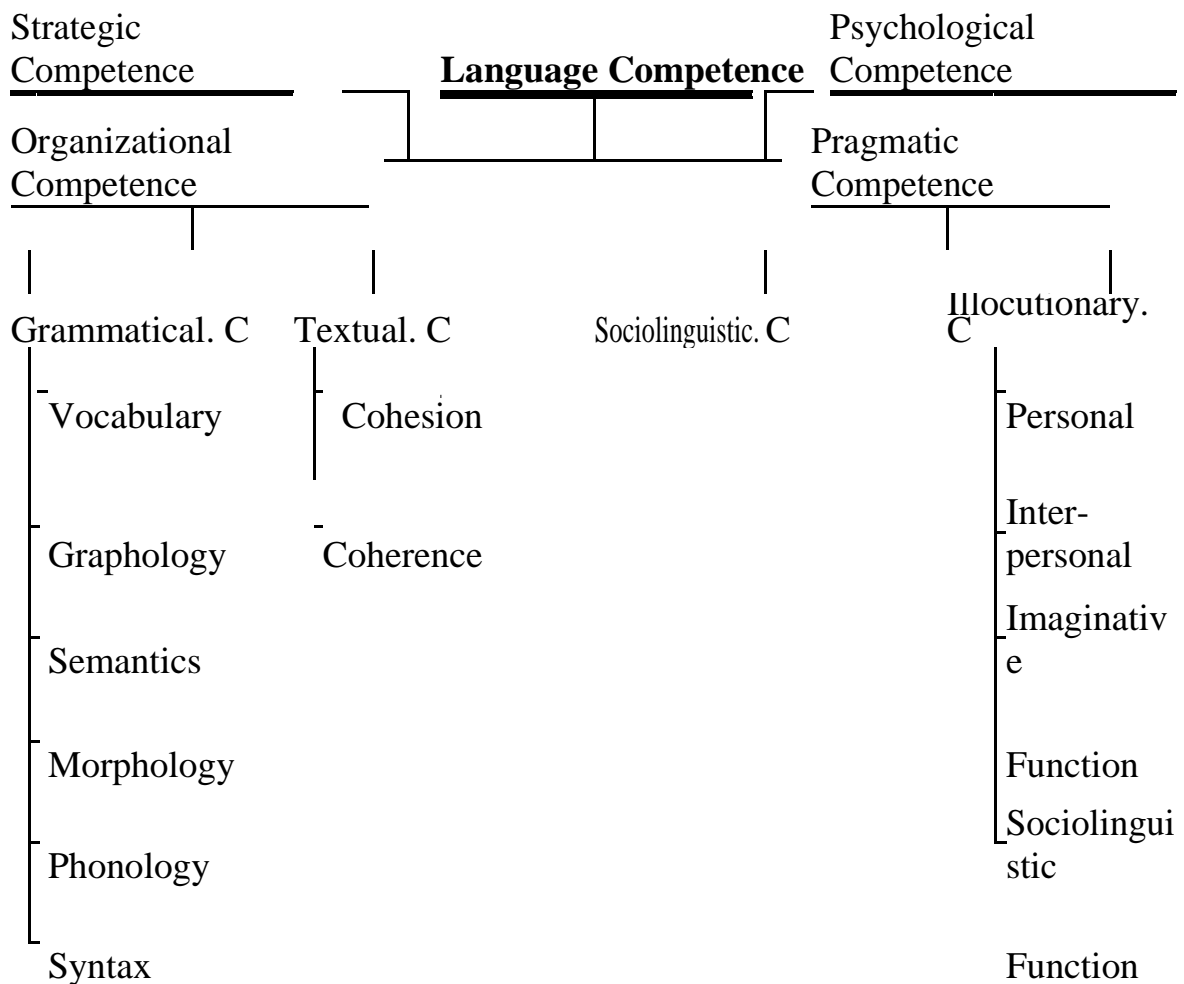
Hymes’ (1972) conceptualization of communicative competence has been further developed by researchers such as Canal and Swain (1980) and Canal (1983), Bachman (1990), Celce-Murcia et al (1995), and many others, who attempted to define specific components of the construct of communicative competence.

We will shed light only on two main models of communicative competence that were considered as the:





**Figure. 01 Canale and Swain's Model (1980)**



**Figure. 02 Bachman's Model (1990)**

## **2.14 Communicative Competence and L2 Teaching and Learning**

Since our goal in this research is to focus on teaching competence in communication, we will describe the main ideas of the CLT approach (the functional-notional approach).

The ultimate goal of teaching competence of communication is to enable EFL students master the language structure along with developing their communicative abilities. However, many research projects exploring the role of instruction in learners' communicative development have been inspired by the question: can communicative competence be taught? Kasper (1997) argues that while communicative competence cannot be taught, students should be provided with opportunities to develop their communicative abilities. As a result, the Communicative Language Teaching Approach (CLT) arose, for the purpose of fulfilling communicative goals of the second language.

### **2.14.1 Communicative Language Teaching Approach**

The main aim of the CLT approach is to focus on the communicative aspect of language rather than focus on the linguistic one. Widdowson (1978, p. 1) assumes that in this approach "language is automatically taught as communication by the simple expedient of concentrating on notions or functions rather than on sentences". CLT and the traditional methods such as the Audio-Lingual Method and the Direct Method are similar in that they all aim at teaching language for communication. The Audio-Lingual Method for instance relies on imitation, repetition and drills, whereas the Direct Method tries to establish a direct link between the target language and meaning by immersing students in a rich sample of the structural and lexical items (Widdowson, 1978). However,

according to Widdoson (1978, p. 3), the focus on grammar does not help learners; “learners need to develop their communicative abilities, and encouraged to communicate using constructs other than rote memorized patterns”. He points that meaningful communication supports language learning and intends to provide opportunities in the classroom in an attempt to engage learners in the target language and that classroom activities must focus on the learner’s needs to communicate information and ideas. Berns (1984, p. 5), an expert in the field of communicative language teaching, supposes that the focus must be on form along with meaning in social contexts. He writes that “language is interaction; it is interpersonal activity and has a clear relationship with society, in this light, language teaching has to look at the use (function) of language in contexts, (both linguistic and social context)”.

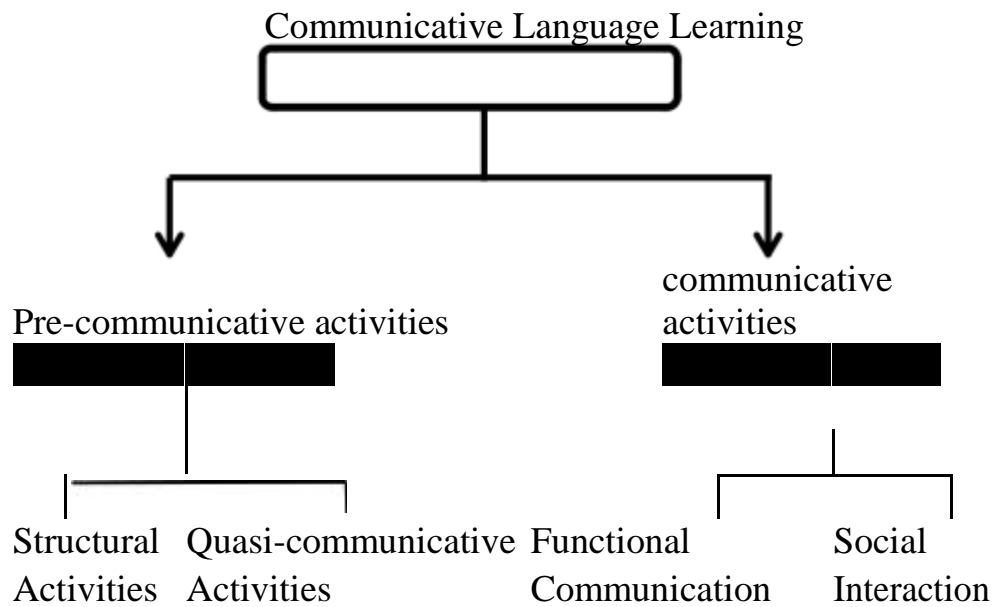
For many educators, the CLT approach is a flexible method rather than a defined set of teaching practices in the meaning that learners are required to be active and participate freely in the classroom activities without any pressure or obligation. Nunan (1991) claimed that “CLT is usually characterized as a broad approach to teaching, rather than as a teaching method with a clearly defined set of classroom practices”. He drew the basic features of this approach, and listed some characteristics of classroom practices, such as focusing on learning to communicate through interaction, engaging learners in learning process i.e. making the learner an active element in the classroom, and also making learners’ own personal experience an important element in the classroom learning. As these features show, the communicative approach is concerned with the unique individual needs of each learner who can acquire the desired skills rapidly and agreeably if we apply the idea of making the language

relevant to the world and the outside environment rather than making it relevant only to the classroom.

Concerning the methods and techniques used in this approach, they are several and various; teachers use them to approve their classroom practices as well as their students' communicative abilities. According to Habermas (1975), allowing learners to choose what they want to communicate about freely and choosing a topic that aims to focus on different social meanings enables them to feel at ease while communicating and gives the opportunity to each student to speak and express thoughts and opinions and share or exchange experiences. Other techniques proposed by Widdoson (1678), such as using authentic language and classroom exchanges where students engage in negotiation and cooperate between each other taking the form of pair and group work, he also suggested fluency-based activities that encourage learners to develop their confidence, role-plays in which students practice and develop language functions, as well as grammar and pronunciation focused activities.

#### **2.14.2 Methodological Framework of CLT**

In CLT approach, several activities must be practiced by learners in order to develop their abilities in both linguistic as well as communicative aspects. A suggested framework of CLT by Lebbal (2006, p. 37) contains pre-communicative activities and communicative activities. The former includes structural activities and quasi-communicative activities, and the latter includes functional communication and social interaction.



**Figure. 03 A suggested framework of the CLT approach**

**1/Pre-communicative activities:** In this kind of activities, the learner will practice some activities before being able to communicate, they are a kind of preparation for communication activities, they include two kinds of activities: structural activities that are important for the correct structure of language whose goal is to enhance the learners' linguistic knowledge by learning grammar rules (regular/irregular verbs, tenses...etc). Quasi-communicative activities, the learner apply the grammatical rules in social contexts in the classroom. In this stage, learners have an acceptable level of communicative abilities in which they are able to arrange grammatically correct sentences in social context.

**2/Communicative activities:** In this kind of activities, the focus is on the learners' abilities in communication. They include functional activities that focus on language functions; in which the learners move further to learn the different functions of language such as greeting, thanking, apologizing...etc and actually use them in communication in the classroom, they also learn notions related to time, location, space...etc and use them in real conversations with each other in the classroom. Social

interaction activities are such activities whose goal is to focus on the social interaction among learners. In this stage, they learn about the social rules used in the target language such as how to talk with a friend, a boss, a teacher, a higher economic or social status person...etc. Learners will be able to interact with each other about personal topics of mutual interest.

Subsequently, in CA, a combination of activities may be found. For example teachers can use motivational activities which are meant to add an element of enjoyment in the classroom. Example, games, songs, physical activities, puzzles...etc. There are also activities which enable the students to learn the language while at the same time being involved in a real activity like finding facts. Example, gathering information outside the classroom, interviews with peers and others. In addition to this, there are activities which simulate reality within the classroom situation and enable to broaden the context of language learning outside its walls. For example, improvisation, role playing, story-telling...etc. In teaching grammar in particular, the teacher can use activities in which part of the information is supplied and students are required to supply the remaining information, so as to communicate in a more real situation. For example, interacting with one another on the basis of incomplete information or interacting with others to change their opinion. We can find group activities which are widely used to create opportunities and share personal feeling and emotions. For example, small groups or pairs solve problems or discuss issues concerned with personal experiences. Furthermore, these activities allow students to focus on the activity rather on the language. For example, small group discussions around topical or political issues, making recommendations and arriving at conclusions about concrete problems. In order to improve the students' four skills, some activities are applied. For example in reading, previewing materials

before reading, using the SQ3R strategies (survey, question, read, recite, and review). In writing, reassembling language to build sentences and paragraphs

## **2.15 Review of Previous Studies**

This section about previous studies will inform the researcher about the methods and techniques used by the researchers who worked in the same field. It will also provide information concerning the issues of instrumentation, sampling and data analysis.

### **2.15.1 The first study:**

This study was carried out in 2016 by Hye-Yeon Lim. The researcher investigated "Developing Intercultural Communicative Competence in Foreign Language Learning". The study was carried out in the University of Texas at Austin (Retired), USA. The researcher examined the effect of intercultural communicative competence in developing a foreign language learning. He came up with the results that a successful foreign language learners need to have intercultural communicative competence that goes beyond linguistic knowledge.

He attributed this to the knowledge of vocabulary and grammatical structures are insufficient to guarantee effective communication. This study is similar to the present study in a number of aspects such as both studies reflect the role of culture in improving communicative competence in a foreign language learning. However, the present study differs from this study in that the previous study used a teachers' questionnaire for collecting the data required while the present study use students' questionnaire as tool to collect the required data.

### **2.15.2 The second study:**

This study was carried out in 2013 by HAN Yueqin. The researcher investigated "Fostering Intercultural Communication Competence of

Foreign Language Learners". The study was carried out in the university of Shandong Binzhou Mediel University, Yantai, China. The researcher examined how language and culture are dealt with across-cultural perspective, to discuss concerns with defining norms and standards for foreign language learning raised by this perspective. He came up with results that Globalization has made cross-cultural communication a necessity. The mobility of people and the contact between countries have greatly increased cross-cultural communication. He attributed this to the lack of cultural knowledge affects negatively on the comprehension. Therefore, intercultural awareness is needed when a leaner is to achieve intercultural communication competence. This study is similar to the present study in a number of aspects such as both study deal with the cultural awareness as an important factor in developing communication competence. However, the present study differs from this study in that the present study is use students' questionnaire for data collecting while the previous study used test in collecting.

### **2.15.3 The third study:**

This study was carried out in 2007-2009 by Derin Atax. The researcher investigated "The Role of Intercultural Competence in Foreign Language Teaching". The study was carried out in the university Marmara University, Faculty of Education. The researcher examined the opinions and attitudes of Turkish teacher of English on intercultural competence teaching and to see how and what extent these opinions and attitudes are reflected in their classroom application. He came up with the results that the culture learning objective related to helping students to learn about foreign cultures, and the language learning objective related to developing proficiency to real literary works were ranked last teachers expressed strong support to "help students understand their own cultures better". He attributed this to the fact that the teachers were not familiar



enough with target language culture. This study is similar to the present study in a number of aspects such as both study seeks to shed light on the important of understanding a foreign culture and that will reflect on the improving the communication competence among EFL learners. However, the present study differs from this study in that the present study focus on the opinions of the students by designing students' questionnaire while the previous study focuses on the opinions of the teachers by collecting data through teachers' questionnaire.

### **2.16 Summary:**

The attempt in this chapter is to clarify and denote the different aspects of integrating cultural aspect in teaching/learning language in general and in communication in particular. We conclude that integrating culture is an important and effective way to facilitate the learning process and aimed to provide meanings and values to communication.

However, some learners can have some difficulties in accepting the target culture, which creates problems that may influence their learning process and therefore their communicative development. Using certain tools in integrating culture could be very helpful in enhancing learners' cultural knowledge, so the language teacher must encourage learners to profit from such tools in the classroom. Outside the classroom, the FLL should seek for opportunities to enhance his/her cultural competence as well as his/her four skills; such enhancement in the cultural aspect hopefully contributes in improving his/her communicative abilities.

It also reviewed some related previous studies and showed how they relate to the present study.

# **CHAPTER THREE**

## **METHODOLOGY OF THE STUDY**

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## **METHODOLOGY OF THE STUDY**

### **3.1 Introduction**

This chapter presents the methods and techniques which were used to collect the data of the study. Therefore, this chapter shows the instruments of the tool which was used to gather the data of the research in order to achieve the hypotheses of the study. In addition, this chapter describes the methodology which was adopted by the researcher to conduct his study. In fact, it showed the data of collecting tool and procedures.

### **3.2 Population of the Study**

The population of the study is university students who are studying English language as a foreign language in the English language department.

### **3.3 Sample of the Study**

The sample of the current study are (30) teachers who are teaching English language at linguistic department who responded the questionnaire which was distributed among them by the researcher of the study.

### **3.4 Instrument of the Study**

The instrument which was used in the present study to gather its data was teachers' questionnaire so as to reflect their views about investigating the role of cultural background in enhancing communicative competence among EFL learners.

### **3.5 The Questionnaire**

Teachers' questionnaire is commonly believed to be the most applicable and reliable to collect the data of descriptive studies. Therefore, it is used

to investigate the role of cultural background in enhancing communicative competence in the field of teaching English. Besides, it is used to analyze and diagnose the problems which encounter the students in learning English language. However, the questionnaire will be given to (30) English language

Teacher in order to investigate the role of cultural background in enhancing communicative competence among EFL learners.

### **3.6 Reliability and Validity of the Questionnaire**

To ensure that, the questionnaire meets its face value it will be submit to two English language teachers who have a long experience in teaching English as well as knowledge of methodology to express their opinions and correct the mistakes which are required to and they are Dr. Muntsir Hassan Dr. Abbas Moutkhtar and Dr. Mohamoud Ali Ahmed After that, the questionnaire will be given to the respondents to tick its statements.

### **4.4 Statistical Reliability and Validity:**

Reliability refers to the reliability of any test, to obtaining the same results if the same measurement is used more than one time under the same conditions. In addition, the reliability means when a certain test was applied on a number of individuals and the marks of every one were counted; then the same test applied another time on the same group and the same marks were obtained; then we can describe this test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures. Here are some of the most used methods for calculating the reliability:

#### **. Alpha-Cronbach coefficient.**

On the other hand, validity also is a measure used to identify the validity degree among the respondents according to their answers on certain criterion. The validity is counted by a number of methods, among

them is the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact aim, which it has been designed for.

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

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

The reliability coefficient was calculated for the measurement, which was used in the questionnaire using Alpha-Cronbach coefficient Equation as the following:

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher distributed (30) questionnaires to respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient; the results have been showed in the following table.

#### **Reliability Statistics**

<b>Cronbach's Alpha</b>	<b>N of Items</b>
<b>0.87</b>	<b>15</b>

### **3.7 Summary**

In this chapter, the researcher reflected the methodological steps of carrying out the present study and he also exposed to the population and the instrument of collecting the data of the study. Eventually, it showed the validity of the instrument.

# **CHAPTER FOUR**

## **DATA ANALYSIS RESULTS AND DISCUSSION**

# **CHAPTER FOUR**

## **DATA ANALYSIS RESULTS AND DISCUSSION**

### **4.1 Introduction**

This chapter is devoted to the analysis, evaluation, and interpretation of the data collected through the questionnaire which was given to (30) respondents who represent the teachers' community in Sudanese secondary schools

### **4.2 The Responses to the Questionnaire**

The responses to the questionnaire of the (30) teachers were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

Each item in the questionnaire is analyzed statistically and discussed. The following tables will support the discussion.

### **4.3 Analysis of the Questionnaire:**

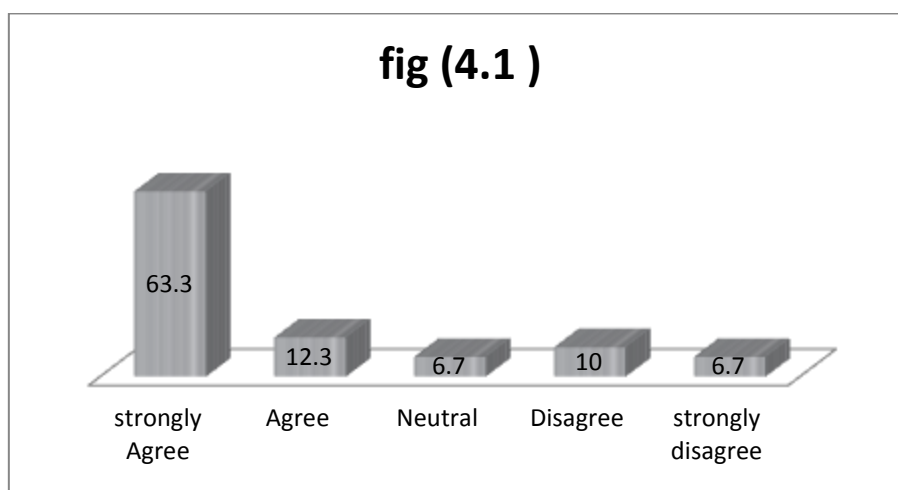
The researcher distributed the questionnaire on determined study sample (30), and constructed the required tables for collected data. This step consists transformation of the qualitative (nominal) variables (strongly disagree, disagree, Undetermined, agree, and strongly agree) to quantitative variables (1, 2, 3, 4, 5) respectively, also the graphical representations were used for this purpose.

**Hypothesis (1) : Hypothesis (1) : cultural background has an effective role In enhancing communicative competence among EFL learners**

**Statement No. (4.1):** Cultural background is important for EFL learners to be communicatively competent.

**Table No (4.1) The Frequency Distribution for the Respondents' Answers of statement No. (1)**

Valid	Frequency	Percent
Strongly agree	20	64.3
Agree	3	12.3
Neutral	2	6.7
Disagree	3	10.0
strongly disagree	2	6.7
Total	30	100.0



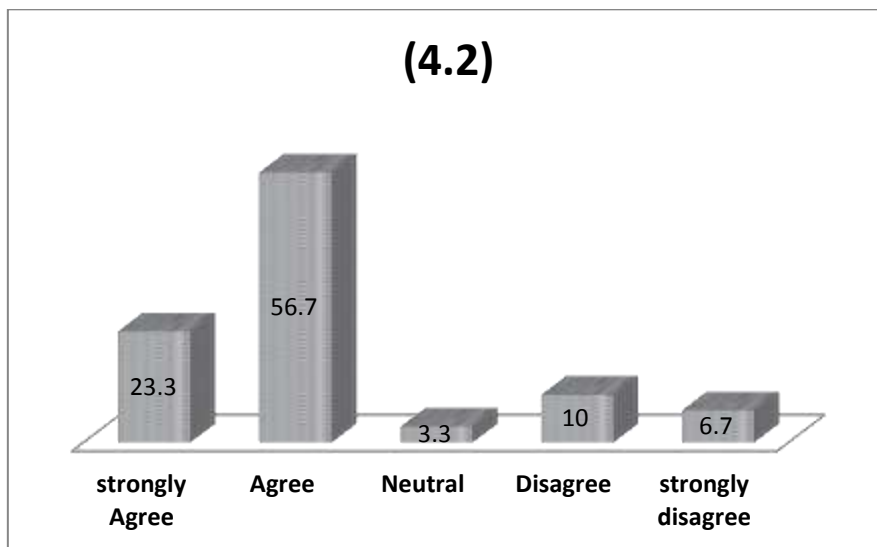
From the above table No. (4.1) and figure No (4.1) It is clear that there are (20) participants in the study's sample with percentage (63.3%) strongly agreed with “Cultural background is important for EFL learners to be communicatively competent . . .” There are (4) participants with percentage (13.3%) agreed with that, and (2) participants with percentage (6.7%) were not sure that, and (3) participants with percentage (10.0%) disagreed. And (2) participants with 6.7% are strongly disagreed



**Statement No.(4.2 ):** Cultural background develop the abilities of EFL learners communicative competence

**Table No (4.2) The Frequency Distribution for the Respondents' Answers of statement No. (4.2)**

Valid	Frequency	Percent
Strongly agree	8	24.3
agree	16	55.7
Neutral	1	3.3
disagree	3	10.0
strongly disagree	2	6.7
<b>Total</b>	<b>30</b>	<b>100.0</b>

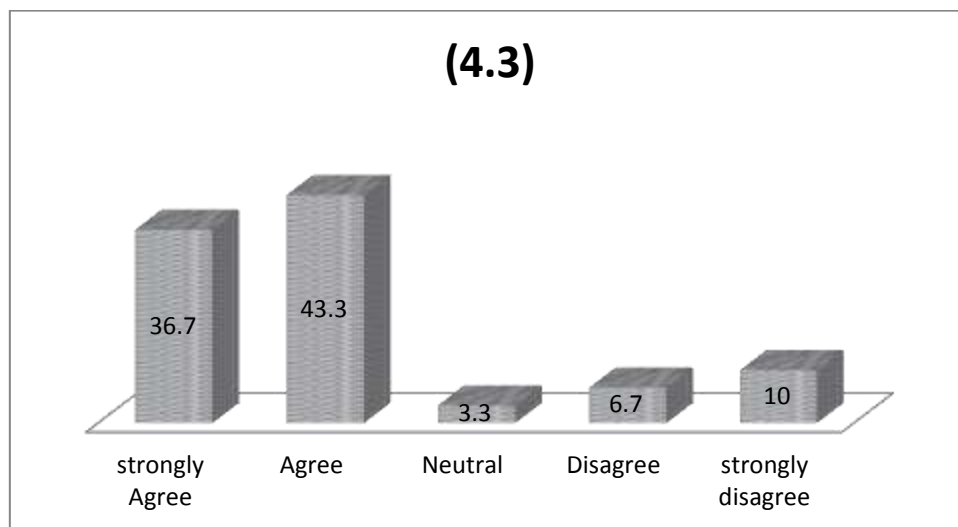


From the above table No. (4.2) and figure No (4.2) It is clear that there are (7) Respondents in the study's sample with percentage (33.3%) strongly agreed with "Cultural background develop the abilities of EFL learners communicative competence. ". There are (17) Respondents with percentage (56.7%) agreed with that and (1) Respondents with percentage (3.3%) were not sure that, and (3) Respondents with percentage (10.0%) disagreed. And (2) Respondents with 6.7% are strongly disagreed

**Statement No.(3 ):** Benefitting from tools that present FL culture is enough for the EFL learners culturally competent.

**Table No (4.3) The Frequency Distribution for the Respondents' Answers of statement No. (4.3)**

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

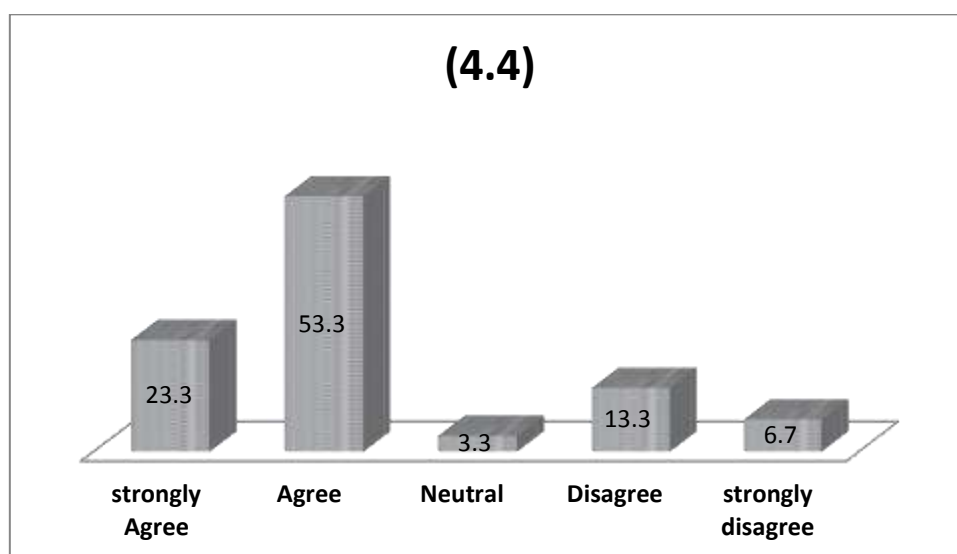


From the above table No. (4.3 ) and figure No (4.3 ) It is clear that there are (11) participants in the study's sample with percentage (36.7%) strongly agreed with " Benefitting from tools that present FL culture is enough for the EFL learners culturally competent. . ". There are (13) participants with percentage (43.3%) agreed with that, and (1) participants with percentage (3.3%) were not sure that, and (2) participants with percentage (6.7%) disagreed. And (3) participants with 10.0% are strongly disagreed.

**Statement No.(4.4 ):** Linguistic competence is enough for the learners to master the foreign languages.

**Table No (4.4) The Frequency Distribution for the Respondents' Answers of statement No. (4)**

Valid	Frequency	Percent
Strongly agree	7	23.3
Agree	16	53.3
Neutral	1	3.3
Disagree	4	13.3
strongly disagree	2	6.7
Total	30	100.0

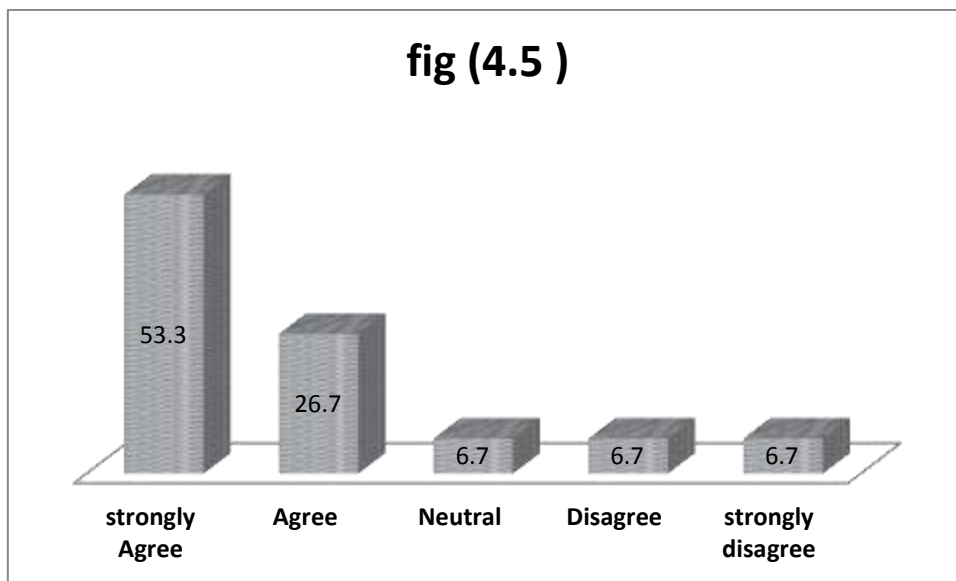


From the above table No.(4.4 ) and figure No (4.4 ) It is clear that there are (7) participants in the study's sample with percentage (23.3%) strongly agreed with " Linguistic competence is enough for the learners to master the foreign languages. ". There are (16) participants with percentage (53.3%) agreed with that and (1) participants with percentage (3.3%) were not sure that and (4) participants with percentage (13.3%) disagreed. And (2) participants with 6.7% are strongly disagreed.

**Statement No.(4.5 ):** Poor knowledge about EFL speak community , cultural rules and social norms is the reason of learners poor communicative abilities.

**Table No (5) The Frequency Distribution for the Respondents' Answers of statement No.( 4.5)**

Valid	Frequency	Percent
Strongly agree	16	53.3
Agree	8	26.7
Neutral	2	6.7
Disagree	2	6.7
strongly disagree	2	6.7
Total	30	100.0



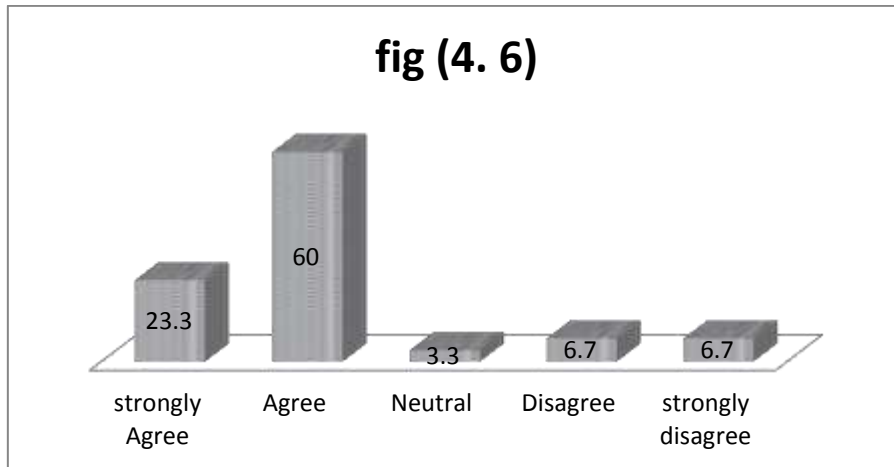
From the above table No.(4.5 ) and figure No (4.5 ) It is clear that there are (16) participants in the study's sample with percentage (53.3%) strongly agreed with " Poor knowledge about EFL speak community , cultural rules and social norms is the reason of learners poor communicative abilities. . ". There are (8) participants with percentage (26.7%) agreed with that and (2) participants with percentage (6.7%) were not sure that and (2) participants with percentage (6.7%) disagreed. And (2) participants with 6.7% are strongly disagreed.

**Hypothesis (2) : integrating cultural dimension improve  
EFL learners communicative competence.**

**Statement No.(4,6 ):** Teacher use cultural tool to integrate FL culture in classroom

**Table No (6) The Frequency Distribution for the Respondents’  
Answers of statement No. (6)**

Valid	Frequency	Percent
Strongly agree	7	23.3
agree	18	60.0
Neutral	1	3.3
disagree	2	6.7
strongly disagree	2	6.7
<b>Total</b>	<b>30</b>	<b>100.0</b>



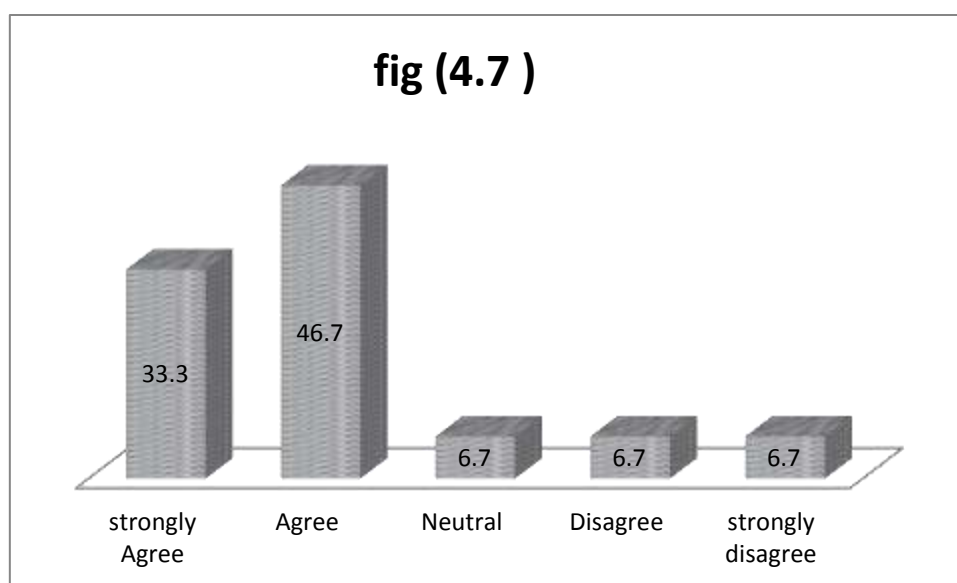
From the above table No. (4.6) and figure No (4.6) It is clear that there are (7)

Participants in the study's sample with percentage (23.3%) strongly agreed with “Teacher use cultural tool to integrate FL culture in classroom.". There are (18) participants with percentage (60.0%) agreed with that, and (1) participants with percentage (3.3%) were not sure that, and (2) participants with percentage (6.7%) disagreed. And (2) participants with 6.7% are strongly disagreed

**Statement No.(4.6 ):** Communicative approach is the most appropriate method to attain the goal of communicative competence for EFL learners culture.

**Table No (4.6) The Frequency Distribution for the Respondents' Answers of statement No. (7 )**

Valid	Frequency	Percent
Strongly agree	10	33.3
agree	14	46.7
Neutral	2	6.7
disagree	2	6.7
strongly disagree	2	6.7
Total	30	100.0



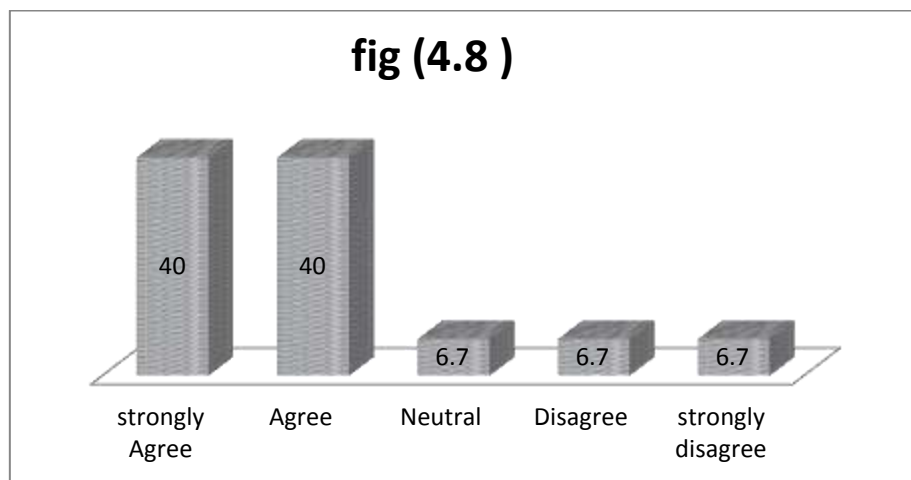
From the above table No.(4.7 ) and figure No ( 4.7) It is clear that there are (10)

Participants in the study's sample with percentage (33.3%) strongly agreed with “Communicative approach is the most appropriate method to attain the goal of communicative competence for EFL learner’s culture...” There are (14) participants with percentage (46.7%) agreed with that and (2) participants with percentage (6.7%) were not sure that and (2) participants with percentage (6.7%) disagreed. And (2) participants with 6.7% are strongly disagreed.

**Statement No.( 4.8):** During the performing teacher should focus on the meaning of the cultural aspects.

**Table No (4.8) The Frequency Distribution for the Respondents' Answers of statement No. ( 8 )**

Valid	Frequency	Percent
Strongly agree	12	40.0
agree	12	40.0
Neutral	2	6.7
disagree	2	6.7
strongly disagree	2	6.7
<b>Total</b>	<b>30</b>	<b>100.0</b>



From the above table No. (4.8) and figure No (4.8) It is clear that there are (12)

Participants in the study's sample with percentage (40.0%) strongly agreed with “During the performing teacher should focus on the meaning of the cultural aspects. ”. There are (12) participants with percentage (40.0%) agreed with that and (2) participants with percentage (6.7%) were not sure that and (2) participants with percentage (6.7%) disagreed. And (2) participants with 6.7% are strongly disagreed.

**Statement No.(4.9 ):** Watching foreign languages TV films documentary , videos .. Etc. from the tools of acquiring EFL culture knowledge

**Table No (4.9) The Frequency Distribution for the Respondents’ Answers of statement No.(9 )**

Valid	Frequency	Percent
Strongly agree	6	20.0
Agree	18	60.0
Neutral	1	3.3
Disagree	3	10.0
strongly disagree	2	6.7
Total	30	100.0

From the above table No. (4.9) and figure No (4.9) It is clear that there are (6)

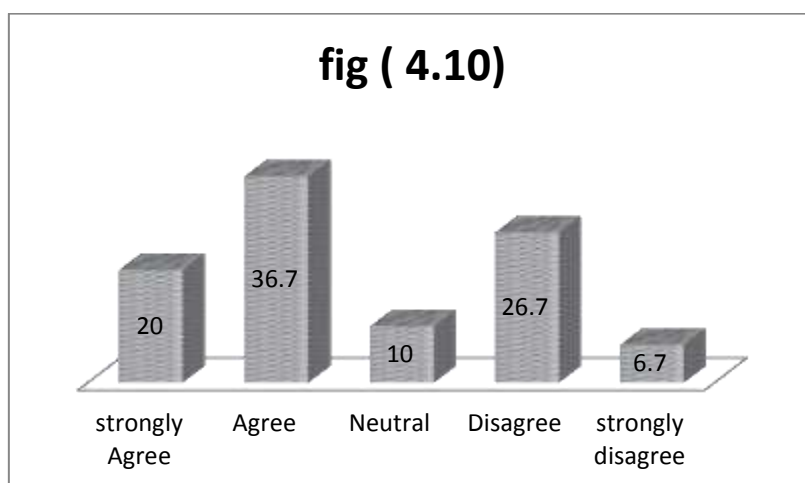
Participants in the study's sample with percentage (20.0%) strongly agreed with “Watching foreign languages TV films documentary, videos ... etc. from the tools of acquiring EFL culture knowledge.". There are (18) participants with percentage (60.0%) agreed with that, and (1) participants with percentage (3.3%) were not sure that, and (2) participants with percentage (10.0%) disagreed. And (2) participants with 6.7% are strongly disagreed.



**Statement:** Teacher should encourage students to communicate to acquiring EFL culture inside the classroom

**Table No (4.10) The Frequency Distribution for the Respondents' Answers of statement No. (4.10)**

valid	Frequency	Percent
Strongly agree	6	20.0
agree	11	36.7
Neutral	3	10.0
disagree	8	26.7
strongly disagree	2	6.7
Total	30	100.0



From the above table No. (4.10 ) and figure No (4.10 ) It is clear that there are (6)

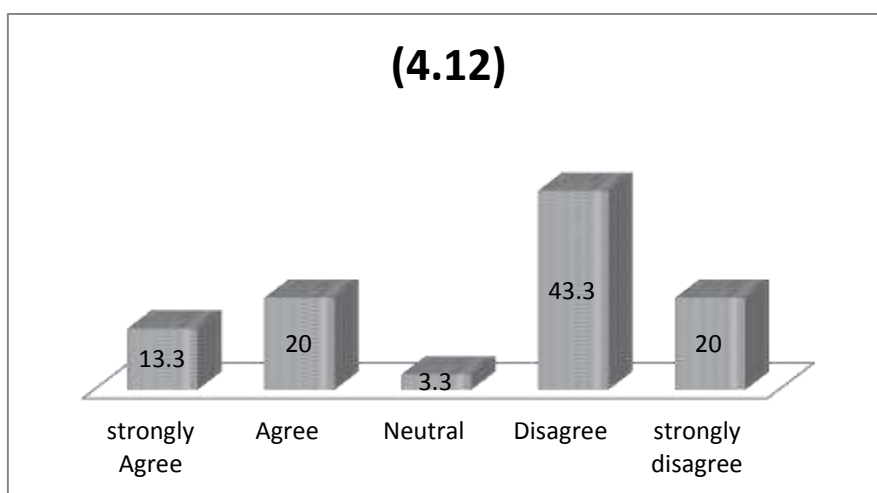
Participants in the study's sample with percentage (20.0%) strongly agreed with "Teacher should encourage students to communicate to acquiring EFL culture inside the classroom ". There are (11) participants with percentage (36.7%) agreed with that and (3) participants with percentage (10.0%) were not sure that and (8) participants with percentage (26.7%) disagreed. And (2) participants with 6.7% are strongly disagreed.

**Hypothesis (3) : English languages teachers have effective role in developing intercultural competence among their students**

**Statement No.(4.11 ):** Teachers of English give their students short stories in English to integrated the English culture .

**Table No (4.11) The Frequency Distribution for the Respondents' Answers of statement No.( 11)**

Valid	Frequency	Percent
Strongly agree	4	13.3
Agree	6	20.0
Neutral	1	3.3
Disagree	13	43.3
strongly disagree	6	20.0
Total	30	100.0



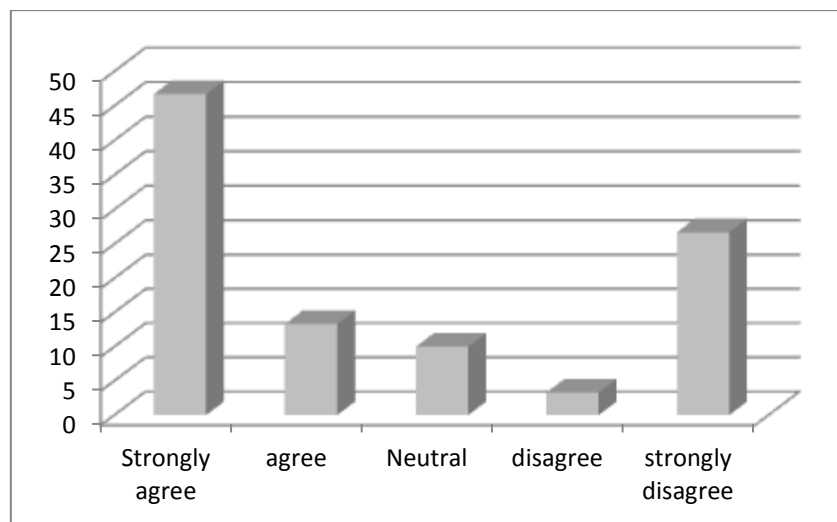
From the above table No.(4.12 ) and figure No (4.12 ) It is clear that there are (4)

Participants in the study's sample with percentage (13.3%) strongly agreed with “Teachers of English give their students short stories in English to integrated the English culture . . .”. There are (6) participants with percentage (20.0%) agreed with that and (1) participants with percentage (3.3%) were not sure that and (13) participants with percentage (43.3%) disagreed. And (6) participants with 20.0% are strongly disagreed.

**Statement No.(4.12):** Teacher of English expose students to religion occasion in British culture

**Table No (4.12) The Frequency Distribution for the Respondents' Answers of statement No. (12 )**

Valid	Frequency	Percent
Strongly agree	14	46.7
agree	4	13.3
Neutral	3	10.0
disagree	1	3.3
strongly disagree	8	26.7
Total	30	100.0



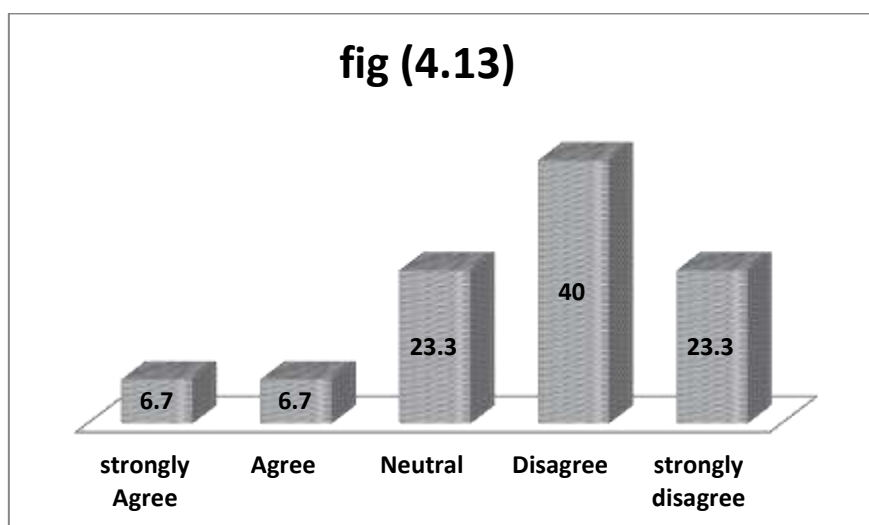
From the above table No. (4.12) and figure No (4.12) It is clear that there are (14)

Participants in the study's sample with percentage (47.3%) strongly agreed with "Teacher of English expose students to religion occasion in British culture.". There are (4) participants with percentage (13.3%) agreed with that and (3) participants with percentage (10.0%) were not sure that and (1) participants with percentage (3.3%) disagreed. And (8) participants with 26.7% are strongly disagreed.

**Statement No. (13):** Teachers of English tell story about message of occasion English community

**Table No (4.13) The Frequency Distribution for the Respondents' Answers of statement No. (13)**

Valid	Frequency	Percent
Strongly agree	2	6.7
Agree	2	6.7
Neutral	7	23.3
Disagree	12	40.0
strongly disagree	7	23.3
Total	30	100.0



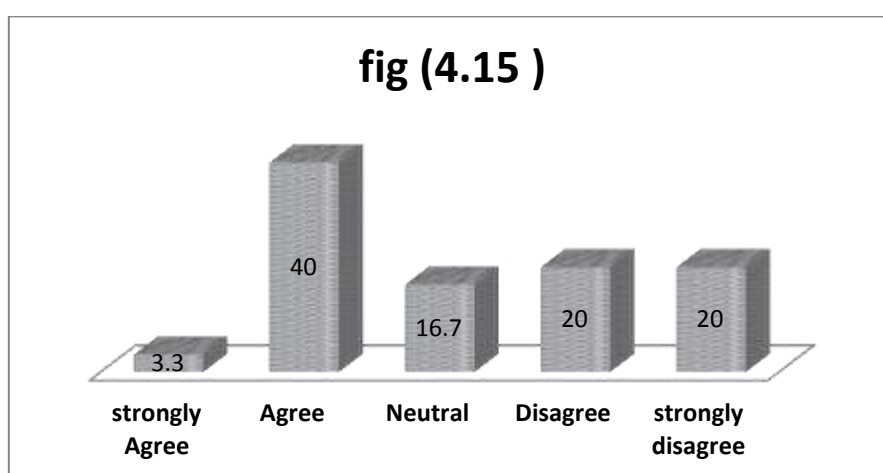
From the above table No.(4.13 ) and figure No (4.13 ) It is clear that there are (2)

Participants in the study's sample with percentage (6.7%) strongly agreed with "Teachers of English tell story about message of occasion English community. ". There are (2) participants with percentage (6.7%) agreed with that and (7) participants with percentage (23.3%) were not sure that and (13) participants with percentage (40.0%) disagreed. And (7) participants with 23.3% are strongly disagreed.

**Statement No. (4.14):** Teacher exposes students to EFL culture to improve their communicative competence

**Table No (4.15) The Frequency Distribution for the Respondents' Answers of statement No. (15)**

Valid	Frequency	Percent
Strongly agree	1	3.3
Agree	12	40.0
Neutral	5	16.7
Disagree	6	20.0
strongly disagree	6	20.0
Total	30	100.0



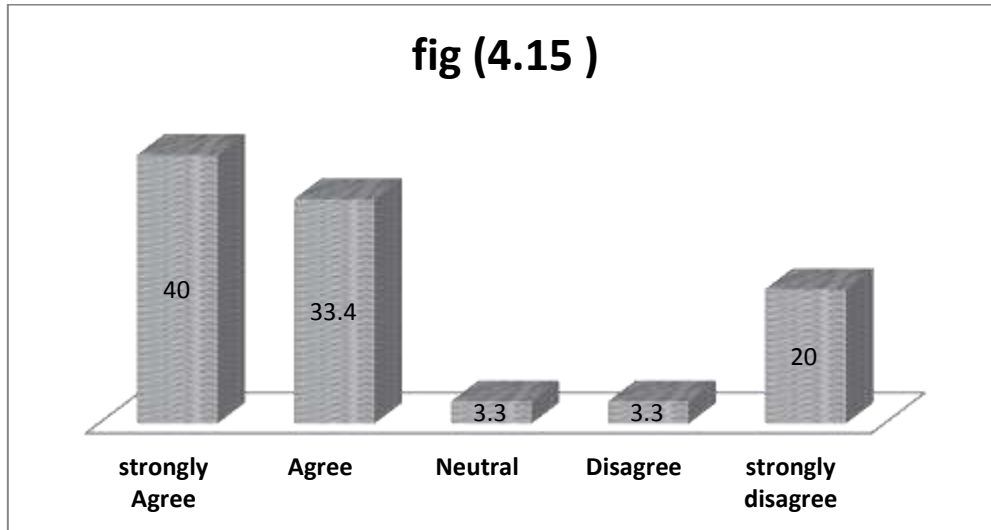
From the above table No.(4.15 ) and figure No (15 ) It is clear that there are (1)

Participants in the study's sample with percentage (3.3%) strongly agreed with "Teacher exposes students to EFL culture to improve their communicative competence ". There are (12) participants with percentage (40.0%) agreed with that and (5) participants with percentage (16.7%) were not sure that, and (6) participants with percentage (20.0%) disagreed. And (6) participants with 20.0% are strongly disagreed.

**Statement No.(4.15 ):** Teacher should show the students to films included with EFL culture to their communicative competence

**Table No (4.15) The Frequency Distribution for the Respondents' Answers of statement No. (15 )**

Valid	Frequency	Percent
Strongly agree	12	40
Agree	10	33.4
Neutral	1	3.3
Disagree	1	3.3
strongly disagree	6	20.0
Total	30	100.0



From the above table No.(4.15 ) and figure No (4.15 ) It is clear that there are (12)

Participants in the study's sample with percentage (40.0%) strongly agreed with “Teacher should show the students to films included with EFL culture to their communicative competence.”. There are (10) participants with percentage (33.4%) agreed with that and (1) participants with percentage (3.3%) were not sure that and (1) participants with

percentage (3.3%) disagreed. And (6) participants with 20.0% are strongly disagreed.

**Table No.(4.15 ) Chi-Square Test Results for Respondents’ Answers of the Questions of the Hypothesis (1) : cultural background has an effective role In enhancing communicative competence among EFL learners**

Nom.	Statement	mean	SD	Chi square	p-value
1	Cultural background is important for EFL learners to be communicatively competent.	2.4	1.9	12	0.00
2	Cultural background develop the abilities of EFL learners communicative competence	2.5	2.6	17	0.00
3	Benefitting from tools that present FL culture is enough for the EFL learners culturally competent.	2.4	2.4	13	
4	Linguistic competence is enough for the learners to master the foreign languages.	3	0.8	25	0.03
5	Poor knowledge about EFL speak community , cultural rules and social norms is the reason of learners poor communicative abilities	2.9	1.6	20	0.00

**Source: The researcher from applied study, SPSS 24**

The calculated value of chi-square for the significance of the differences for the respondents’ answers in statement No (1) was (12) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement **“cultural background is important for EFL learners to be communicatively competent .**

The calculated value of chi-square for the significance of the differences for the respondents’ answers in statement No (2) was (17) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the

answers of the respondents, which support the respondent who agreed with the statement **“Cultural background develop the abilities of EFL learners communicative competence**

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement (3) was (13) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the **statement (Benefitting from tools that present FL culture is enough for the EFL learners culturally competent.**

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No (4) was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement **“Linguistic competence is enough for the learners to master the foreign languages.**

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No (5) was (20) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement **“Poor knowledge about EFL speck community , cultural rules and social norms is the reason of learners poor communicative abilities.**



**According to the previous result we can say that the first hypothesis of our study is accepted**

**Table No.(2 ) Chi-Square Test Results for Respondents' Answers of the Questions of the Hypothesis (2) : integrating cultural dimension improve EFL learners communicative competence.**

Nom	Statement	mean	SD	Chi square	p-value
1	Teacher use cultural tool to integrate FL culture in classroom	2.5	1.4	17	0.00
2	Communicative approach is the most appropriate method to attain the goal of communicative competence for EFL learners culture.	2.7	2.6	15	0.00
3	During the performing teacher should focus on the meaning of the cultural aspects.	2.8	0.8	20	0.001
4	Watching foreign languages TV films documentary, videos... etc. from the tools of acquiring EFL culture knowledge	2.5	0.7	21	0.008
5	Teacher should encourage students to communicate to acquiring EFL culture inside the classroom	3.5	2.7	21	

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No (1) was (17) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement **“Teacher use cultural tool to integrate FL culture in classroom**

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No (2) was (15) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that,

there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement **“Communicative approach is the most appropriate method to attain the goal of communicative competence for EFL learners culture.**

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No (3) was (20) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement **“During the performing teacher should focus on the meaning of the cultural aspects.**

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No (4) was (21) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement **“Watching foreign languages TV films documentary , videos .. etc. from the tools of acquiring EFL culture knowledge**

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No (5) was (21) which is greater than the tabulated value of chi-square at the degree of freedom (5) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement **“Teacher should encourage students to communicate to acquiring EFL culture inside the classroom**

According to the previous result we can say that the second hypothesis of our study is accepted

**Table No.(3 ) Chi-Square Test Results for Respondents’ Answers of the of .(3) Hypothesis (3) : English languages teachers have effective role in developing intercultural competence among their students**

Nom.	Statement	mean	SD	Chi square	p-value
1	Teachers of English give their students short stories in English to integrated the English culture .	2.9	3.5	24	0.00
2	Teacher of English expose students to religion occasion in British culture	2.5	2.7	33	0.00
3	Teachers of English tell story about message of occasion English community	2.03	4.6	41	0.00
4	Teacher expose students to EFL culture to improve their communicative competence	2.8	1.4	22	0.00
5	Teacher should show the students to films included with EFL culture to their communicative competence	2.2	2.4	21	0.00

The calculated value of chi-square for the significance of the differences for the respondents’ answers in statement No (1) was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the **respondents, which support the respondent who agreed with the statement “ Teachers of English give their students short stories in English to integrated the English culture .**

The calculated value of chi-square for the significance of the differences for the respondents’ answers in statement No (2) was (33) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that,

there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement ‘ **Teacher of English expose students to religion occasion in British culture**

The calculated value of chi-square for the significance of the differences for the respondents’ answers in statement No (3) was (41) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “**Teachers of English tell story about message of occasion English community**

The calculated value of chi-square for the significance of the differences for the respondents’ answers in statement No (4) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “**Teacher expose students to EFL culture to improve their communicative competence**

The calculated value of chi-square for the significance of the differences for the respondents’ answers in statement No (5) was (21) which is greater than the tabulated value of chi-square at the degree of freedom (5) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “**Teacher should show the students to films included with EFL culture to their communicative competence.**

**According to the previous results we can say that the third hypothesis of our study is accepted**

**Summary:**

As it has mentioned above this chapter dealt with data analysis and discussion which showed the results of the analysis after analyzing the raw of the questionnaire which proved the hypotheses of the study.

# **CHAPTER FIVE**

**MAIN FINDINGS, CONCLUSIONS AND  
RECOMMENDATIONS, SUGGESTIONS FOR FURTHER  
STUDIES**

# CHAPTER FIVE

## MAIN FINDINGS, CONCLUSIONS AND RECOMMENDATIONS, SUGGESTIONS FOR FURTHER STUDIES

### 5.1 Introductions:-

The present chapter provides of the whole study .also presents conclusion and Recommendations .The chapter finally presents some suggestion for further studies.

### 5.2 MAIN of the Findings:

By designing the teachers' questionnaire the aim was to bring a professional perception of the question under study, and more importantly to obtain solutions they may provide with to help both teachers' improve their teaching method and learners improve their communicative abilities.

The questionnaire helped to recognize that although it is the communicative approach which is used in teaching oral expression, but the competence developed is far from being communicative. This is shown through the teachers' dissatisfaction with their students' level, which they attribute partly to the lack of communicative opportunities and the lack of exposure to authentic language practice. According to the teachers' answers, the more students are explicitly exposed to the cultural aspect of the FL, the more they take these aspects into consideration when communicating, and the better their level of communicative competence becomes. The questionnaire also revealed that although teachers are aware that the CLT approach focuses on integrating cultural insights, but they neglect this point on the grounds of the lack of teaching materials and the absence of an effective

teaching method, which affects negatively on the development of students' communicative capacities.

### **5.3 Conclusion:**

In this research sought to explore the importance of cultural background and it provide that the integration of some cultural aspect in teaching oral expression is an indispensable measure to develop the communicative competence of students in the target language.

### **5.4 Recommendations:**

Teaching and learning a foreign language is a highly complex task that should consider both parties, the teachers' and the learners' requirements, needs and wants to reach their expectations and objectives. Through our literature reading and the obtained results from both students' and teachers' questionnaires, here are some recommendations designed to attract teachers' attention on the importance of integrating culture in improving EFL learners' communicative competence.

- 1- Communicative competence entails the mastery of the grammatical aspect and the cultural one because there are forms in language which cannot be isolated from its cultural context in which they should be learnt. Knowing just grammar, syntax and structure is not enough; they must be related to other appropriateness rules based on the cultural aspect of language.
- 2- Teachers should make their students feel familiar towards the FL culture by talking about native speakers' attitudes and ways of thinking.
- 3- Communication and interaction should be the prior goal and objective of oral expression course despite any other considerations, like to get to the end of the syllabus.



4- Learners must seek for communication opportunities and benefit from interacting with native speakers in the net by learning about their rules of interaction.

### **5.5 suggestions for further studies:**

Based on the results of this study's several recommendations are proposed for further research. This study has revealed that cultural background is significant. Some of the results raise some questions that invite further research.

- 1- The influence of cultural background on promoting EFL learners vocabulary knowledge.
- 2- Improving EFL learner's written competence through integrating cultural background.

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## Appendix

### Teachers' Questionnaire

**Dear teachers:**

This questionnaire is designed of providing data for a master aiming at identifying “the role of cultural background in enhancing communicative competence among EFL learners”. Please have the kindness to provide the necessary answers to the following statements.

Please put a tick (√)

**Hypothesis one: Cultural background has an effective role in enhancing communicative competence among EFL learners.**

No.	Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Cultural background is important for EFL learners to be communicatively competent.					
2	Cultural background develops the abilities of EFL learners' communicative competence.					
3	Benefiting from the tools that present FL culture is enough for the EFL learners culturally competent.					
4	Linguistic competence is enough for the learner to master the foreign language.					
5	Poor knowledge about EFL speech community, cultural rules and social norms is the reason of learners' poor communicative abilities.					

**Hypothesis two: Integrating Cultural dimension improve EFL learners communicative competence.**

No.	Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Teachers use cultural tools to integrate FL culture in the classroom.					
2	Communicative approach is the most appropriate method to attain the goal of communicative competence for EFL learner's culture.					
3	During the performing teacher should focus on the meaning of the cultural aspects.					
4	Watching foreign language T.V films documentary, videos..etc from the tools of acquiring cultural knowledge.					
5	Teacher should encourage students to Communicate to acquiring EFL culture inside the classroom.					

**Hypothesis three: English language teachers have effective role in developing intercultural competence among their students.**

<b>No.</b>	<b>Statements</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly disagree</b>
1	Teachers of English give their students short stories in English to integrated the English culture.					
2	Teachers of English expose Students to religion occasion in British culture.					
3	Teachers of English tell story about message of occasion English community.					
4	Teachers expose students to EFL culture to improve their Communicative competence.					
5	teachers should show the students to films included with EFL culture to their Communicative competence.					