



Sudan University of Science and Technology



College of Graduate Studies

Investigating the Role of using Multimedia in Raising

Cultural Awareness for EFL Learners

(A Case Study of the 4th Year Students at Comboni College - Khartoum)

تقصى دور إستخدام الوسائط المتعددة فى رفع الوعى الثقافى لدارسى اللغة الإنجليزية لغة
أجنبية

(دراسة حالة لطلاب السنة الرابعة بكلية كمبوني بالخرطوم)

**A Thesis Submitted to the College of Graduate Studies for
the Degree of Ph.D. in English Language (Applied
Linguistics)**

Submitted by:

Elshikh Ismail Abdel Rahim Abdallah Magarba

Supervised by:

Dr. Nada Sid Ahmed Eljack

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Dedication

To the soul of my parents

**My dear beloved mother who taught me the meaning of how to be strong,
patient, and, tenacious for life challenges and with full belief of better
tomorrow**

My dear father

Who dedicated his whole life for the sake of decent life to our family

My dear wife

**For her great help, assistance and continual support for the
accomplishment of this research**

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ABSTRACT

This study aimed to investigate the impact of using Multimedia in raising cultural awareness to the culture of native English on Sudanese EFL learners at university level. It also aimed to enable Sudanese EFL learners understand the important aspects of English culture. The questions of the study were: 1. to what extent does Multimedia help EFL university learners raise their cultural awareness? 2. To what extent can EFL learners at university level depend on Multimedia as one of their language learning strategies to avoid cross cultural language problems? 3. To what degree does Multimedia support EFL learners at university level to enhance their English language level? The descriptive and analytic approaches of methodology were used in this study. The researcher used two tools for collecting data: Multiple Choice Discourse Completion Test (MDCT) and a Classroom Observation Checklist. Randomly, 20 students from Comboni College/Khartoum, 4th year who majored in English language, were chosen as the sample of the study. They were then divided into two groups: experimental and control groups. The experimental group was taught with Multimedia lectures of 20 hours duration, while the control group taught by traditional means of teaching materials. The researcher used SPSS and independent T-test to analyze MDCT situations answers. The findings of this study confirmed the significance of multimedia role in raising cultural awareness of Sudanese EFL learners. It asserted Multimedia efficiency to help the participants avoid cross cultural language problems. It also helped them enhance their English language level. The study recommended that Multimedia technology should be used as a tool to solve cross cultural language problems, at the same time as an online alternative for English language teaching and learning in traditional classrooms settings. The researcher proposed further studies on exploring the advantages of online language learning versus classical learning for Sudanese EFL learners at university level.

مستخلص الدراسة

هدفت هذه الدراسة إلى تقصى أثر استخدام الوسائط المتعددة في رفع الوعي الثقافى بثقافة اللغة الإنجليزية الأصلية على متعلمي اللغة الإنجليزية كلغة أجنبية في السودان على المستوى الجامعي. كما هدفت أيضا إلى تمكين متعلمي اللغة الإنجليزية كلغة أجنبية في السودان من فهم الجوانب المهمة للثقافة الإنجليزية. كانت أسئلة الدراسة هي: ١- إلى أي مدى تساعد الوسائط المتعددة دارسي اللغة الإنجليزية كلغة أجنبية في رفع وعيهم الثقافى؟ ٢- إلى أي مدى يمكن لدارسي اللغة الإنجليزية كلغة أجنبية الاعتماد على الوسائط المتعددة كواحدة من استراتيجيات تعلم اللغة الخاصة بهم في تجنب المشاكل اللغوية لتباين الثقافات؟ ٣- إلى أي درجة تدعم الوسائط المتعددة دارسي اللغة الإنجليزية كلغة أجنبية في المستوى الجامعي لتحسين مستوياتهم في اللغة الإنجليزية؟ تم استخدام المنهج الوصفي والتحليلي في هذه الدراسة. كما استخدم الباحث أداتين لجمع بيانات الدراسة: إختبار إكمال الخطاب و قائمة مراقبة الأداء الدراسى للطلاب. تم إختيار عدد عشرين طالبا وطالبة عشوائيا من كلية كومبوني / الخرطوم ، السنة الرابعة تخصص لغة إنجليزية كعينة الدراسة. تم تقسيمهم الي مجموعتين: احدهما تجريبية والآخرى ضابطة. درست المجموعة التجريبية بواسطة محاضرات وسائط متعددة لمدة عشرين ساعة بينما درست المجموعة الضابطة عبر الوسائل التقليدية للمواد التعليمية. استخدم الباحث برنامج الحزمة الإحصائية للعلوم الإجتماعية وإختبار تى للعينات المستقلة فى تحليل إجابات حالات الإختبار. أكدت النتائج التي توصلت إليها هذه الدراسة أهمية دور الوسائط المتعددة في رفع الوعي الثقافى لدارسي اللغة الإنجليزية كلغة أجنبية السودانين. كما أكدت كفاءة الوسائط المتعددة فى مساعدة المشاركين على تجاوز المشاكل اللغوية لتباين الثقافات. وكذلك ساعدت على تحسين مستوياتهم فى اللغة الإنجليزية. أوصت الدراسة بإستخدام تقنية الوسائط المتعددة كوسيلة لحل المشاكل اللغوية لتباين الثقافات وفي نفس الوقت كخيار بديل لتدريس وتعلم اللغة الإنجليزية على الإنترنت بدلا عن قاعات الدراسة التقليدية. إقترح الباحث مزيداً من الدراسات حول إستكشاف مزايا تعلم اللغة عبر الانترنت مقابل التعليم التقليدى للغة بالنسبة لدارسي اللغة الإنجليزية كلغة أجنبية السودانين على المستوى الجامعي.

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LIST OF ABBREVIATIONS

EFL	Learners of English as Foreign Language
MDCT	Multiple Choice Discourse Completion Test
DCT	Discourse Completion Test
COL	Classroom Observation Checklist
GPQ	General Pragmatic Questionnaire
ALM	Audio Lingual Method
MKO	More Knowledgeable Other
GPE	Global Partnership for Education
BERP	Basic Education Recovery Project
ESL	English as a Second Language
CLT	Communicative Language Teaching
CALL	Computer Assisted Language-Learning
ICALL	Intelligent Computer Assisted Language Learning
OPIC	Computer-administered Oral Proficiency Interview
SPSS	Statistical Package for Social Science
ICC	Intercultural Communicative Competence
ES	Exploratory Study
CAF	Cronbach Alpha Formula

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CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter provides a background about research on the importance of cultural awareness in language learning and how it inspires researchers internally and externally to research this area. It also explores the role of technology and social media in people's lives, especially its involvement in language learning. The chapter defines the research problem, states the significance of the study, lists its objectives. It also includes the research questions and the hypotheses that motivate these questions. Finally, it explains the methodology and the limitations of the study.

1.1 Background of the Study

Recently understanding the target culture has become an important issue for teachers and learners of foreign languages. Understanding the target culture is particularly important for learners of English as a foreign language (EFL) because it is critical in the language learning process. This importance inspires many researchers to investigate the necessity of cultural awareness in language learning. For example, Yanjun conducted a study on Australian university students to investigate the significance of intercultural awareness in foreign language learning and teaching. He applied two tools for data collection: questionnaires and interviews of participants. The results of his study indicated

that intercultural awareness has a key role in foreign language learning and teaching (Yanjun. W, 2014).

Domestically, several Sudanese researchers have researched the same topic. For instance, Elamin (2016) conducted a study to investigate cultural familiarity, politeness strategies, and speech acts familiarity and situational events. He applied a descriptive-analytical method using both quantitative and qualitative approaches. He used a survey of the General Pragmatic Questionnaire (GPQ), composed of 20 items, besides a questionnaire. His study concluded that due to a lack of cultural awareness, Sudanese EFL learners do not respond in appropriate ways to given situational contexts. In 2017, the researcher also conducted a study to investigate the role of multimedia in developing the communications skills of Sudanese EFL learners.

Similarly, Adam F. (2017) researched the politeness usage by EFL learners in some Sudanese Universities. He used a Discourse Completion Test (DCT) as a tool for data collection. He applied the descriptive method for conducting the study. His findings concluded that EFL learners were pragmatically incompetent of natural English language contexts, and they were significantly influenced by Sudanese culture. Moreover,

Elmontasirbillah conducted a study investigating the understanding and usage of idiomatic expression and collocations among Sudanese EFL learners. He applied a descriptive-analytical method. He used a test designed for Sudanese EFL learners and a questionnaire for teachers of the English language. His study concluded that students have serious problems understanding and using collocations (Elmontasirbillah, 2017).

After reviewing studies that have a similar focus of this study and were conducted locally at Sudanese universities, the researcher noted that only a few studies have tackled cultural awareness in regards to Sudanese EFL learners, namely: (Elamin, 2016), (Elmontasirbillah, 2017) and (Adam, 2017). However, to the best of the researcher's knowledge, none of these researchers has offered ways to improve the cultural awareness of Sudanese EFL learners.

Awareness of the target culture should be a high priority of learners of a foreign language, especially if they want to achieve fluency and accuracy in the language. There are several challenges that learners wishing to achieve an advanced degree of language ability face. For example, they need to understand how to avoid misunderstandings that might result from an absence of target culture awareness. Such misunderstanding may lead to offence, confusion or even cause embarrassment for many EFL learners. To avoid such misunderstandings, special attention must be given to the cultural aspects of that language.

Culture manifests clearly when communication occurs between diverse groups of people. Such cultural aspects of communication should be treated with careful attention, especially by EFL learners who want to gain an advanced understanding of the language. EFL learners have to raise their awareness of the cultural aspects of language to reach the desired level of language proficiency. An understanding of culture will enable them to communicate with others clearly and accurately without encountering difficulties in transmitting their ideas and thoughts. At the same time, learners can avoid embarrassment or confusion caused by a lack of understanding of the target culture (Brown, 1994).

New technologies contribute effectively to the language learning process. For instance, smartphones enable language learning applications, the internet provides useful language learning websites and social media grants excellent language learning tools. These platforms and applications are widely used and people are very motivated and enjoy using them. Moreover, these technologies have a positive impact on people's everyday lives and work routines. For example, can anyone imagine: staying the whole day without checking emails? Without browsing Facebook pages? Sending or receiving tweets on Twitter? Without using Whatsapp? Is it possible to spend one week without using mobile phones or browsing the internet? Can anyone confirm staying without TV, FM broadcasting channels for a one-month duration? It is impossible to avoid such technologies in this information age because they have become an essential and inseparable feature of our daily routine. It is also known that we are living in a period of incredible advancement in information technology, to the extent that learning a large amount of information on one subject just requires a mouse click on a laptop.

This study aims to utilise the potential of new technologies to assist in learning about the cultural aspects of the English language. It explores Multimedia's role in increasing EFL university learner's awareness of the cultural aspects of the English language. It also intends to increase EFL learner's language skills, and improve their learning outcomes.

Many reasons motivated the researcher to select this research topic. Firstly, this area of research combines two fields of study: information technology and applied linguistics. Both match the researcher's interests and profession, for the

researcher has two bachelor's degrees: one in the field of Information Systems and another language major in the English language. Secondly, the researcher is interested in making use of current technologies in language learning generally and in learning the cultural aspects of language learning in particular. Moreover, data on the subject is widely available in universities, and on the internet. Furthermore, the researcher has a high level of competence to conduct such a study. Finally, the magnitude of the study is reasonable in terms of the time frame that the researcher planned for completing the study.

1.2 Statement of the problem

Learning the cultural aspects of the English language is regarded as one of the biggest challenges that face many EFL learners in general and Sudanese EFL university learners in particular. EFL learners have deficiencies in many aspects of English culture, which cause significant problems in communication with native English speakers. These language deficiencies may cause serious communication problems such as misunderstanding the situational language context and lead to embarrassing situations. They are crucial obstacles that many Sudanese EFL university learners face. A lack of cultural awareness and the absence of familiarity with situational language contexts, as well as difficulties understanding idiomatic expressions require effective treatment. To overcome these obstacles requires a lot of effort, resources and special attention from Sudanese EFL university learners. This makes competence in English very difficult for the majority of Sudanese EFL university learners. After reviewing studies of a similar nature conducted at Sudanese universities, the researcher found that only a few studies have tackled the cultural aspects of the English

Language in regards to Sudanese EFL learner's understanding of the foreign language. Moreover, these studies did not propose solutions to the lack of understanding by EFL learners of the cultural aspects of the English language. Therefore, this study is primarily concerned with proposing solutions to this problem. It does this by exploring how multimedia can assist EFL university learners to understand the cultural aspects of the language.

1.3 Significance of the Study

Raising EFL learner's cultural awareness of the language is an important area of study that attracts the researcher's interest. It is a core component in mastering the language and enhances communication with native English speakers. Therefore, this study is significant because it contributes to the field of Education by utilising technologies and exploring ways to increase foreign language competence. It tries to shed light on the application of multimedia technologies for educational purposes at Sudanese universities and higher institutes of learning. It also addresses one of the most important aspects of foreign language learning in Sudan because the English language is predominantly used at universities and higher institutes of learning, and is the primary language of science and technology. Moreover, the use of the English language in communication has become more important as a result of globalisation. Globalisation orients the Sudanese towards openness and interaction with other nations and cultures, especially via the internet and social media platforms.

1.4 Objectives of the Study

Learning English language, and developing an advanced level in the language, requires knowledge of and a reasonable understanding of the cultural aspects of the language. Consequently, finding a way that helps learners to master cultural aspects of the language benefits EFL learners.

Therefore, this study aims to achieve the following objectives:

1. Provide an optimum strategy that helps EFL university learners to raise their cultural awareness.
2. Enable EFL university learners to gain competence in the cultural aspects of the English language.
3. Support EFL university learners' efforts to achieve accuracy and/or mastery of the English language.
4. Contribute to the EFL university learners' familiarity with the target language's culture, and help them to avoid cross-cultural language problems.
5. Help EFL university learners learn cultural aspects of the English language such as speech acts, idiomatic expressions, proverbs and situational language context.
6. Propose useful techniques for university teachers to teach the cultural aspects of the English language at Sudanese universities.
7. Encourage the use of multimedia technologies in learning a language in general and learning cultural aspects of the English language in particular.
8. Utilise online language learning as an alternative to traditional learning especially during the Covid-19 crisis.

1.5 Research Questions

This study aims to find answers to the following questions:

1. To what extent does multimedia help EFL university learners raise their cultural awareness?
2. To what extent can EFL university learners depend on multimedia as one of their language learning strategies to avoid cross-cultural language problems?
3. To what degree does multimedia support EFL university learners to enhance their English language level?

1.6 Hypotheses of the Study

This study aims to test the following hypotheses:

1. Multimedia helps EFL university learners increase their cultural awareness of aspects of Invitation, Apology, Request, Promise, and Greeting.
2. EFL university learners can depend on multimedia as a language learning strategy to avoid cross-cultural problems.
3. Multimedia supports EFL university learners to enhance their English language abilities.

1.7 Methodology of the Study

In this study, the researcher employed a Descriptive Analytical Method.

The researcher used two tools for data collection: a Multiple Choice Discourse Completion Test (MDCT) and a Classroom Observation Checklist (COL). The MDCT consisted of 20 situations that were divided into six axes targeting some of the cultural aspects of the English language. The researcher assured the

reliability and validity of MDCT by using Cronbach Alpha Formula to calculate the consistency of the test. The formula showed measurement of 0.865 which statistically confirms constancy of MDCT. The researcher confirmed the test's clarity, accuracy, and efficiency through a referee's jury that consisted of two university doctors, one from Sudan Open University and the other from Elfashir University. The researcher also piloted the MDCT, and then had the pilot reviewed by several expert lecturers. The researcher received their feedback, and obtained supervisor approval for designing the final version of the MDCT and COL. The COL contained six items of concern areas that assess the student's performance at the lectures. Three volunteer teachers participated in classroom observations. Twenty-four 4th year students of an English language major from Comboni College Khartoum (14 M and 10 F), participated in the study. They were divided into two equal groups: the first was an experimental group and the second a control group. Each group received ten two hour lectures. The experimental group were taught with multimedia materials focusing on the situational context of English. While the control group received traditional lectures via handout sheets. Finally, participants from the two groups answered questions about the situations contained in the MDC. The researcher elicited their responses and transformed them into numeric's format of data. The Statistical package for social science (SPSS) was used for analysing the collected data, and producing tabulated results that formed the study's findings and conclusions.

1.8 The Limitations of the Study

This study involved two groups of participants: 24 fourth-year students from Comboni College Khartoum, College of languages, majoring in English. The study was undertaken between 2018 and 2021. In addition to three, volunteer teachers who helped in the classroom observations process. The researcher participated in conducting the lectures as a teacher as well as a researcher.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews literature about the topic of the study. The first part of the chapter presents definitions to key terms such as ‘culture’, ‘cross culture’, ‘cultural knowledge’, ‘speech acts’ and ‘multimedia’. It reviews literature on the issues on defining these important concepts, which are at the core of the study. It also includes review of the theoretical framework of the study. It explores the benefits of cultural knowledge, and awareness of the target language culture (TLC), in respect to EFL university learners. Moreover, it clarifies the impact of cultural knowledge on language proficiencies of EFL university learners. The second part of the chapter reviews previous studies that are directly relevant to the current study.

2.1 Definitions of Culture

The term ‘culture’ has many definitions according to different fields’ perspectives. Tylor (1871) defined the term culture as a “...complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society.” Tylor’s definition views culture as a set of traits possessed by humankind. This definition reflects a sociological perspective of culture. His conceptions of culture served well for about fifty years.

Later Kroeber and Kluckhohn (1951) defined culture as “an abstraction or, more specifically, an abstraction from behavior”. Their definition relates ‘culture’ specifically to human behavior.

They set this perspective to culture, in accordance with their logical view for the issue that views culture as abstraction from concrete behavior, but is not itself behavior. They argued that if culture is behavior, it is therefore the subject matter of psychology. Leslie (1959) stated that “if they relate words to human organisms it becomes acts or behavior. Nevertheless, if they relate words to each other they produce lexicon, grammar, and so force culture”. This solves the debate about whether culture belongs to either field. Richard (1990) defines culture as “... widely shared ideals, values, formation and uses of categories, assumptions about life, and goal-directed activities that become unconsciously or subconsciously accepted as ‘right’ and ‘correct’ by people who identify themselves as members of a society”. This definition binds culture with attitudes, beliefs, and human actions.

It is clear that ‘culture’ is a complex concept, which has different definitions according to different fields of study such as psychology, anthropology, and sociology. Nevertheless, the researcher introduced these definitions to clarify the concept of culture, and to elaborate the connection between culture, language and society.

2.2 Cultural Knowledge

Cultural knowledge is essential for language learners, because language always has a strong connection with culture. Everett (2012) claims that in some respects language is a cultural invention. He portrays the complementary relation

by way of a figurative simile, as language is a cultural invention. Living in a culture and acquiring cultural knowledge enables the learning of meaning from the surrounding world. It also offers knowledge sharing between different communities. This signifies the importance of cultural knowledge for communities as well as for individuals. It facilitates their daily life, as well as their interactions with different cultures. Therefore, cultural knowledge is acquired throughout life by interacting and living in diversified communities. The photo below illustrates some aspects that feature in cultural knowledge.

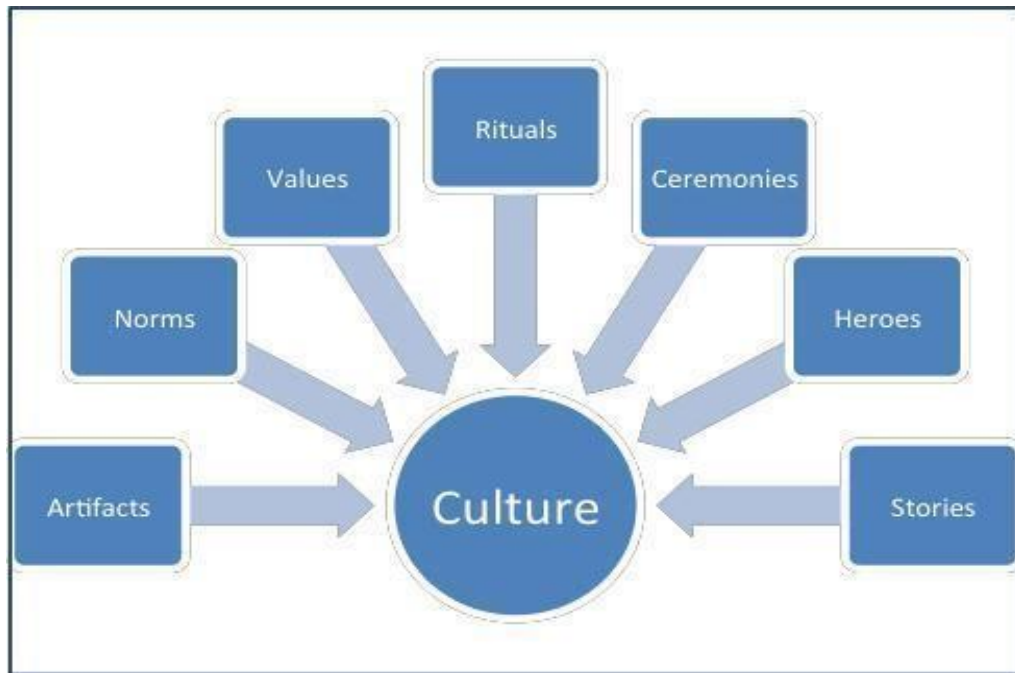


Photo source: Inter Nations website

Mutual understanding is essential for the communication process because people from different cultures act differently. These differences sometimes

appear difficult to accept or even to distinguish because things that are considered normal in one culture might not be accepted in another culture. The aspects of cultural knowledge are broad. It includes the following cultural dimensions that coined by Hofstede:

1. Individualism versus collectivism
2. Long term orientation versus short term relationships
3. Power distance
4. Uncertainty avoidance
5. Masculinity versus femininity
6. Indulgence versus restraint

The photo below illustrates Hofstede's dimensions of culture:

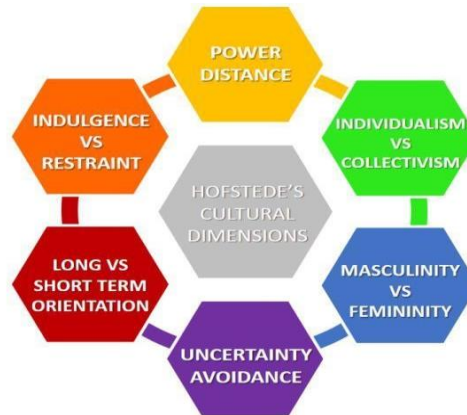


Photo source: Cloudy Girl website

Hofstede's Cultural Dimensions theory is one of the most well known frameworks for analysing cultural differences. In 1980, Hofstede studied people who worked for the IBM Company in more than fifty countries.

Initially, he identified four dimensions that could distinguish one culture from another. Later, he added a fifth and sixth dimension. Hofstede dimensions of culture are used as a tool or mechanism that compare countries in terms of cultural similarities and differences (Hofstede, 2010).

Culture specific knowledge is another form of culture knowledge. It refers to particular features that generally belong to members of a certain culture. However, it does not necessarily belong to every individual within that culture. As an example, consider the act of greeting and compare the different ways of greeting used by people in different cultures. Greeting acts may include hands shaking, waving, hugging, bowing or kissing of the cheeks. Greetings are often characteristic of a specific culture. Therefore, understanding the proper way of greeting a person from a different cultural group simply represents a culture specific knowledge of that group.

As well as culture specific knowledge there is general cultural knowledge. General cultural knowledge concerns the dimensions and frameworks that are used to compare and describe all cultures, such as how cultures relate to time. For instance, in some cultures schedules held to time are very important. Whereas, in other cultures, perceptions of time are quite flexible and schedules are not very important. Therefore, understanding that some different groups may understand time differently is a form of general cultural knowledge. Culture specific knowledge helps people gain a better understanding of a specific culture. While general cultural knowledge helps understanding differences between all cultures.

2.3 Cross Culture

The term 'cross culture' emerged early in the social sciences in the 1930s. Cross cultural communication as a field of study started in the late 1970s as a result of globalisation. It is known as intercultural communications. Accordingly, it brings a need for cross cultural awareness and training. Cultural awareness has become an important matter for everyone. It is essential in cases of travelling, working with people from different cultural backgrounds, and learning a foreign language. These examples evidence a need to communicate with other speaking styles and deal with a different culture's manners of behavior and patterns of life. As a consequence of this need, interpretation of the communications with such diversified entities may cause cross-cultural language problems or at least misunderstanding. The following situations gives more clarification to such problems:

1. A is an Arabic speaker and B is a British host. The Arabic speaker A is visiting Britain. She was invited by B for 'tea.' She only expected to have a cup of tea. She was puzzled by the offer of food at the house of B. The British host B was upset that A had already eaten since she had specifically invited A for food. The source of the misunderstanding is the word 'tea' which in British lower social class culture, often means an early evening light meal. A speaks excellent English and is an experienced university English language teacher in her own country. However, she did not realise that the single word 'tea' has significantly different cultural meanings. This example shows how even simple words such as 'tea' have significantly different cultural meanings and lead to an embarrassing situation for the guest and the host.

2. A man and a woman were in England for a conference. The man said to the woman "I'll knock you up in the morning." She was initially surprised by his strange suggestion, and she thought that she might not understand her intent. Eventually, it turned out that what he meant was "I will knock on your door in the morning so that we can meet for breakfast to discuss the panel we are on" (Jefferson, 2010). This example of dialectical differences in meaning of the phrase 'knocks you up' between British and American English, highlights the confusion that can arise from intercultural misunderstanding.

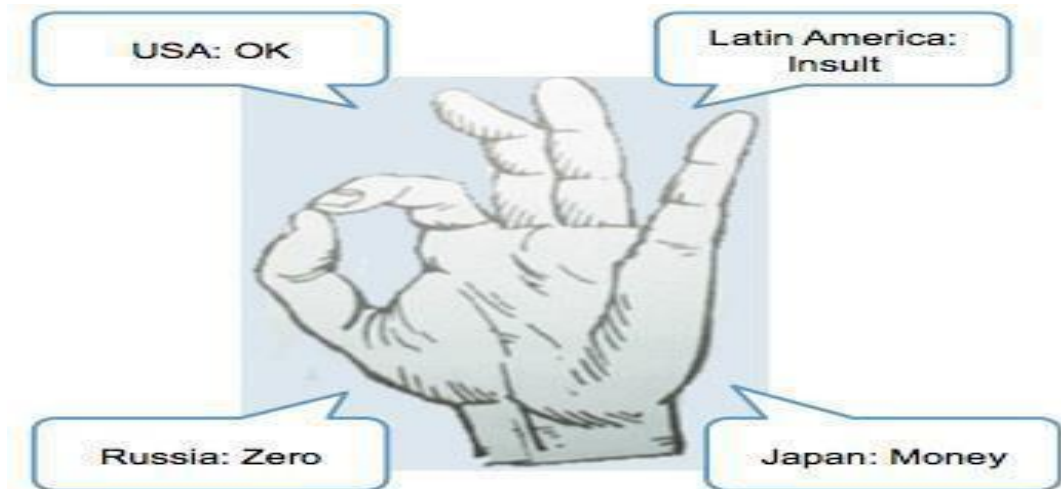
Nonverbal Communication

The image below gives a clear example of the misunderstanding that may occur in nonverbal communication. The image shows one hand sign that has four different meanings in four different countries.

The hand sign means 'OK' in the United States of America but is an insulting signal in Latin America. In Russia, it means 'zero,' while in Japan it means money (Julie, 2011).

Photo source: word press website

In fact, Western and Eastern cultures have substantially different meanings in the business context. The concept ‘yes’ for instance, usually means agreement in



the context of Western cultures. However, ‘yes’ in Eastern cultures often means that the other party understands the message, not necessarily that he agrees with it.

These situations show that misunderstandings are not limited to just verbal communication. However, it can extend to nonverbal communication in the form of facial expression, gestures, touch, hand shaking and eye contact.

Cultural behaviors vary from person to person and from country to country.

They can lead to cross-cultural language problems.

2.4 Benefits of Cultural Awareness

Cultural awareness (CA) functions as a communication base as it develops awareness of our own cultural values, beliefs, norms and perceptions of others. It implies the answers for questions such as why do we do things in a certain way? How do we view the people around us? Why do we react in a specific way? How

do we accept the others? Answers to these questions have many benefits to many authorities. It is useful for student's communities, international organisations, business groups, as well as EFL university learners. As long as there is social interaction between different cultures, cultural awareness has been critical to understanding. It has an impact on widening people's view of things and it helps understanding sociocultural differences between individuals, groups and communities. Moreover, it helps EFL university learners to avoid embarrassing situations and cross-cultural language problems.

In today's world, the concepts are changing in accordance to cultural dynamics, and the increased interaction with diversified communities. People are moving from one place to another either physically or virtually via the use of communication technologies and social media. Such technology transformed the world into a small village in which people share enterprise business, multinational companies and organisations. They share mutual relationships, beliefs and norms. This requires shared conception to the cultural background and cultural dynamics. The cultural awareness founds solid ground for such necessity. In fact, cultural understandings differ from one culture to another. These differences can cause communication difficulties. For instance, if two people from different cultural backgrounds interact together, conflict may arise because they do not share common cultural understandings.

Consider how people view and do things unconsciously. Their experiences, values and cultural background direct them to view and behave in specific ways. Nevertheless, sometimes people have to step outside their cultural boundaries to realise the impact that culture has on their behavior. In

other words, they need external mirrors to reflect inner cultural features. This helps them understand that there is no standard criteria that governs all human behavior and actions. Therefore, they need to think outside of their cultural box in order to acquire awareness of such cultural variation. Consequently, they develop adaptability for the changing modality of life. It is worth mentioning that culture is something dynamic. It is continuously updated with different cultural variables to accommodate such cultural dynamics.

Furthermore, misinterpretation of some actions or phrases may cause conflict between people from two different cultural backgrounds. For instance, cross-cultural conflicts may happen to international students, who live with native families with the purpose of adaptation to new cultures. Cross-cultural conflicts may occur in multinational companies that have hundreds of employees from different cultural backgrounds. These examples highlight the importance of cultural awareness for people in such diversified environments, involving people of different ethnicities, ideologies, norms, values and traditions. It is impossible for people from such different communities to obtain harmony with each other without deep cultural knowledge of the other people in these communities. There are a myriad of situations that require cultural awareness and the benefits acquired from cultural knowledge. However, for the purpose of this study, the researcher is mainly concerned with the impact that cultural awareness has on EFL university learners and the benefits that they might obtain if they acquire a deeper knowledge of British culture. Cultural awareness has many potential

benefits for EFL university learners. It helps them develop their communicative skills, and intercultural understanding. It widens their perspectives of reality and helps them avoid mistakes in interpretation, translation, and comprehension. Consequently, they will be able to overcome such language problems. Furthermore, it helps EFL university learners to select appropriate reactions to authentic situational contexts and develop their linguistic skills. Cultural awareness enhances comprehension in the area of phrasal expression, idioms and speech acts. These linguistic areas have specific connotations for native speakers. Indeed understanding the target culture sharpens the mental abilities of EFL university learners. It enables them to visualise how native speakers use their language. This orientates their communication skill towards the natural style of native speakers. Cultural awareness also promotes a positive attitude towards others. It tolerates ethnic differences and belonging to consolidate ideology. Therefore, it acts as a key to meet the 21st century cultural knowledge requirement through its support in acquiring intercultural communication. In conclusion, there are many reasons that make cultural awareness very important for EFL university learners.

In summary:

1. It enables EFL university learners to communicate easily with native speakers.
2. It increases the EFL university learner's comprehension of the target language.

3. It enables EFL university learners to engage appropriately in authentic situational contexts.
4. It helps EFL university learners to communicate in multicultural contexts.
5. It assists EFL university learners to develop their communication skills.

2.5 Language and Culture

Many researchers have addressed the interplay of language and culture. Both language and culture are at the core of cross-cultural conflicts, misunderstanding and confusions. Researchers highlight the influence of culture on language usage and teaching and learning respectively. In the current study, the researcher focuses specifically on how understanding British culture positively affects EFL university learners in terms of mastering the language and attaining advanced level of proficiency in the English language. Some linguists view culture as the fifth skill of language, as essential as the other four skills: speaking, listening, reading, and writing. Many researchers consider language to be a part of culture, and culture to be a part of language.

They describe the relation between language and culture as interwoven; it is impossible to separate language from culture (Brown, 2001). Language does not only involve the structure or the meaning of expressions, it also involves comprehending the association that is carried by expressions in the language, particularly in the cultural situational context (Malinowski, 1935).

Cultural groups do not necessarily share a common language, in order to communicate easily. People in some areas of the world claim to speak different languages to other people in their community. Yet they communicate easily, and understand each other. Rather they share a unified cultural background such as in

Norway, Denmark and Sweden or Serbia and Croatia or Ukraine and Russia. The reason for this easy communication between these different groups of people is not only a result of the similarities in their different languages. It also has a connection with their belonging to similar cultural groups (Wardhaugh, 1993).

As an example of the confusion that is caused by the cultural impact on language, consider the ways of showing politeness to other people in Eastern countries. For instance, in Chinese culture, it is extremely important to address someone with the suitable title according to his or her social status, relationship, gender, and age. A Western teacher working in China may feel that his students are addressing him oddly. In fact, the students are trying to be polite and show respect for him. They do this by standing up as the teacher enters the classroom and they call out in one voice: “Good morning, teacher.” This manner of greeting was very confusing for the Western teacher. He did feel that he was granted any sort of respect or status by being addressed with such a title. He may immediately write his name on the blackboard, and tell the students to call him by his first name only (Emma, 2014). Another example is between Western and Sudanese culture. Within Sudanese culture, young Sudanese address older people who are near to their parent’s age by titles such as uncle and aunt. They may also use grandmother and grandfather for addressing people who are the same age as their grandparents. This is a normal way of politely addressing people in Sudanese colloquial culture. In contrast, for westerners titles such as uncle, aunt, grandfather and grandmother implies familial closeness in interpersonal relationships. If a young person does not have a familial relationship with an older person it is more appropriate to call the older person by their name. By

calling an unrelated person grandfather it may be seen as being condescending and negatively affect their interaction and the norms of politeness.

These examples highlight that what is accepted as polite norms of speech in one culture may sound odd or even insulting in another culture. It may cause difficulty in interaction and communication between EFL university learners and British native speakers.

There are multiple theoretical definitions and conceptions of the relationships between culture and language. However, it is clear that people agree to at least one fundamental assumption: culture is inseparably linked to language. It plays a key role throughout the process of language teaching and learning. For researchers and teachers, the question should be about whether or not to teach culture, but rather, what is the most effective way of teaching to promote students' comprehension of authentic culturally determined language, and human interactions. Tucker (1973) claims that the ability to communicate fully in a second language depends in a large part on the racial and cultural openness of the learner. Moreover, successful learners have to develop “an awareness and sensitivity toward the values and traditions of the people whose language is being studied”. This highlights the importance of cultural knowledge and awareness for EFL university learners. This cultural knowledge will give them the ability to extract the hidden cultural clues below the surface of the target language.

For more clarification on the importance of understanding the meanings of concepts in a target culture, consider the example of colour symbolism and meaning. In some Asian cultures, the colour Red is the most powerful of all colours. In Indian culture, it can mean fear, fire, wealth and power, purity,

fertility, love, and beauty. A married Indian woman can be identified by the red 'henna' on her hands. In Chinese culture, red clothes are traditionally worn on the New Year, as well as during funerals and weddings. It represents prosperity and luck and the colour is associated with celebration, happiness, and a long life. In contrast, South Africans associate the colour red with mourning and sadness. Furthermore, the section of red in the country's flag symbolises the sacrifices that were made during the struggle for independence and liberty. While as in western cultures, these meanings are associated with

White colour, as a symbol of peace, happiness and weddings. In many Western cultures, the colour orange is connected with curiosity and creativity. Orange is also associated with wealth in some Western countries. In the Netherlands, for example, it is the national colour and represents the Dutch

Royal family. In contrast, for Egyptians, orange is associated with mourning. It is a symbol of fire in Indian cultures. Whereas for Chinese and Japanese cultures, orange symbolises courage, happiness, love, and good health (Blog, 2017).

The different meanings given to colours in different cultures signify that the cultural context of a language creates meanings. The creation and interpretation of meanings is done within cultural frameworks. A language learner's own culture and that of the target culture influence the ways in which possible meanings are understood or interpreted. Both the target language and target culture, beside the learner's own language and culture are simultaneously present. They are inevitably bound in the understanding and interpreting of language meanings. Therefore, EFL university learners have to engage with and study how the context of the target language affects the interpretation of meanings. They

have to develop awareness of the ways in which culture is interrelated with language whenever it is used (Liddicoat, et al., 2003).

Language always conveys meanings, and references the meanings given to it by its representative social group. Communicating with a language involves dealing with the culture that holds it as its reference point. A particular culture can not be understood without access to its language because of their inevitable connection. Accordingly, learning a language is not only concerned with learning the orthographic system, the meaning, the syntactic rules and the organization of words. It also involves learning the social behavior and cultural framework attached to the language. Language learning and teaching should always contain some explicit reference to its culture.

2.5.1 Language proficiency

The terms ‘native’, ‘fluent’, ‘proficient’ and ‘accuracy’ are commonly used as language proficiency labels. They are interchangeably used for assessing a learner’s language level, despite the minor differences in their meanings. The researcher presents the following definitions to clarify their different meanings. The Merriam-Webster dictionary defines a ‘native speaker’ as “a person who learned to speak the language of the place where he or she was born as a child rather than learning it as a foreign language” (Merriam-Webster, 2017). The term ‘native speaker’ is equal to that of a mother tongue speaker. It is generally accepted that these two terms can be used interchangeably. A native speaker of English uses the English language as his first language. He utilises the language for thinking. A native speaker is more than fluent as he uses his first language correctly and easily.

The Merriam-Webster dictionary defines the term ‘fluent’ as “able to speak a language easily and very well, or doing something in a smooth way” (Merriam-Webster, 2017). The word ‘fluent’ comes from the Latin word *fluere* which means ‘flow’. It means a natural, free-flowing motion or mastery of a language. The dictionary defines it as the effortless speaking of language, as it refers more to speaking ability. Based on this definition, ‘fluency’ refers to the ability to speak a language smoothly and comfortably. Thus, it is not used in reference to listening or writing. The term ‘fluent’ is used to determine a person’s level of ability in using a given language. For instance, describing someone as fluent in English language indicates that he speaks English like native speaker. Although fluency is not easy to achieve, it can be attained by spending a long time in extensive study and through full immersion with and interacting with native speakers.

The term ‘proficient’ is defined by the Merriam-Webster dictionary as “well advanced in an occupation, art, or branch of knowledge” (Merriam-Webster, 2017). In respect to language usage, ‘proficient’ refers to a speaker, who is very skilled in the use of a language, but he uses it less easily and at less-advanced level than a ‘native’ or ‘fluent’ speaker.

The Merriam-Webster dictionary defines the term ‘accuracy’, as “freedom from mistake or error correctness” (Merriam, 2017). ‘Accuracy’ refers to the state of being correct, perfect or free of mistakes. It is a similar level to that of native speaker. It is worth mentioning that the language varieties and dialectical differences between regions within one state or territory may distinguish variations in fluency even for native speakers.

The researcher highlights that a lack of cultural awareness is a key challenge that EFL university learners face in their attempts to achieve an advanced ability in English language. Similarly, the researcher asserts that in order to speak English naturally and fluently, EFL learners at university level have to understand British culture in depth. They need to study and become familiar with idioms, phrasal expressions and cultural specific terms. Moreover, they need cultural knowledge and awareness in order to enhance their English language level.

2.6 Culture in Foreign Language Teaching and Learning

Teaching and learning about culture has attracted the attention of many linguists and educationalists. They largely tackled the role of culture in foreign language learning over the past decades. Recently many professional associations have made significant efforts to establish culture-learning standards. However, there are a few reviews of literature for this area of study. The issue of culture in foreign language teaching and learning occupies very little attention within the theories related to the topic of foreign language teaching and learning. The reason for this is because cultural learning is not exclusively the domain of linguists. It is an interdisciplinary area of study between various fields such as psychology, linguistics, anthropology, and sociology (Belgin, 2008).

Many theories of foreign language teaching and learning declare that language is considered as a foreign language if it is learned largely in classrooms, and not spoken widely in the society where the teaching occurs. The same theories differentiate language ‘acquisition’ from language ‘learning.’ ‘Acquisition’ refers to the process of learning first and second languages

‘naturally,’ without formal instruction. Whereas ‘learning’ is tied to the formal study of second and/or foreign languages in classroom settings.

Chomsky (1959) claimed that children are biologically programmed for language and have an innate ability to discover for themselves the underlying rules of a language system. Chomsky’s ideas led to the development of structural linguistics, behavioral psychology, and the Audio Lingual Method (ALM), for language learning. His ideas supported an interactionist view of language development; he emphasised the complex interplay between innate language capacities of the learner and the learner’s environment.

Recently, scholars have stated a number of contemporary theories in the field of language learning such as Universal Grammar, Autonomous Induction, Skill Acquisition, Input Processing, Interaction Framework, and Vygotsky sociocultural theory. These theories related language to three areas: Some share the linguistic view of language cognition. The others view it from a psychological point of view. While Vygotsky takes the social approach (Belgin, 2008). In this experimental study, the researcher dealt with Vygotsky Sociocultural theory (SCT) and cultural model theory.

The socio-cultural theory is quite different from that of behaviorism and cognitivism. The behaviorists implied that language learning occurs, when an individual shows conditioned responses to stimuli. They view language learning as a process of habit formation involving stimuli and a response. In contrast, the cognitivists assert more cognitive participation by language learners in the learning process. Whereas the SCT presents another conception of language learning. The theory maintains that there are two key avenues for language

learning: the cognitive and the social. According to SCT, social interaction and cooperative learning are fundamental to constructing cognitive reality.

The theory provided a new perspective in second language acquisition (SLA). Prospective learners are encouraged to think as well as speak in the target language. From an SCT perspective, language and thoughts are linked to each other through social communicative activities. SCT portrays cultural acquisition via social connections as a means to formulate essential features of human cultural knowledge. It emphasises the interaction between people and their living cultures. It asserts that human learning is largely a social process (Patten, Jessica, 2008).

The main assertion of Vygotsky's sociocultural theory is that children are moulded in different sociocultural contexts. Their cognitive development increases as they engage in social interaction with more skilled individuals. According to his theory, any person who has a higher skill level than that of a learner, is called a More Knowledgeable Other (MKO). An MKO can be a teacher, parent, an older brother/sister, a coach or even a classmate. In fact, many factors can affect our cultural knowledge such as the influence of others in formulating our knowledge and perceptions to the things around us.

In the early 1980s, Elinor and Schieffelin formulated the paradigm of language socialization research. Their paradigm revolves around how language practice organises the life span process. It helps for becoming active and competent in various areas. This impact of language practice applied to individuals and collective social groups. The approach tends to bridge the gap between two fields of inquiry: the developmental psycholinguistic research on

first language acquisition and anthropological research on child socialisation (Elinor, Schieffelin, 2011).

Their paradigm was derived from observations of interactions between children and their caregivers and the patterns they observed in the language development of the children. It challenged some assumptions about first language acquisition. They conducted their research exclusively with white middle-class Europeans and North Americans. They noted that the communicative behaviors of caregivers are organised by the expressive values and beliefs held by members of their social group. Therefore, interactions between children and caregivers could be understood as cultural phenomena entrenched in the broader systems of cultural meaning and social order of the society in which the child is being socialised (Garrett, 2006). Language functions as a process of cultural transfer. In such transfer, socialisation plays a leading role in providing children with cultural values, norms, behaviors and lifestyles. This cultural transformation is attributed to the use of language by way of a child's interaction with caregivers.

2.7 Culture and Identity

The term 'identity' is defined by the Merriam-Webster dictionary as “who a person is, the qualities, beliefs, etc. That makes a particular person or group different from others”. The definition answers the question: “who am I?” for the individual and “who are we?” for the collective. The term serves as a container that holds the particular features and characteristics of individuals or groups. Yet identity is a very complex matter. It has attracted the interest of intellectuals across different disciplines and fields of study. Janet who works in the area of race theory described identity as “a sense of group or collective identity based on

one's perceptions, that he or she shares a common racial heritage with a particular racial group” (Janet, 1993). Her perspective views identity as a part of a special heritage that is transmitted over time for a particular ethnicity.

Another social perspective on identity is introduced by the social theorist Week who defined identity as “being about belonging, about what you have in common with some people and what differentiates you from others. At its most basic, it gives you a sense of personal location, the stable core to your individuality. At the center however, are the values we share or wish to share with others.” (Week, 1990). This view of identity has a wider social scope that portrays the unique traits of individualism. It is also concerned with the common values that one shares with others. Week’s view of identity is wider than that of Norris who defines the term as “constantly interactively constructed on a micro level, where an individual’s identity is claimed, contested and re-constructed in interaction and in relation to the other participants.” (Norris, 2007). Our identity represents an important part of our sense of who we are. As someone speaks, we axiomatically initiate assumptions about his/her linguistic background, and place of origin. Similarly, when we speak, we reveal a whole range of personal and social information. This in turn leads to conscious and unconscious judgments about us from other people.

In 1996, The United Nations Educational, Scientific and Cultural Organization (UNESCO) reported that: “Understanding others, makes possible a better knowledge of oneself: any form of identity is complex. For individuals are defined in relation to other people both individually and collectively and the various groups to which they show allegiance, in a constantly shifting pattern”

(UNESCO, 1996). Attempting to understand others helps to shape and reform our own identities, whether at the individual or collective level. By interacting with other people and groups around us, we are influenced by others, and at the same time, we make an impact on them. When interacting with people with similar or different cultural values helps in constructing our own identities.

Similarly, children in early childhood begin to develop a self-conception of attributes, characteristics, attitudes and values that they believe define them. By the age of three years, children have to develop their Categorical Self, which is a concrete way of viewing themselves. For example, three-year-old children start to label themselves in terms of age (child/adult), gender (male/female), physical characteristics (fat/thin), and values (good/bad) and the like. Gradually, as they grow up, such labels are used to explain children's self-conception in very concrete, observable terms. Similarly, through everyday interactions, either internally with their family, or externally with their playmates and friends, they give and receive through interactions ways that formulate their identities (Lewis, 2004).

Culture is argued to play a key role in shaping our identity. Culture is claimed to be something that we learn. It is dynamic and adaptable to changing situations. Some aspects of culture help shape our identity, such as ethnicity, age, gender, education, occupation, and socio-economic status. Culture also defines beliefs, values and attitudes that are used in daily life. Understanding cultural variation and cultural differences between individuals and social groups is very important. Accordingly, people express their cultures in various ways depending on the circumstances. For example, when people travel to a new country, they often find

the new cultural environment different from what they used to. They face challenges due to differences in language, clothing, food, accommodation, lifestyle, attitudes and behavior. Adapting to such differences may cause feelings such as nostalgia, anxiety, confusion, distress, frustration, and culture shock. Such negative feelings are common, and different people experience them at different intervals. Generally, traveling offers useful experiences that help avoid inadaptability problems (Robert, 2007).

2.8 21st Century Skills

21st Century Skills refer to the broad knowledge set and skills required for success in the information age. They include work habits, and character traits that ensure success of students in the modern world. Students have to develop such abilities to achieve success in their future careers. There are three broad categories of 21st century skills:

1. Learning skill
2. Literacy skill
3. Life skill

The first type of skill involves critical and creative thinking. The second type of skills involves digital literacy about media, information, and technology. The third type of skills includes flexibility, productivity, initiative, social skills, and leadership.

Students, especially EFL learners at university level should be equipped with 21st century skills to ensure success in their future career and lives as well. The researcher emphasises skills that include cultural awareness and cross-cultural knowledge because success nearly always depends on the ability of individuals

to effectively function as an active member of their community. Therefore, EFL university learners need to move away from traditional means of language learning. They have to focus on language mastery by utilising contemporary methods that aim to integrate contents, culture, technology, and lifelong skills (Taylor, 2009).

EFL university learners need to become familiar with current methods of learning as well as the 21st century educational requirements, particularly the types that include issues of intercultural communicative skills, and adaptability to multicultural environments. Moreover, they have to acknowledge the international conceptions of relations between nations and communities.

2.9 English Language in Sudanese Universities

English Language usage in Sudan stems from the period of British colonisation between 1898-1955. Arabic language was the dominant language in the country before colonisation, as the majority of the citizens have Arabic origins. English language teaching in Sudanese schools was enforced by the Condominium regime. This period witnessed the need to create a class of Sudanese who could speak and use English language. These Sudanese English language speakers could then occupy minor governmental posts and serve as mediators between the British governors and Sudanese citizens.

This need raised the importance of English language and increased its attractiveness for Sudanese. Many Sudanese were highly motivated to learn English language. They learned English either for utilitarian purposes or for reaching prestigious social status, because the English speaker's class were considered as elite at that time. The orientation towards western culture also

helped in promoting English language among the local inhabitants of the country. Moreover, declaring English as the official language of the government contributed to increasing the popularity of English. Schools also employed British teachers in addition to some Egyptians and Syrian teachers. Sudanese teachers who graduated from Gordon Memorial College replaced the Egyptians and Syrian teachers. These factors played a noticeable role in the spread of English language in Sudan.

It is worth mentioning that the Gordon Memorial College was founded as part of Lord Kitchener's plan for educational reforms. It was officially opened in November 1902 by Lord Kitchener himself. It is named after the Major General Charles Gordon who was born in London in 1833. The college was founded as an educational institute in Sudan. Later it was upgraded from a secondary school to a university college (Sandell, Liz, 1982).

English language syllabuses in Sudanese schools utilise the oral teaching approach. It concentrated on teaching sentence structure rather than teaching vocabulary. These syllabuses and series such as *New Method Readers*, Cambridge school syllabus, and the *Palmer' New Method Practice Books* series were designed to teach pupils how to build sentences appropriately. They also aimed to teach how to form standard language and develop proper language habits such as associating words to their meaning and connotations (John, 1939).

The colonisation period was the 'golden era' of English language teaching and learning in Sudan. English language was treated as one of the top priorities of the British governor. Moreover, special attention was given to educational reform processes in general and English language in particular. This had a

positive impact on learning English language. It raised the level of English language among the educated peoples who lived during that period.

Sudan passed through periods of great political and social upheavals during independence and the post-independence period. It was an unstable period of transition involving continued changes in the political system. Independence and post independence political reformers were very nationalistic. As a result there were strong calls to deploy a national syllabus and to make Arabic the language of instruction at educational institutes across the country. However, the Arabisation of the education system did not begin until nine years later after the declaration of Independence in 1965. Many reasons contributed to this delay. One of these reasons was the difficulties involved in changing the education system all of a sudden without a suitable alternative available. Moreover, competent Sudanese schoolteachers were needed to replace the British and Syrian English language teachers.

Despite applying various learning approaches to the syllabuses at Sudanese schools such as the oral, audio-lingual, and communicative approach, standards of English Language learning have dropped across the country. For instance, the *Nile* course series was designed in accordance with the principles of the communicative approach. It was specifically written for Sudanese schools, and launched in 1980. The purpose was to limit the massive decline in the standard of English language of schools' students. Later, the *Nile* course series was replaced by the *Sudan Practical Integrated National English (SPINE)* curriculum. It was published by the Ministry of Education in 1992 as the official curriculum of English language for Sudanese schools. *SPINE* served more than twenty years in

Sudanese basic schools until it was recently replaced by *Sudan Modern Integrated Learning of English (SMILE)*. *SMILE* was developed by the British Council in cooperation with the Ministry of General Education, through the Global Partnership for Education (GPE) and the Basic Education Recovery Project (BERP). The *SMILE* curriculum is designed for grade levels three to nine. Each grade level consists of a student book, an activity book, and a teachers' book in addition to audio components (CD or tape) and flashcards. Nevertheless, it is still too early to determine whether *SMILE* has achieved the goal of stopping the decline in English language learning. It will take time in order to evaluate the success of the new curriculum. However, complaints about the deteriorating standard of English language have never stopped.

The English language ability of graduates from Sudanese universities and higher institutes of learning has also declined. Currently in Sudan, there are a total of 34 governmental universities and 16 private universities. In addition, there are 53 private colleges, 17 technical colleges and 7 research centres. They are distributed across the country in different Sudanese states. They annually admit around 150 000 students according to Ministry statistics from 2013 as published on the Ministry website. In 1990, The Ministry of Higher Education issued a decree that every university and higher institution of learning was required to use Arabic as their primary language of instruction. . It was and still is a controversial decision among the students, teachers, educators, and language specialists. It is clear that the decision has had a negative impact on the standard of English language in Sudan. From the researcher point of view, the decision contributed to the decline in the English language ability of graduate

level Sudanese students. The design of the English language curriculum also played a key role in the decline in the language level. Another compounding issue was the shortage of competent teachers of English due to the emigration of qualified lecturers.

The widespread decline in English language ability and comprehension requires more attention and efforts from the Ministry. It deserves serious collaboration with the concerned authorities and those of interest to raise a call for a reform and an action plan. Detailed examination of the reasons that have contributed to the dramatic decline English language learning is required. Researchers have to analyse and activate scientific methods of problem solving to conclude effective treatment for the case.

2.10 Intercultural and Multicultural Approaches

The field of study known as intercultural communication was begun by Hall and others at the Foreign Service Institute in 1950. Hall's interest in intercultural communication is attributed to his early childhood in New Mexico, USA. He grew up in a culturally diverse State that shaped his personal experience and attracted his attention to the problems of intercultural communications. He worked in the Foreign Service Institute and came in contact with several scholars who influenced his conceptualisation of intercultural communication (Everett, William, Yoshitaka, 2002).

Multiculturalism as a concept was a reaction to the writings of Kellen, who coined the concept of cultural pluralism. Kellen was an American philosopher born in Germany who first published his ideas in 1915. He attacked popular ideas of the time such as assimilation and the American 'melting-pot' theory. Instead,

he proposed that America should become a commonwealth of nationalities. He ignored the potential threats that a commonwealth of nations posed to the popular political and social ideal of a unified society. He encouraged ethnic separatism, despite warnings that cultural pluralism would lead to dangerous consequences in the United States. As an alternative to cultural pluralism, the concept of multiculturalism arose in Canada in 1960. Prime minister Trudeau used it in an attempt to promote harmony between the predominant French-Canadian and British-Canadian cultures, as well as with the various minority cultures in the country.

Multi-culture and Inter-culture appear on the surface to be quite similar concepts. However, they function in different frameworks and describe very different things. The former refers to a community that is made up of diverse cultures and of different ethnic groups. They live together while maintaining their separate cultural identities. In contrast, Inter-culture refers to a community that shares a deep understanding and common values and norms. It involves people that exchange ideas, share values so that they can integrate and maintain unified mutual relationships.

Researchers have discussed the need for a new approach to teaching culture in languages in the last decade. Accordingly, three models have been proposed:

1. The foreign-cultural approach
2. The inter-cultural approach
3. The multi-cultural approach

While popular in the past, the first approach was superseded by the second approach in the early 1980s. The inter-cultural approach remains dominant at the

present time. In contrast, the multi-cultural approach remains marginal in the teaching of culture. The multicultural approach has been criticised for encouraging members of different cultures to live separately in parallel communities, with limited contact and interaction (Kramsch, 1993). The multicultural approach can lead to mutual ignorance and mistrust between the communities. It also weakens collective identities and commonly shared values. Moreover, it diminishes national identity and loyalty to the country for it encourages minority cultural practices that are in discord with the practices of the majority. In contrast, inter-culturalism is argued to support interaction and communication at schools, workplaces and communities. This may occur physically during daily interactions or virtually through the internet and social media platforms. Platforms such as Facebook, WhatsApp, Twitter, LinkedIn, and Instagram have succeeded in connecting people of diversified cultures. It attracted people of different ethnicities and ideologies across the world into a singular global community (Risager, 1998).

2.11 Multimedia

Vaughan (2018) defines multimedia as “any combination of texts, sound, animation, and video delivered by computer or other electronic device or digitally manipulated means. The definition illustrates the various combinations of media tools that multimedia encapsulates. It highlights how audio and video are incorporated interactively. Wikipedia defines Multimedia as “content that uses a combination of different content forms, such as text, audio, images, animations, videos, and interactive contents. Multimedia can be recorded and played, interacted with or accessed by information control processing device

such as computerized and electronic devices” (Wikipedia, 2018, Multimedia entry). This definition refers to the digital revolution that spread over the world. Cambridge Dictionary defines the same term as “the use of many different types of media to communicate and share information, especially using computers as well as traditional media” (Cambridge, 2018, Multimedia entry). Taken together, these definitions suggest how EFL University learners can receive significant benefits in learning the English language by using different types of media and by utilising multimedia. Multimedia enables the use of more than one form of audio-visual learning materials. The Encyclopedia Britannica defines interactive multimedia as “any computer-delivered electronic system that allows the user to control, combine and manipulate different types of media such as text, sounds, videos, and computer graphics” (Grace, 2018). It clarifies the power of multimedia to incorporate various media interactively. These definitions of multimedia clarify what is meant by its usage in the language learning process. These definitions also shed light on how multimedia combines different mediums and tools to facilitate and enhance the presentation of information. Moreover, it highlights how the use of authentic sources and authentic materials are useful in supporting learners in multiple areas of knowledge and study.

Multimedia efficiently supports foreign language learning, especially the development of authentic communicative skills. Furthermore, it has the dynamic and powerful capability of connecting EFL university learners with British culture. Through presenting real life interaction episodes and authentic materials, it helps them deal with the situational context of language.

Obviously, another key benefit is that multimedia in the form of movies, learning videos and materials attracts the attention of EFL university learners and is familiar to many of them. Multimedia design encompasses all social media platforms and applications on Windows and Android systems. It is accessible on various types of electronic devices such as laptops, desktops, tablets, I Pads and smartphones. These devices already have a major influence on our daily lives. Smartphones are a ubiquitous element of modern human life used by people of all ages and even children. Everywhere people are connected to the virtual world through social media applications. The internet and multimedia create new forms of interaction for physically separated individuals and groups of people who live thousands of miles apart from each other. Social media and multimedia has helped people create friendships and social relations with people from various cultural backgrounds and different ideological viewpoints.

2.12 Using Multimedia Technology in EFL

The English language is widely used and spoken as an official language in almost 57 countries around the world. According to the United Kingdom classification, there are 18 overseas countries classified with a majority of native English language speakers. There are 1.5 billion people who speak English as an official or second language, which is equal to 20% of the Earth's population. These statistics and percentages signify the importance of the English language as one of the major United Nations accredited languages. The importance of the English language encourages many learning and teaching approaches. For instance, the Audio-Lingual Method (ALM), Audiovisual Method, Communicative Language Teaching (CLT), and

Computer-Assisted Language-Learning (CALL) (Wikipedia, 2018).

2.12.1 The Audio – Lingual Method

The audio-lingual method applied the behaviourist theory of stimuli and response. The work of Skinner and Osgood provided clear examples of their view of language from a behavioural viewpoint. They presented an empirical perspective to language as a set of verbal habits. They formulated their perspective of language learning, as a training habit in terms of stimulus and response (Moulton, 1961). The beginning of the method in language learning is attributed to the efforts of Bloomfield's technique, which involves the informant method of memorisation and repetition in simple foreign language patterns. According to the audio-lingual method, EFL learners need native language speaking trainers to master the language. They have to observe the basic structures of the language, as well as interact with the culture of native English speakers. Gradually, they will learn to speak the language as well as understand its grammar and structure.

Contrastive analysis in applied linguistics emerged in 1945 when Fries published his *Principles in Teaching and Learning English as a Foreign Language*. He contended that the problems of learning English as a foreign language relate to conflicts with English and the structural systems of native languages. Contrastive analysis paved the way for the audio-lingual method (Richards et.al, 1987). The audio-lingual method claimed to transfer the teaching of the English language from an art to a science. This helped EFL learners attain mastery of English. Through the audio-lingual method, EFL learners were taught phonology, morphology and the syntax of the language. They were encouraged

to use contrastive analysis to understand the differences between their native language and the target language. Admittedly, in classrooms, the use of the audio-lingual method tended to focus on repetition, oral drills and memorisation.

2.12.2 The Communicative Language Teaching (CLT) Approach

The CLT approach came to prominence in the early twentieth century. It appeared as an alternative to the grammar-centred method. The name of the approach suggested interaction as a means and a goal at the same time. Brown stated that CLT methodology assured the authenticity of the student-centred learning paradigm and it activated student's interaction by task-based activities with meaningful objectives. He clearly explained the core of CLT conceptions and illustrated the dimensions of the approach. It is worth noting that the CLT method did not seek language fluency. Instead, the purpose was to achieve success in communication without focus on the fluency of the language (Brown, 2007).

The beginnings of the CLT approach were closely associated with Chomsky's theories from 1960 that focus on competence and performance in language learning. By 1970, the conceptual basis of the CLT approach was laid by Halliday and Hymens. Instead of Chomsky's ideas around competence, they focused on wider communicative competence. The approach presents procedures for teaching the four skills of a foreign or second language. The purpose of the CLT was to enable learners to communicate effectively in the target language. The CLT does not emphasise language structure or competence with grammar, which is in contrast to most language-learning approaches. Instead, the approach emphasises meaningful communication. Therefore, using the CLT with EFL learners leads to use the language in different contexts and for different purposes.

It also helps to enable the understanding of various texts of different types. It also allows skillful communication without the need for a large vocabulary or a broad range of language function knowledge.

2.12.3 Computer Assisted Language Learning (CALL)

Levy (1997) described CALL as applying the computer in the process of language teaching and learning. His description defined the multidisciplinary areas of study that CALL encompasses. This approach dealt with psychology, human-computer interaction (HCI), artificial intelligence (AI), applied linguistics and computational linguistics. CALL is based on a study conducted at the University of Illinois in 1960. It was developed using large mainframe computers until the late 1970s, it shifted to personal computers. The appearance of PCS allowed for a significant increase in computer usage due to their portability and ease of use.

The popularity of CALL programs increased as a result. Ten years later in 1980, CALL widened its scope, made use of newer technologies and integrated the communicative approach.

These technological developments led to the creation of a newer version of computer-assisted language learning. CALL integrated with artificial intelligent systems (AI) to produce Intelligent Computer Assisted Language Learning systems (ICALL). ICALL supported language learning and the ability to communicate authentically in the target language. ICALL provided technology for second language learners to acquire communication skills in the target language (Matthews, 1994).

Bax proposed three typologies concerning different approaches of CALL: restricted CALL, open CALL and integrated CALL.

Integrated CALL encapsulates the 21st-century technology of multimedia. It intended to deploy a content-base for English language teaching paradigms like English for special purposes (ESP). This type of CALL used computers as a communication tool with authentic discourse principles of computer usage. It enabled learners to be creative and autonomous. Moreover, it helped teachers facilitate lessons with a socio-cognitive view of language, which enhanced social interaction between second language learners and native speakers (Zhang, 2008). By utilizing state of the art technologies, ICALL supported foreign language learning. Generally, ICALL had a major impact on the use of technology for teaching and learning languages.

2.13 Advantages of Multimedia

Multimedia is important for language learning. It enables learners to achieve the desired fluency in the language they study. Multimedia helps EFL university learners become aware of the situational contexts of language usage as well as increases familiarity with authentic English. This is especially important because the English language is the major lingua franca of the world. Multimedia motivates many people to learn the English language, because of its great appeal. Consequently, it plays a key role in the English language learning process.

Multimedia presents learners with authentic situational language. This helps EFL learners to retain and acquire a wider understanding of the language in real contexts. Multimedia also activates the learners' many senses. It involves listening, visualizing, and real-time interaction. By activating multiple senses, learners find it easier to focus and concentrate which results in excellent learning benefits. Multimedia provides multiple advantages to the educational field. It strongly supports teacher's efforts to integrate technologies with their core teaching materials. It allows curriculum designers to use technology and media to

create more authentic and engaging syllabuses. It provides successful treatments to most EFL learners' challenges.

2.13.1 Multimedia versus Classical Tools

Languages can be learnt in numerous ways. As a result, learners struggle to decide which is the most effective means or strategy to learn a language. Preference for one learning tool instead of another depends in large part on how the learner benefits from utilising the tool. Multimedia offers a range of benefits to language learners by presenting authentic, vivid, and reliable learning materials. Because of this, it is very popular with language learners. Multimedia is more effective than classical learning tools because multimedia encourages quick comprehension with less rote-memorising efforts.

As noted above, it enables language learners to activate many senses at the same time by way of audio-visual materials, interactive videos, animations, live shows, images, audios, and texts. This reduces the time and effort needed to store information and increases the learner's retrieving capabilities. This is reflected positively in the learner's academic records. Another reason that supports the usage of multimedia in learning a language is the pervasiveness of social media platforms. Learners can easily utilise multimedia materials through TV, radio, and smart phones. These technologies motivate learners to favour multimedia over classical language learning methods, such as textbooks and readable learning materials.

2.13.2 Multimedia for Language Teachers

Many studies show that multimedia-based lectures improve language learning. Lectures that use multimedia enable access to authentic materials and can even support individual learning if the learner is about to use the multimedia

again after the lecture. This is in contrast to traditional classroom learning which is teacher-centred and requires learners to passively take notes from lectures. Multimedia allows for more dynamic and engaging lessons with the information presented in multiple formats including visual, audio, and audiovisual information. It allows the incorporation of animations, graphics, and videos. The wide range of formats that the information can be presented in helps students in their language learning. It also helps reduce teacher workloads by applying learner-centred paradigms. The use of multimedia in classrooms helps with class management by assigning a facilitation role to teachers. Moreover, it enables teachers to get immediate feedback about lecture topics and themes. This helps teachers evaluate the comprehension level of their students. Furthermore, multimedia engages the learners' attention on the presented materials. The attractiveness of multimedia content helps enhance the comprehension capacities of language learners.

The last two decades have witnessed massive changes in language teaching methods. Many teachers have made use of the new developments in technology. Technological innovations promote new styles and methods for teaching the English language. This has contributed to the spread of English language learning to large parts of the world.

2.13.3 Multimedia for Language Learners

Classrooms have transformed from a teacher-centred approach to a learner-centred approach, which expects learners' participation in creating interesting and relevant classes. The use of multimedia in classrooms in the form of language-oriented tasks and activities encourages language learning and supports self-learning online. Researchers have conducted many studies and wrote many papers about the benefits that multimedia provides for English language learners.

Based on this international research, the researcher developed a study entitled ‘The Impact of Multimedia Usage in Developing the Communicative Skills of EFL Learners’ for the Sudan University for Science and technology.

Language learning through multimedia has increased in popularity. The researcher rationalised two fundamental reasons behind the widespread utilisation of multimedia in English language learning. The first reason is due to the close connection between new technologies and people’s lives. In recent times, human activity has been completely dominated by technology. Digital devices control our daily life by various means and we are strongly connected to these technologies. For example, consider the use of cooling systems, traffic control systems, elevators and navigation systems. In addition, people everywhere make use of devices such as smart phones, laptops, and personal computers. These communicative technologies paved the way for the use of multimedia in language learners in general and EFL learning in particular.

The second reason relates to the capabilities of multimedia. Multimedia has proved effective and useful in language learning. It provides access to nearly unlimited sources of information on internet websites. It also allows for the exchange of thoughts and ideas via social media applications. The language learning process requires the activation of multiple senses. Multimedia technology is the most effective in activating these senses and therefore enhances the learning process. Multimedia combines human and machine elements to enhance the learning of language. Another obvious advantage of multimedia usage is its ability to increase learners’ motivation towards language learning. It enhances language learning and helps in achieving learner’s objectives. It creates a natural model for language learning, which creates an ideal learning

environment. One more feature of multimedia is that it can support classroom learning and independent learning online. Such advantages and features of multimedia cannot be found in traditional language learning methods, which rely on textbooks and academic language syllabuses.

2.13.4 Multimedia for Syllabus Designers

Currently, students are encouraged to use multimedia to support their learning. Syllabus designers are encouraged to bring interactive multimedia materials into syllabuses and teachers are encouraged to use them. However, the speed of change and the range of multimedia implementation varies from country to country. However, multimedia products of online-based materials are present clearly in educational settings. They are used as an expressive tool of communication in the educational field by incorporating multimedia in curriculums (Bent, 2013). Syllabus designers seek optimum results from their curriculums. The application of multimedia tools helps them design more goal-oriented, more participatory and more flexible curriculums. Syllabuses that include multimedia increase collaboration between teachers and students. By using multimedia in their syllabuses, syllabus designers achieve their main goals of creating effective and engaging curriculums.

Multimedia exploits an artificial feature of information processing abilities that humans naturally possess. Humans use their eyes and ears, jointly with their brains, to formulate systems for transforming raw data into information. Later they easily retrieve this information for memorising purposes. By including multimedia in curriculums, syllabus designers can accelerate the natural information-transfer process. Moreover, by adding multimedia to their syllabuses, syllabus designers extend learning in a classroom beyond the singular knowledge of the teacher in the classroom to multiple sources of knowledge.

This also changes the teacher's role in the classrooms from a transmitter to a facilitator of knowledge (Bent, 2013).

2.14 Drawbacks of Multimedia Usages

It is known axiomatically that there is no perfect teaching and learning approach. Scholars and linguists pay considerable attention to achieving optimum outcomes. The implementation of multimedia usage in language learning in Sudan faces the challenge of an absence of technical knowledge. However, the majority of students are computer literate as well as some teachers. Even so, schools lack the essential technical hardware and software required to use multimedia in language learning. Furthermore, some teachers depend on a traditional way of teaching because they do not know how to integrate multimedia into their teaching materials. They spend a lot of time preparing presentations for lectures and lessons.

Downloads of multimedia files require large storage sizes on hard disks and downloading time can take a long time because of the unstable internet services in Sudan. Another issue is the huge financial cost of setting up devices in classrooms that many schools and colleges cannot afford.

2.15 Speech Acts Theory

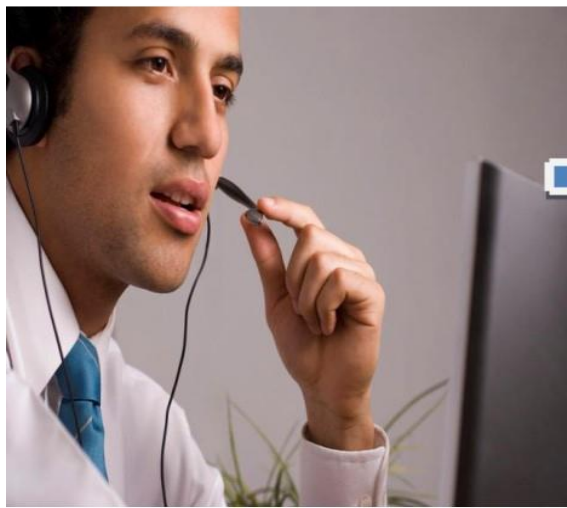
The speech act theory was developed by Austin in 1960. Austin defined linguistic meaning in terms of words and sentences used in the performance of speech acts. His theory contrasted with theories that assert the meaning of linguistic expressions is found in accordance with their contribution to the truth conditions of sentences as they occur (Parul, 2011). Austin claimed that we use

language to do things as well as to assert things, and the study of meanings should not focus on the statement alone, removed from its context. Austin presented several functions for language in speech acts, such as apology, promise, request, invitation, greeting, and like (Austin, 1975). Human speech acts play many different roles in different situations. For example, consider someone who is telling a porter where to put his luggage: “Go right, move a bit Around, put this here”. The role of the speech act in this situation is to control the physical behaviour of that porter.

Austin used the term performative verbs to describe a set of verbs that enable the speaker to use them with the first person ‘I’ to perform an action. For instance, the verb ‘warn’, as in “I warn you to stop” and the verb ‘beg’ as in “I beg you to help me”. The verbs ‘warn’ and ‘beg’ highlight the idea that the speaker acted by speaking.

On the other hand, there are some speech forms, which are not explicitly performative verbs. However, they still serve to perform acts implicitly. For instance, the sentence “I will go to the party”, does not explicitly contain the verb ‘promise.’ Nevertheless, the sentence implies the speaker’s promise to go to the party. Speech act situations assume that someone speaks (‘the speaker’), to another person who hears (the hearer’) the spoken utterances of ‘speech’.

The following photos illustrate the components of speech acts:



Speaker



Message

Hearer

Photo source: Slide Player website

Austin also developed other theories such as the theory of locutionary and illocutionary acts. A locutionary act refers to the performance of an utterance or the actual utterance. An illocutionary act refers to the pragmatic illocutionary force of the utterance and its actual effects such as persuading, convincing, scaring, enlightening and inspiring (Austin, 1992). Accordingly, there are many types of acts associated with the utterance of speakers. Such types of acts may include making statements, asking questions, requesting things, issuing commands and giving reports.

Speech acts involve three key elements: the speaker, the hearer, and the speech itself. The speaker's words are meant to convey the message to the hearer who responds in accordance with the message. The speaker's means to convey illocution that has many types of purposes. The conveyed Illocution may have a request with a directive purpose, such as "Will you let me in the door?" It may have a commissive purpose, such as "I will pay you a visit tomorrow". It may have an expressive purpose, such as sharing emotional responses, such as "I am

excited that they won that match!”. It may have a declarative purpose such as “We, the jury, find the defendant guilty”. Other purposes may include the speaker wanting to be assertive, directive or imperative.

The effect on the hearer is called the ‘perlocution effect’. Perlocution is an action or state of mind brought about through hearing a speaker. Ruth stated that the perlocutionary act involves the reaction of the hearer to what the speaker meant, or to what the speakers said in his utterance. The perlocutionary act is an act as a result of the speaker saying something to the hearer (Ruth, 1977). For example Persuading, angering, inciting, comforting and inspiring are often perlocutionary acts. They have no governed conventions as for elocutionary and illocutionary acts. They rather free acts that cause psychological changes or effects on an audience (Austin,1955).

2.16 Speech Acts from a Cultural Perspective

Austin concluded that people not only use language to assert things but also they use it to do things through the functions of their utterance. Similarly, some sociolinguists view language as a dynamic socio-cultural phenomenon. Therefore, some speech acts commonly differ from one culture to another. In the following, the researcher uses acts of invitation, apology, promise, request, and greeting as clarifying examples. Obviously, such types of speech acts are different from one country to another according to the cultural differences between these countries (Searle,1969).

2.16.1 The Invitation Speech Act

The invitation speech act occurs when speakers request the hearer to attend or participate in certain occasions. Normally the occasion is hosted by the inviter (Austin, 1962). Searle views invitation acts as a category of expressive acts, in particular a face-enhancing act, as the speaker is offering an opportunity to attend

a joyful event or something for the benefit of the hearer.

It is worth mentioning that there are two types of invitation: formal and informal invitation. The formal invitation must follow established etiquette. It is used for formal events such as weddings and cocktail parties. Formal invitations should follow certain rules and conventions. In contrast, informal invitations or non-formal invitations can take many different forms and it does not require all the pomp and ceremony of the formal invitation.

Cultural variations between different countries result in different Invitation styles in these countries. For example, invitations in British culture and those in Arabic culture are different. English language speakers consider the invitee's willingness as in the question 'Will you come to the party?' They consider the invitee's ability as in the question 'Can you come to the party?' They may also ask the invitee 'Would you like to come to the party?'. They use modal verbs: 'will', 'can' and 'could' to address the invitee's willingness, ability and desire to accept the invitation.

In contrast, Arabic language speakers use imperative structures to be polite in such situations. These imperatives in Arabic are mitigated through the use of softening devices that are consistent with the nature of the language, thus words like 'mumkin' (can), 'iza mumkin' (If you can), 'btiqder' (are you able) are the examples in the Arabic language. These softening devices are used by Arabic language speakers to appear more polite during an invitation speech act, which is of greater concern to Arabic speakers compared to English language speakers.

2.16.2. The Apology Speech Act

The apology speech act requires the apologiser to appear polite and contrite. The apology speech act needs to consider the feelings of the addressee.

Indisputably saying “sorry” is not easy for most people, especially in situations where the speaker wants to express his/her sorrow and regret. Sometimes the apologist may want to justify why the offensive has occurred, and/or maintain the relationship with the addressee after the offence has occurred. Regardless of the reasons for the offence, the apologist wants to convey an apology. He/she may try to show regret by acknowledging responsibility for the action and may also attempt to maintain a good relationship with the addressee by promising not to repeat the same offence. (Brown and Levinson, 1978).

Different cultures have different strategies for making apologies. For instance, native English speakers always use words such as ‘sorry’ ‘apologies’, ‘excuse’, and ‘forgive’ in situations that require an apology from the speaker. While Arabic language speakers often use equivalent expressions, accompanied with intensifiers such as ‘very sorry ’and ‘deeply sorry.’ The situations that require apology are also culture-bound. Australians and Iraqis consider the accidental touching of someone else’s body as a situation that requires an apology. Japanese rarely see the need to apologies in similar situations. However Japanese may use apologetic expressions, such as ‘I am sorry to interrupt you’ when visiting someone, while people from Australian and Iraqi cultures would not see this as a situation that requires apology (Tanaka,1991).

2.16.3 The Promise Speech Act

The promise speech act is classified in speech act theory as part of broader commitment acts. The promise speech act is a commissive act, which reflects the speaker’s commitment to do something in the future that is beneficial to the hearer. It involves a speech act by the promisor to the promisee in which the promisor commits to do or refrain from doing something. (Austin, 1962). However, promises are considered legally binding only if they are made via

contracts or by a deed. The promise speech act is a performative utterance that involves the performing of a certain action. This definition aligns with Austin's conception of the promise speech act. It also conforms to Searle's conception of the promise utterance. According to Searle, the promise speech act is "an utterance [that] predicates some future act of the speaker... [It involves] an obligation to do the action." (Searle, 1969). Searle's definition highlights that it is not only the statement about future intentions that is important but also the commitment displayed to the hearer that the action will occur.

In British culture, speakers use the sentence 'I will visit you' to convey to the hearer a promise to pay a visit. However, the speaker would not declare the promise if there were reasons which may hinder his ability to uphold the promise. If there are reasons why the speaker may not be able to commit to the promise, he may say "I will try to" or "I am not able to do that." By declaring, "I will" he is certain that he will visit the hearer. In Arabic cultures, language is closely linked to Islamic religious belief. In the Arabic language, a promise is made by the will of God. He may say, 'I will visit you tomorrow in Šaallah', the Arabic word 'in Šaallah' denotes the will of God as a precondition to the visit. Such expressions are frequently used in most Arabic speaking countries.

2.16.4 The Request Speech Act

The request speech act involves asking for something in a polite way. It is an important type of speech act used frequently in everyday life. It allows people to ask for help from other people. Moreover, from a social perspective, it is a way for people to express their feelings through asking and responding to a request. It is normally used either to ask for something or to ask others not to do something.

There are different ways that people can make a request. Native English speakers usually make requests in polite and indirect ways. They use words such

as ‘can,’ ‘could’, ‘may’, and ‘would.’ Native English speakers will often use ‘please’ to make polite requests.

Searle classified the request speech act under the category of directives acts. This classification indicates that through requests, the speaker wants the hearer to do something for him. At the same time, the speaker attempts to affect the hearer's behaviour (Searle, 1969). However, the act of making a request varies from one culture to another. Some cultures emphasise social status and social distance when making a request. Cultures also differ in their perceptions of obligation and duty. These cultural factors regulate the ways that people from different cultures make requests. (Blum, 1991). Generally, politeness is always present as a key factor in making a request, because it determines whether the request is accepted or declined.

2.16.5 The Greeting Speech Act

Greetings are a universal speech act that all languages share, but not necessarily in a unified form. From a sociological point of view, greetings function as a gateway to social interaction. The conversation is always prefaced by greeting before starting any sort of speech. After the greeting, dialogue commences. Moreover, people use greetings to express their pleasure in meeting each other. Therefore, greetings are considered one of the most repeated expressive speech acts in human lives (Jibreen, 2010).

There are two types of common greetings: verbal and nonverbal greetings. ‘Good morning’, ‘Good day’, ‘Hello’ and ‘Hi’, are common types of verbal English greetings. Non-verbal greetings may involve handshaking, gestures, mutual glances, bowing the head, and smiling.

In British culture, verbal and nonverbal greetings are not often given to strangers but are reserved for known associates, friends and family. Some studies

show that the forms of greetings a speaker uses are directly correlated to the culture of the speaker. It may reflect the historical heritage of the person who utters the greeting or even reveals the geographical area where the speaker originates (Jibreen, 2010).

Every language and culture has certain standards for determining the acceptability of speech. Such standards are often violated by the second language learner. Speech acts not only differ cross-culturally, but many also differ within one culture. Sometimes individuals in the same society have different speech act patterns in accordance with personal variables such as sex, age, status or education level (Kulka, 1989). Therefore, EFL learners have to familiarise themselves with the cultures and norms that regulate the use of the English language. They need to understand the cultural aspects of the language for effective communication with native speakers. The researcher highlighted these types of speech acts because they are used for social interaction in every community. Moreover, they are a source of cross-cultural misunderstanding and a significant challenge for most EFL university learners.

2.17 Review of Previous Studies:

Many studies have been conducted in the area of culture and language learning. These studies are directly related to this study because they address the major elements of the current study. This study investigates how multimedia helps develop the cultural awareness of EFL university learners. It addresses multimedia usage, cultural awareness, and foreign language learning. Therefore, any study that addresses the same elements is relevant to the scope of this study. Below, the researcher reviews some relevant studies in local Sudanese's universities and externally at international universities.

Adam F. (2017) conducted a PhD research at Sudan University for Science

and Technology entitled ‘Investigating Aspects of Politeness as Performed by EFL learners at Sudanese Universities’. The purpose of the study was to investigate aspects of politeness by EFL learners when addressing colleagues and teachers in some Sudanese Universities in the Darfur region of western Sudan. He aimed to answer the question: How do EFL learners perform politeness acts during requests, invitations, apologies, compliments, and greetings? Participants were fourth-year students undertaking a major in the English language from El-fashir University, Nyala University and Zalingei Universities. He applied the descriptive method to conduct the study. He used the Discourse Completion Test (DCT) as a tool for data collection. He divided the test into five main sections. Each section contained five situations involving speech acts. He analyzed participants’ responses according to their appropriateness: grading responses as ‘appropriate,’ ‘neutral,’ and ‘inappropriate’. He used a linguistic performance analysis to calculate the frequency of the different responses statistically. The study found that Sudanese EFL learners were pragmatically incompetent. Moreover, they were significantly influenced by Sudanese culture because they used colloquial Arabic every day.

Elmontasirbillah R. (2017) submitted a PhD thesis entitled ‘An Investigation into Problems of Understanding and Using Idiomatic Expression and Collocations among University EFL learner’s Students Majoring in English Language’ at Sudan University of Science and Technology. The study hypothesised that Sudanese EFL learners encountered problems understanding and using idiomatic expression and collocations. He used a descriptive-analytical method. He designed a test to collect data from the students and a questionnaire to collect data from teachers of the English language. The participants were third-year English language students from faculties of education and languages. He

calculated the mean and standard deviation of the data variables by using SPSS. He used a one-way ANOVA method to analyze the variance of significant statistical differences. The study found that EFL students have serious problems understanding and using collocations. The study asserted that collocations play a vital role in improving the communicative skills of EFL learners.

Muyad M. (2017) in his PhD dissertation at Sudan University entitled “Investigating the Impact of Culture on Literary Translation with Reference to Sudanese Cultural Context” aimed to explore the impact of culture on literary translation. The study contended that ‘the acquisition of culture led to better performance in literary translation’. He used a descriptive-analytical method. He used a questionnaire to collect data from English language teachers at two universities. The study concluded that culture has an impact on literary translation. The analysis indicated the necessity that translators need a deeper understanding of the target culture when translating English documents.

Jared M. (2017) conducted a PhD study at the Utah State University entitled ‘Language Proficiency and Cultural Intelligence in Distance English Language Learning’. The aim was to explore the efficiency of the Distance English language program to develop learners’ linguistic and cross-cultural proficiency. The study used a quantitative method for data collection. A pre-test and a post-test were used to measure proficiency in vocabulary, listening, grammar, reading, and speaking. Likert style used to measure student perceptions towards language and cultural learning. He used the Computer-administered Oral Proficiency Interview (OPIC) to gather data. The participants were selected from various countries, as they prepared to attend a university in Hawaii. The study found significant improvements in students’ English proficiency. The participants reported that dialogue with tutors and teachers was the most helpful means of

learning English on the course. Learners also exhibited higher levels of cultural intelligence at the end of the course.

Yasmina A. (2017) in her PhD dissertation at Southampton University in the UK aimed to establish a course that would increase the cultural awareness of Iranian teenagers learning the English language. The study attempted to track the preparedness of Iranian EFL learners to participate in intercultural communication. The study used action-research as its methodology and participants were Iranian students studying the English language at a private institute. A focus group interview was used for the first phase of the study. The second phase consisted of ten hours of teaching intervention for five weeks. She used different tools for collecting data, such as classroom recordings, transcriptions, and written assignments from students. Her study documented an increase in learners' cultural awareness, though with notable individual differences. The results showed that either of the textbooks sufficed to meet students' learning objectives. The course was successful in initiating cultural awareness and developing a positive attitude towards the target culture.

Elamin A. (2016) conducted a PhD study at Sudan University of Science and Technology titled 'The Impact of Communicative Use of Pragmatic on University Student's Improvement in English Language'. He attempted to find an answer for the question: to what extent do students choose the appropriate language in accordance with the requirements of a given situation? The study hypothesised that EFL learners do not use appropriate language in many situations. Elamin applied a descriptive-analytical methodology, using both quantitative and qualitative approaches. He used a general pragmatic questionnaire (GPQ) composed of twenty items. He used a questionnaire to collect a large amount of data from many individuals in a short time. The

population sample included randomly selected EFL learners at Sudanese universities and English language teachers from Gazira University. He used a multiple-choice discourse completion test (MDCT) to assess the speech that participants would use in the situations they were presented with. He used SPSS for data analysis. The study found that EFL learners are not aware of many situational language contexts. The study concluded that textbooks do not allow ELF learners an authentic understanding of the target language, because they do not address cultural dimensions of the situations in which the English language is used.

Zsófia M. (2019) conducted a PhD study at the University of Pécs in Hungary titled 'Developing English Majors' Intercultural Communicative Competence in the Classroom'. The study aimed to explore how Intercultural Communicative Competence (ICC) developed in the bachelor programme of English language studies. It also examined how teaching materials and classroom activities contributed to ICC development. Zsófia conducted an Exploratory Study (ES) and two classroom studies. Participants were selected from students majoring in the English language. She used different tools for data collection such as semi-structured interviews and questionnaires in the Hungarian language. She tape-recorded and translated the interviews into the English language. The participants answered the questionnaire in the English language. She subjected the data to qualitative content analysis. She used SPSS descriptive statistics to calculate the frequency and percentage for the variables. The study revealed that students were highly motivated to learn about cultural differences in language usage. They reported that the topics were very useful and that they were keen to learn about cultural differences.

Nadia R. (2015) submitted a PhD thesis at Biskra University in the

Democratic Republic of Algeria titled 'The Learners' Educational and Cultural Backgrounds affect on their Proficiency of Learning English Language the Case of First-Year Student at Biskra University'. She aimed to investigate EFL learner's lack of intercultural competence and the factors behind this deficit. The study also examined EFL learners' ability to analyze and evaluate the cultural values of native English language speakers and their attitude towards English language culture in general. Nadia hypothesised that EFL learners were not able to understand the target language culture (TLC) because they lack intercultural competence. This lack of intercultural competence was caused by the English language curriculum in Hungarian schools, which did not teach intercultural competence. She used a questionnaire and proficiency test to collect data. Her study attempted to answer the question: Do the textbooks used in Hungarian schools develop students' intercultural competence? Participants were randomly selected, first-year university students. She analyzed answers to the questionnaire by using a separate table and calculated the percentage of 'yes' and 'no' questions. Answers to open questions were recorded and then classified according to common contents. The study found that learners were motivated to learn and had a positive attitude towards the English language. Nevertheless, the results found that the English language curriculum in Hungarian schools lacked fundamental cultural aspects.

Yanjun W. (2014) submitted a PhD dissertation at the University of Tasmania titled 'Views and Attitudes of Staff, and Students towards the Significance of Intercultural Awareness in Foreign Language Teaching and Learning in an Australian University Context'. The aim of the study was to investigate teachers and students' views about the significance of intercultural awareness in foreign language learning and teaching in a university context. The study examined

teachers and students' intercultural experiences in relation to language learning and teaching. It also attempted to identify the factors that affect language teaching and learning. Yanjun applied both quantitative and qualitative approaches. He used a two-phase questionnaire and interviews of students for data collection. He used SPSS to analyse the questionnaire data and Anova qualitative analysis for textual data collected from the student interview. The study indicated that intercultural awareness has a key role in foreign language learning and teaching.

William B. (2014) conducted a PhD research at the University of Southampton in Thailand under the title 'Intercultural Awareness and Intercultural Communication through English: An investigation of Thai English Language Users in Higher Education'. The study focused on how cultural awareness can provide learners and users of English with the intercultural competence needed for communication with native speakers. The study used a qualitative approach associated with ethnography. The aim was to produce a clear description of the research participants and their environment. He collected the research data by recording communications and interviews with participants. He used a supplementary survey in addition to diaries, observations, and documents from the research site. The findings of the study signified the important role that intercultural awareness played in effective international communication between people from different cultures. The study found that cultural awareness was a valid construct for

explaining the types of cultural knowledge needed to achieve successful communications.

Ho. S (2011) conducted a PhD study at Victoria University of Wellington, New Zealand titled 'An Investigation of Intercultural Teaching and Learning in

Tertiary EFL Classrooms in Vietnam'. The purpose of the study was to investigate the lack of intercultural approaches to learning and learning in Vietnamese curriculums. The study was critical of the State's English language curriculum for not including intercultural aspects. The study also sought to evaluate how including intercultural aspects in English speaking lessons affects intercultural competence. Ho depended on classroom observation for data collection. Eight volunteer teachers participated in the classroom observations. He also gathered data from teacher interviews and focus-group interviews with students. The study showed that including intercultural aspects in lessons has a significant impact on intercultural competence. It confirmed the ability of intercultural teaching and learning to activate learner's understanding of language in context.

Hayat Y. (2010) conducted a PhD study at the Sudan University of Science and Technology titled 'Integrating English Language in Sudanese Secondary Schools English Syllabus and its Effectiveness in EFLs'. The study explored the impact of integrating culture into the English language syllabus at Sudanese high schools. It also intended to examine teachers' perspective about this integration. The study attempted to answer the question: do English language textbooks provide enough target language culture to enhance intercultural communications? She applied a descriptive-analytical method. The population sample consisted of randomly EFL university learners and teachers from different universities and education colleges. She used a questionnaire designed according to the Likert style 1-4 scale, as well as interviews for data collection. She used SPSS to analyze the collected data. The study concluded that teachers have a positive opinion about integrating culture into the syllabus. They appreciated being given useful techniques to teach language in relation to the target culture. Members of

the faculties of education also supported the inclusion of culture in language learning. Hayat reported that some teachers were barely aware of the necessity of teaching culture in tandem with language. Others were not keen to teach culture because they lacked cultural awareness. The results showed that textbooks do not provide sufficient information about the culture of native English language speakers.

Andrew N. (2010) conducted a PhD research at Macquarie University, Japan titled 'Raising Cultural Awareness as Part of EFL Teaching in Japan'. He investigated how cultural differences influence the language-learning process. His study addressed common problems faced by learners when interacting with people from different cultures. He gathered data from questionnaires given to participants after they had completed an ethnographic project about different cultures. The study concluded that classroom activities based on ethnographic research were effective in raising cultural awareness in language classrooms. It enabled students to consider situational differences and develop skills to cope with difficulties in intercultural exchanges. It also helped students to appreciate different cultural backgrounds and communicate more effectively. Study participants were highly motivated and they acknowledged that it was a beneficial experience.

Robyn A. (2007) conducted a PhD study at the University of Sydney, Australia titled 'Intercultural Competence in Young Language Learners: a Case Study'. The study aimed to help young language learners by equipping them with the explicit skills needed to understand the similarities and differences between their culture and the target language culture. She examined the intercultural competence that developed in primary school students. The primary school students had spent eight years studying either French, German, or Japanese.

Her study combined intercultural language learning with an immersion-based language classroom. The study used a qualitative method for data collection based on student focus group interviews and classroom observation. The participants were from grade six. Results of the study showed that understanding the target language's culture helped students develop intercultural competence. Participants often displayed metalinguistic curiosity and skills. The findings revealed that teachers can model intercultural skills to students through their relationship with learners and the selection of learning tasks. The study also indicated that full immersion classrooms helped to enhance student's intercultural competence.

The studies overviewed above were very useful to the researcher. They were important source material to help devise the structure of the current study. Furthermore, they presented various data collection tools, methods of analyses and approaches to conduct surveys. They highlighted the most appropriate methods for conducting research. Moreover, they served as a guiding light to explore a very fruitful sphere of accumulated researcher's experiences and knowledge. These studies helped develop the researcher's limited knowledge in the area of intercultural differences, and cultural awareness.

The studies discussed above were a fertile source of information and ideas. It helped the researcher gain a rigorous knowledge of the field of applied linguistics. As a result, the current study will add to the knowledge contained in the existing studies. It will also encourage other researchers to conduct further studies in the same area.

2.18 Summary

In this chapter, the key terms of the study have been defined. The chapter also presented important concepts that relate to the main topic of the study. The chapter also reviewed the theoretical framework on which the study is founded. Detailed information about culture and multimedia in language learning was provided. Finally, the chapter reviewed fourteen local and external studies and their relevance to the current study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter overviews the research methodology used in the study. It describes the tools for data collection. It presents the data analysis procedures. It details the target population sample used in the study. The chapter also documents the study experiments, and the methods applied in the study. It includes the research design, evaluates the reliability and validity of the study, and offers a brief summary.

3.1 Research Design

The researcher applied the descriptive-analytical method to examine the study's hypotheses and reach a conclusion about the data obtained. The research plan and design are covered in detail to outline the objectives of the study. The research plan includes all phases of research during the study: the pre-research phase, the data collection phase, the data analysis phase and the phase of drawing conclusions from the data. The first phase involved research on an area of research that matched the researcher's interest and profession. After defining the research problem, the researcher established the questions of the study from which the research hypotheses, experiment design, tools and instruments for collecting data are derived. Once data was collected, the researcher determined the necessary data analysis tools, which allowed answers to the research questions to be drawn. Subsequently, the researcher examined the findings of the study. Finally, the researcher made conclusions and recommendations based on the research findings. The researcher chooses the research topic for several

reasons:

1. The area of the research combines two fields of study that matched the researcher's interests and profession for the researcher has two degrees, in information systems and applied linguistics. This theoretical background encouraged the researcher to explore the impact of multimedia technologies in teaching and learning about culture and language.
2. Data and sources required for conducting the study experiment were readily available on the internet. The internet offered many sources of authentic data and multimedia files such as cultural videos, natural English episodes, situational languages material and other relevant cultural topics.
3. The researcher has extensive firsthand knowledge of the key areas of the study through teaching English language communication courses and working as a computer allocations trainer.
4. The parameters and time frames required by the study were realistic and robust enough for valid conclusions to be drawn.

Source materials for the study involved multimedia files found on the internet, which were downloaded and used in English language lectures. The source material was obtained from YouTube, Oxford online English, Go natural

English, BBC online English, learn English with Emma, British council learn English amongst others. 10.32 gigabytes of data was obtained, which included videos, movie episodes, animations, PowerPoint presentations, text and other media files. The researcher used three data manipulation applications to adjust and prepare the materials of the study. Namely:

1. Windows moviemaker,
2. In shot video editor
3. Camtasia2020.

These data manipulation applications enabled the researcher to prepare 205 episodes that were between three to five minutes in length.

These multimedia episodes were presented to learners over ten lectures of two-hour duration each.

The multimedia lectures examined the cultural aspects of the English language. Topics included speech acts such as invitations, greetings, requests, apologies and promises. They also presented learners with tools to deal with cross-cultural language problems. The researcher also made handout sheets to be used in the control lectures, which were traditional lectures without the aid of multimedia. The handouts included fifteen pages of information and activities, covering the same topics as the multimedia lectures. These were distributed to the control group of participants who attended the traditional lectures. For the multimedia lectures, the researcher used a digital projector, wireless sound system and a laptop computer.

In this study, the researcher has used quantitative and qualitative approaches

in order to combine the strength of both methodologies. It is worth mentioning here that both approaches enable collecting, and analyzing data.

The researcher examined cause and effect relationships which enabled internal validity (causality) during the experimental study. The researcher employed multimedia lectures as a treatment on the experimental group so that the effect of the multimedia lectures on participants could be examined. The experimental group participated in multimedia lectures for a total time of twenty hours. The lectures consisted of different types of multimedia such as texts, videos, audio, graphics, animations and PowerPoint presentations. The control group participants received lectures for a similar length of time. In contrast to the experimental group, the control group did not learn from multimedia materials and were given paper handouts on the same topics covered in the multimedia lectures.

At the start of the multimedia lectures, the researcher asked open-ended questions about the situation and examples to be discussed in the subsequent lecture. Experimental group participants answered the questions in accordance with their own Sudanese cultural background. The researcher then showed multimedia content to show what native English speakers would say and how they would respond to the situations and examples that the researchers had introduced at the start of the lecture. The researcher encouraged the control group participants to compare their initial responses to those of the native speaker in similar situations. The researcher and the experimental group participants then discussed the similarities and the differences between their culture and the cultures of native English speakers, in relation to the situation and examples given. Through this process, the researcher aimed to compare the effectiveness of

lectures that used multimedia content with the effectiveness of lectures that relied on more traditional ways of teaching languages. The researcher applied a quantitative approach for data collection through elicitation of the participant's responses to the MDCT situations. The researcher then transformed these responses into a numeric data format. The researcher also applied a qualitative approach by using the Classroom Observation Checklist.

3.2 Population and Sample Size

The population sample included participants meeting the three necessary criteria:

1. A reasonable language level
2. Willingness and interest
3. Commitment to attend all lectures

Reasonable language level meant that the participants had a level of English language proficiency that enabled them to understand, comprehend and interact in the study's lectures.

Based on the selection criteria, the researcher chose a suitable population sample for the study from the College of Language at Comboni College Khartoum. The participants were all fourth-year students majoring in the English Language at Comboni College. As well as matching the selection criteria, the researcher was familiar with the College staff and the English department administration because the researcher used to work at the same department at Comboni College. After surveying the population of the students in respect to the predefined selection criteria, a sample of 24 participant students was chosen (14 males and 10 females). As well as matching the selection criteria, these participants were selected over others, because they displayed the strongest willingness and interest to participate in the study.

Four students were excluded from the study because of absences at some

lectures. As a result, the total number of participants numbered twenty. The twenty participants were split into two groups: the experimental group and the control group.

3.3 Tools of Data Collection

The tools for data collection involve qualitative and quantitative tools. The study employs a modified Discourse Completion Test (DCT). The DCT was introduced in the early 1980s by Blume Kulka. It has proved to be a reliable test because later it has been used extensively for examining L2 speech acts in pragmatic terms. The researcher designed a Multiple Choice Discourse Completion Test (MDCT) to serve as a primary tool for collecting study data. As well as the MDCT, the Classroom Observation Checklist was employed as a second tool for data collection.

3.3.1 Multiple Choice Discourse Completion Test MDCT

The test consists of twenty questions about five types of speech acts: invitation, apology, promise, request, and greeting. Each question of MDCT elicits the response of the participant to situations that involve each speech act. The test examines whether or not the participant responded in the way a native speaker of English would.

The researcher formulated situations that would elicit answers relevant to the study questions detailed in the first chapter. The researcher designed the MDCT to include questions significant to the cultural focus of the study.

The study questions, objectives and the situations included in MDCT were categorized into six axes, each axis contains a situation involving one type of speech act and cross-cultural language problems as is shown in the following:

1. Question one and two: making an invitation
2. Question three: declining an invitation

3. Question four: accepting an invitation.
{The first axis of the invitation speech act}
4. Question five and six: making an informal apology
5. Question seven and eight: making a formal apology
{The second axis of the apology speech act}
6. Question nine: making an informal promise
7. Question ten: making a formal promise
8. Question eleven: making a strong promise
9. Question twelve: making an assured promise
{The third axis of the promise speech act}
10. Questions thirteen to sixteen: making politer requests
{The fourth axis of the request speech act}
11. Question seventeen and eighteen: making an informal greeting
12. Question nineteen: responding to a greeting while in a bad mood
13. Question twenty: responding to a greeting while in a good mood
{The fifth axis of the greeting speech act}
14. Question two, three, five, seven, nine, thirteen, nineteen and twenty: cross-cultural language problems
{The sixth axis of cultural language problems}

3.3.2 Classroom Observation Checklist COL

The researcher designed the Classroom Observation Checklist to standardise observers' responses. The checklist involved participant's attention, contributions, motivation, and attitude to the use of multimedia. The checklist also considers the participant's awareness of the cultural aspects of the English language. The researcher encouraged student/participant interaction by asking questions about the topics covered in the lectures. The checklist enabled observers to assign numbers (1, 2, and 3) for assessment of target areas of the study as in the following:

- (1) when the observer evaluates the participant's performance as satisfactory.
- (2) when the observer evaluates the participant's performance as somewhat satisfactory.
- (3) when the observer evaluates the participant's performance as unsatisfactory.

The target areas of the checklist included:

1. participant's attention,
2. participant's motivation,
3. participant's interaction,
4. participant's awareness of cultural aspects of the English Language,
5. participant's understanding of cultural diversity.

The researcher assigned the role of completing the observation checklist to other teachers who participated as observers. In every lecture, the observer-teacher completed the observation checklist as the researcher conducted the multimedia lecture. Observers completed the checklist based on their personal assessment of the participants' ability in relation to the target areas of the COL. (See the appendices)

3.4 Validity and Reliability of the Tools

The researcher confirms the consistency, reliability, efficiency, and purposefulness of the MDCT as below:

1. The MDCT was reviewed and approved by a jury committee that consisted of two university lecturers from Elfashir University and Sudan Open University.
2. The researcher has used SPSS to compute the validity check by Cronbach's Alpha formula and it showed (0.865) which statistically confirms the reliability and validity of the MDCT.
3. The research supervisor approved the MDCT before it was distributed to the

study participants

4. The Classroom Observation Checklist was reviewed and approved by the research supervisor.

3.4.1 Validity and Reliability of MDCT

To confirm the validity and reliability of the MDCT, the researcher used Cronbach’s alpha formula, which displayed 0.865. This number confirms the reliability and validity of the MDCT.

Cronbach’s alpha Formula:

$$\alpha = \frac{N \cdot \bar{c}}{\bar{v} + (N - 1) \cdot \bar{c}}$$

Where:

- N = the number of items.
- C = average covariance between item-pairs.
- V = average variance.

Tables 3.1 and 3.2 illustrate the analysis of MDCT for testing the reliability:

Table (3.1) Case processing summary

Case Processing Summary			
		N	%
Cases	Valid	20	100.0
	Excluded	0	.0
	Total	20	100.0

Key: N: number of MDCT questions

Table (3.1) shows case processing summary to the items of MDCT.

Table (3.2) Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No. of Items
.865	.891	8

Table (3.2) shows reliability statistic of MDCT by using Cronbach alpha formula that displayed 0.865

3.4.2 Validity and reliability of the COL

The researcher has used the COL for observing participants in the experimental group. The COL was designed to observe and assess target areas derived from the study questions. The COL was approved by the supervisor. The researcher confirms the validity and reliability of the COL tool because it displays observers' evaluations of the participants in relation to the specified areas of concern. This data helped the researcher to answer the first question of the study. Table (3.3) presents the observers' evaluation of the participants as recorded in the classroom observation checklist.

Table (3.3) presents the observers' evaluation of the participants as recorded in the classroom observation checklist.

Table (3.3) classroom observation checklist COL

Area of concern				Observer grading						
	Motivation	3	2	1	1	1	2	1	1	1
	Attention	3	2	1	1	1	2	1	1	1
	Participation	3	3	2	1	2	2	1	1	1
	Multimedia Usage	3	2	2	2	1	1	1	1	1
	Cultural Awareness	3	3	2	2	1	2	1	1	1
	Cultural Diversity	3	3	2	2	2	2	1	1	1

Numbers: 1 satisfactory, 2 somewhat satisfactory, 3 not satisfactory

3.4.3 Piloting the MDCT

The researcher completed the MDCT design and randomly selected five students to pilot the test. Each student had a similar language level to that of the research participants. The researcher administered the MDCT to the piloting sample and asked them to complete the text and give feedback. The researcher examined feedback about clarity, ambiguity, and the time allocated to responding to the MDCT situations. Accordingly, the MDCT was amended and the time that is given to answer questions adjusted. Finally, the MDCT was released after the supervisor's approval.

3.5 Procedures and Challenges

Initially, the researcher planned to select study participants from three Universities. Unfortunately, the whole country went into complete lockdown and all Universities and Colleges were closed. The pandemic Covid-19 limited selection choices available to the researcher. The data collection process began at the beginning of March 2020 and was completed by late August 2020. The researcher began by conducting a survey with the aim to select participants for the study from Comboni College, Khartoum. The researcher selected participants from the Faculty of Languages who were fourth-year students, majoring in the English language. The researcher met with the students and explained in detail the purpose of the study. The students were very keen to participate in the study experiment. Of these students, 24 participants were selected because they showed a greater willingness and desire to participate in the study experiment, compared to other students. The researcher divided the selected students into two groups: namely the experimental group and the control group.

Immediately the researcher collected participants' contact numbers and

created a Whatsapp group to facilitate communication with the two groups. One week later, the researcher created a Facebook page titled Multimedia Research Group to interact with the participants. This page can be accessed on the following link:

<https://web.facebook.com/groups/2768021140151190>

The Facebook page also included cultural topics and multimedia files relevant to the research topic. Moreover, the Facebook page aimed to familiarise the participants with certain aspects of culture relevant to native English speakers. Unfortunately, only a few participants start to interact with the Facebook page. Due to technical issues, most participants were unable to use the Facebook page. In fact, the majority of the participants lack the required technical knowledge needed to use online applications. They are also unfamiliar with social media applications. Many participants could not afford the cost of the internet and also faced difficulties finding reasonable internet connection speeds for displaying multimedia materials.

On the 21st March of 2020, lectures were suspended because of the pandemic covid-19 crisis, and the country went into lockdown. The researcher resumed lectures in late august, 2020 after the county was released from lockdown and educational institutions reopened. The researcher first gave lectures to the experimental group. They received ten multimedia based lectures of two-hour duration. Once completed, the researcher gave the control group ten lectures of two-hour duration unaided by multimedia content. Finally, once both groups had completed the series of lectures, the two groups were tested on October 28, 2020.

The researcher took eight months to complete data collection. The study faced many challenges. The first challenge the study encountered was finding a suitable population sample. Most universities were closed during the Covid-19 crisis. Another challenge was the availability of fourth-year students as

students were busy with either intensive lectures timetables or examinations periods. Another difficulty was obtaining approval to conduct the study at many universities. The procedures required were very complex and administrative tasks consumed a lot of time. Nevertheless, the researcher managed to obtain approval from Comboni College to conduct the study.

Another significant challenge that the researcher faced was the allocation of free lecture halls to conduct the series of lectures. Once lecture halls were secured the researcher faced another challenge: the available lecture halls were not equipped with the technical requirements needed for conducting multimedia lectures. However, the researcher sourced and prepared technical devices such as a digital projector, wireless sound system, and a laptop computer for use in the free lecture halls. On occasion, lectures had to be suspended because of the electricity supply shutdown. Despite the fact data collection was a very difficult and time-consuming process, the researcher overcame these challenges and successfully completed the data collection phase.

3.6 Summary of the Chapter

This chapter clarified the methodologies used to collect data for the study. It described the materials used and as well as the design of the study. It described the study population and sample selections, as well as explained the piloting and review process. The chapter also demonstrated the reliability and validity of the data collection tools. It elaborated on the procedure of the study, as well as the challenges faced and overcome.

CHAPTER FOUR

DATA ANALYSIS, RESULTS & DISCUSSION

4.0 Introduction

In this chapter, data from the study is analyzed. Results from the data analysis are displayed in tabulated forms and then discussed. The chapter illustrates the procedure of analysis used for the collection of data: the MDCT and the COL. The chapter also displays data charts as illustrative diagrams with statistical descriptions of data from the experiment. The chapter also presents a detailed interpretation of the results and clarifies the verification of the research hypotheses. The statistical analysis was done using: SPSS T independent variable test, Cronbach Alpha formula and Microsoft Excel spreadsheet. The chapter also compares the findings of the study in relation to the previous studies that were introduced in the second chapter of this study.

4.1 Analysis of the MDCT

The choice of data analysis tools depends on the nature of the data collected, as well as the amount of data. In this study, data was collected by the MDCT, which was specifically designed to answer the questions of the study. The researcher selected the T independent variable test as the most suitable type of statistical analysis for the study data. The selection was based on the nature of the collected data, which suited the conditions required when using the T independent variable test.

The T independent variable test was used to test the independent variables: participants from the experimental group and participants from the control

group. It was used to determine significant differences between responses from the experimental group and the control group to situations included in the MDCT. The situations were divided into six axes: the types of speech acts: invitation, apology, promise request, and greeting, as well as selected scenarios concerning cross-cultural language problems. After using the T-independent test, the researcher obtained the following tabulated data:

Table (4.1) Invitation Situations

Groups	N	Mean	Std. Deviation	Std. Error of Mean(\pm)	T-Test	d-f	P-Value (sig)
Control	10	1.00	0.667	0.211	3.67	18	0.00*
Experimental	10	2.20	0.789	0.249			

Key: N: number of students, STD: standard deviation, d-f: degree of freedom, P-value: significance level

The range of significance of the P-value: (0.00 - 0.05) is significant.

P-value: (0.06 -1.00) is not significant

Table (4.1) illustrates the significant differences between responses from the experimental group sample and their counterparts in the control group in

relation to the invitation situations included in the MDCT. Invitation situations in the MDCT included making an invitation, accepting an invitation and rejecting an invitation.

The table shows a highly significant difference at the 0.00 level in favour of the experimental group participants concerning the invitation situations.

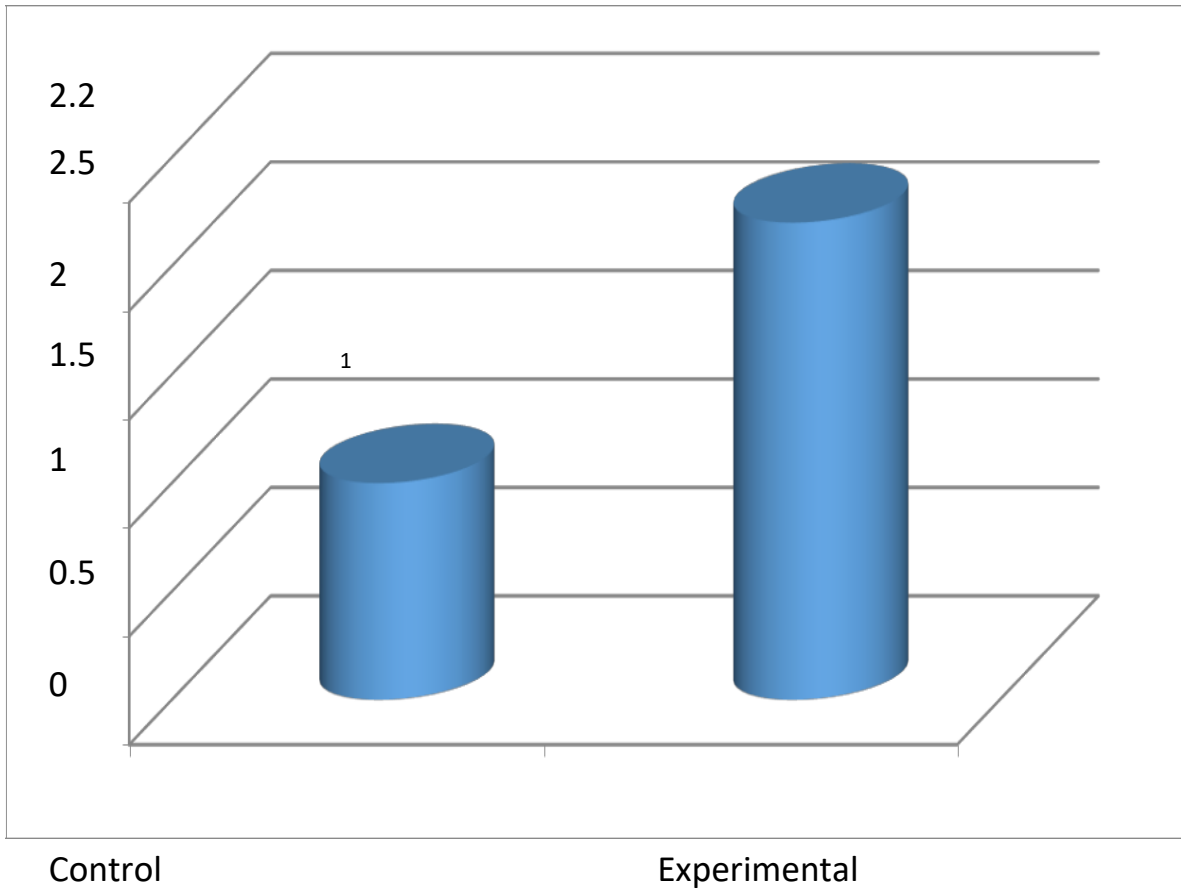


Fig (4.1): Invitation Speech Acts

Table (4.2) illustrates the frequencies and percentages for responses for invitation

Valid	Experimental Group		Control Group	
	Frequency	Percent	Frequency	Percent
Pass	22	55.0%	10	25.0%
Failure	18	45.0%	30	75.0%
Total	40	100.0%	40	100.0%

Table (4.2) shows the distribution of responses between the two groups in relation to the invitation situations. The table clarifies that responses were recorded for twenty participants, 40 from each group, giving a total of 80 responses. A number of 22 responses from the experimental group (55.0%) (were correct), while 18 responses (were incorrect) (45.0%) 10 responses from the control group (25.0%) passed , while 30 responses failed (75.0%). The accurate responses are 22 while the inaccurate are 18 responses. The control group has only 10 accurate responses and 30 incorrect responses. The chart below displays the distribution of ‘pass’ and ‘fail’ responses between the two groups.

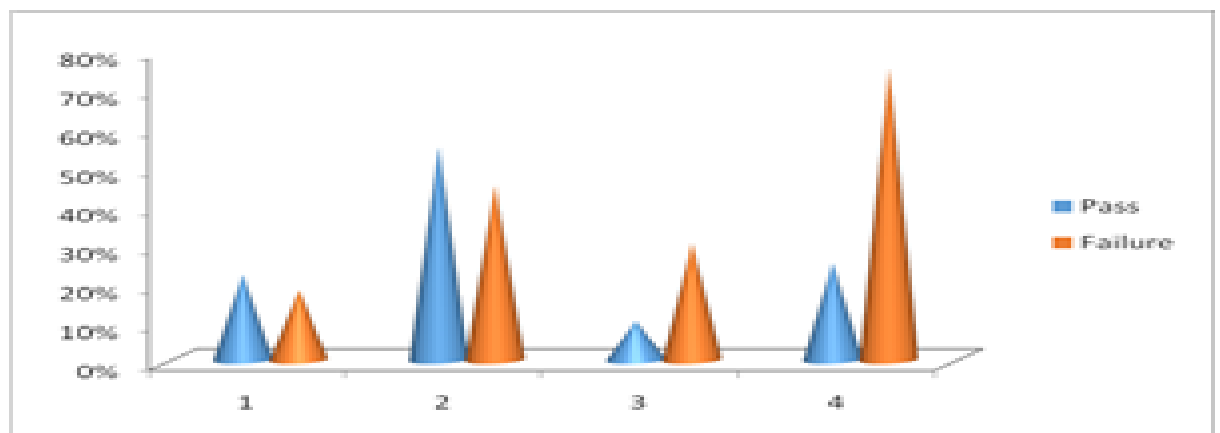


Fig (4.2)

Table (4.3) Apology Situations

Groups	N	Mean	Std. Deviation	Std. Error Mean(\pm)	T-Test	d-f	P-Value
Control	10	0.90	0.568	.180	1.11	18	0.28*
Experimental	10	1.20**	0.632	.200			

Key: N: number of students, STD: standard deviation, d-f: degree of freedom, P-value: significance level

Significant range: (0.00 - 0.05)

Table (4.3) illustrates the significant differences between responses from the experimental group sample and their counterparts in the control group in relation to the apology situations included in the MDCT. Apology situations in the MDCT included making formal and informal apologies. The table does not show any significant difference at the 0.28 level in favour of the experimental sample in relation to the apology situations. Even though the mean of the experimental sample (1.20) was greater than the mean of the control sample (0.90), the p-value shows no significant difference between the two groups.

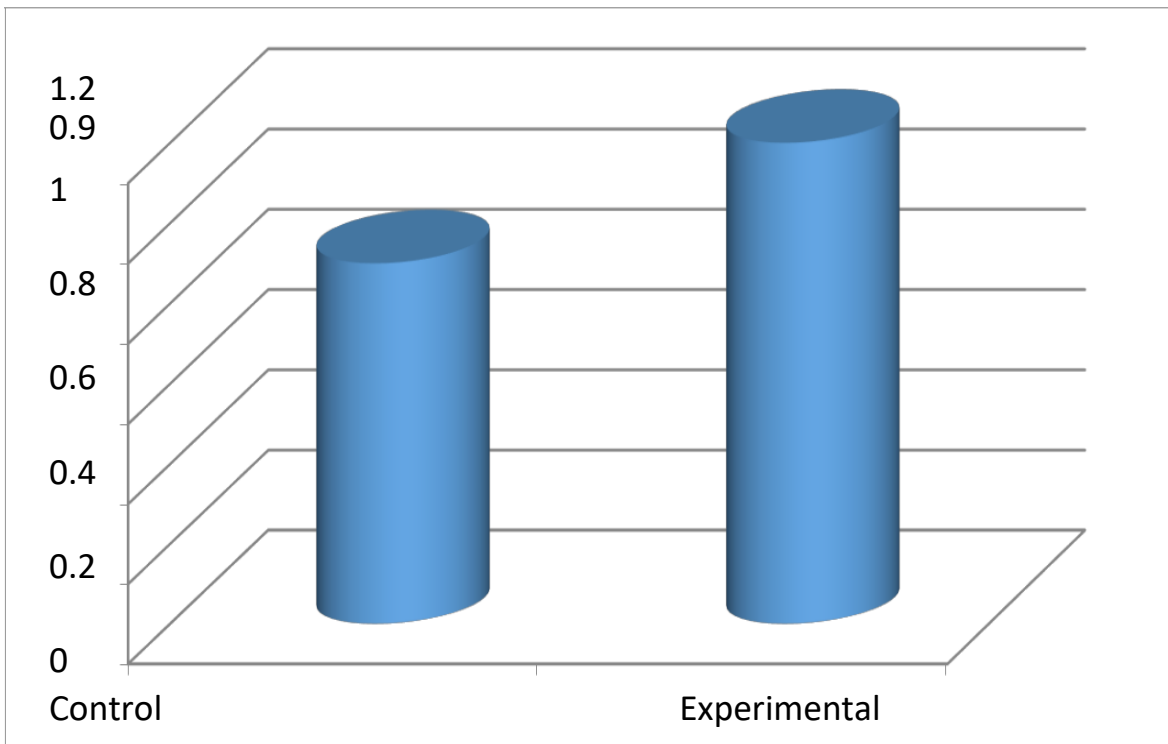


Fig (4.3): Apology Speech Acts

Table (4.4) illustrates the frequencies and percentages for apology

Valid	Experimental Group		Control Group	
	Frequency	Percent	Frequency	Percent
Pass	28	70.0%	9	22.0%
Failure	12	30.0%	31	78.0%
Total	40	100.0%	40	100.0%

Table (4.4) illustrates the significant differences between responses from the experimental group sample and their counterparts in the control group in relation to the apology situations included in the MDCT. The table clarifies that responses were recorded for twenty participants, 40 from each group, giving a total of 80 responses. 28 responses from the experimental group (70.0%) passed (were correct), while 12 responses failed (were incorrect) (30.0%) 9 responses from the control group (22.0%) passed , while 31 responses failed (78.0%).The accurate responses are 28 while the inaccurate

are 12 responses. The control group has only 9 accurate responses and 31 incorrect responses.

The chart below displays the distribution of ‘pass’ and ‘fail’ responses between the two groups.

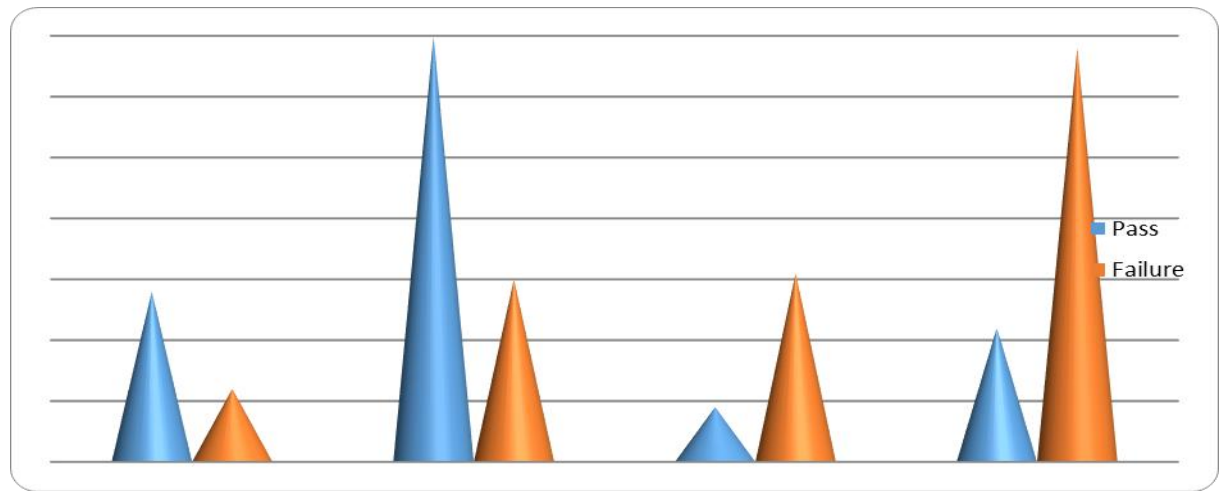


Fig (4.4)

Table (4.5) Promise Situations

Groups	N	Mean	Std. Deviation	Std. Error Mean(±)	T-Test	d-f	P-Value
Control	10	1.00	0.943	0.298	2.88	18	0.01*
Experimental	10	2.20	0.919	0.291			

Key: N: number of students, STD: standard deviation, d-f: degree of freedom, P-value: significant level

Significant range: (0.00 - 0.05)

Table (4.5) illustrates the significant differences between responses from the experimental group sample and their counterparts in the control group in relation to the apology situations included in the MDCT. Promise situations in the MDCT included making formal and informal promises.

The table shows a highly significant difference at the 0.01 level in favour of the experimental group sample in relation to promise situations

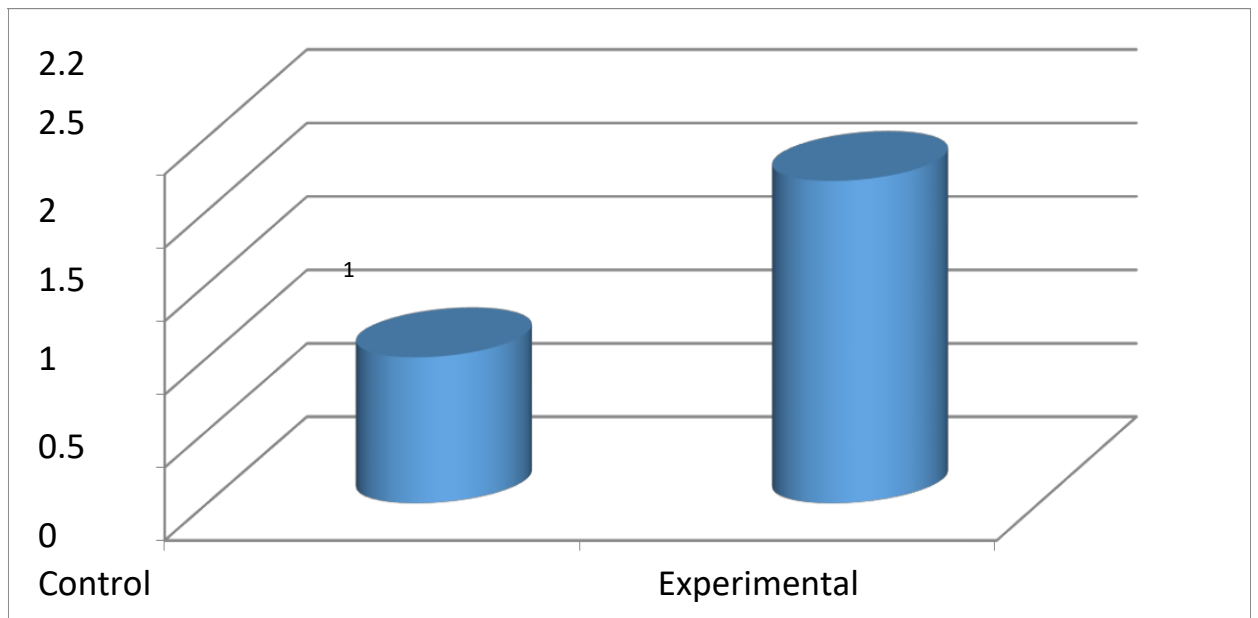


Fig (4.5): Promise Speech Acts

Table (4.6) illustrates the frequencies and percentages for Promise

Valid	Experimental Group		Control Group	
	Frequency	Percent	Frequency	Percent
Pass	22	55.0%	10	25.0%
Failure	18	45.0%	30	75.0%
Total	40	100%	40	100.0%

Table (4.6) shows the distribution of the two groups in relation to promise situations. The table clarifies that responses were recorded for twenty participants, 40 from each group, giving 80 responses. A number of 28 responses from the experimental group (70.0%) (were correct), while 12 responses (were incorrect) (30.0%) 10 responses from the control group (25.0%) (were correct), while 30 responses (were incorrect) (75.0%). The accurate responses are 22 while the inaccurate are 18 responses. The control group has only 10 accurate responses and 30 incorrect responses.

The chart below displays the distribution of ‘pass’ and ‘fail’ responses between the two groups.

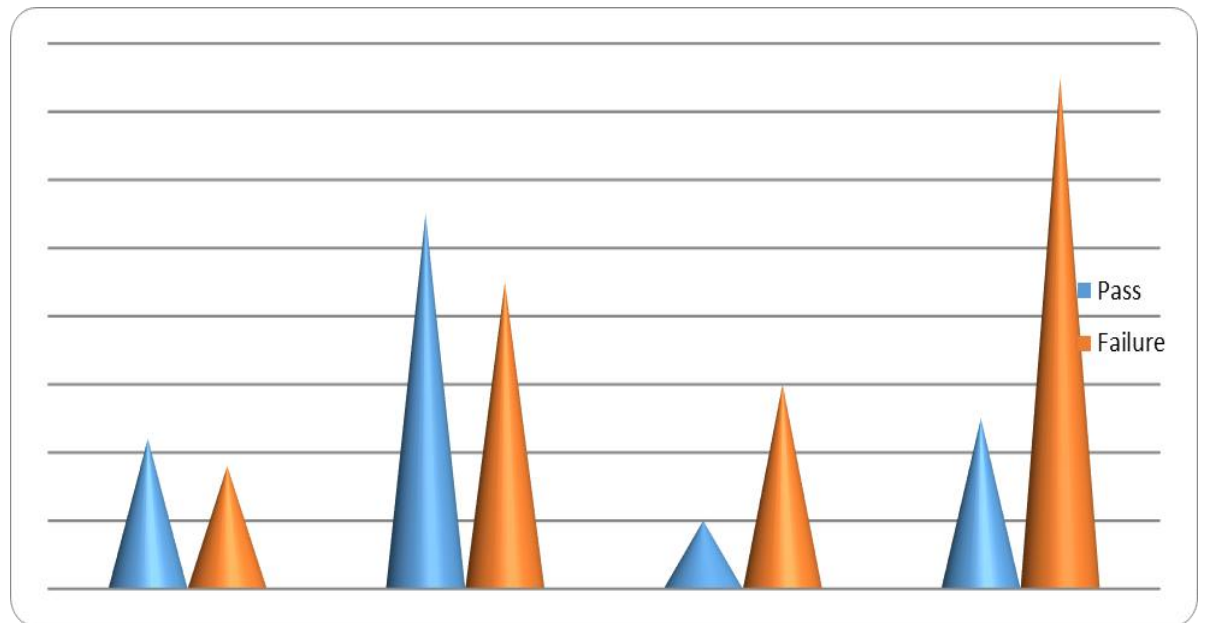


Fig (4.6)

Table (4.7) Request Situations

Table (4.7) request situations

Groups	N	Mean	Std. Deviation	Std. Error Mean(±)	T-Test	d-f	P-Value
Control	10	1.70	0.823	0.260	3.75	18	0.00*
Experimental	10	3.40	1.174	0.371			

Key: N: number of students, STD: standard deviation, d-f: degree of freedom,

P-value: significant level

Significant range: (0.00 - 0.05)

Table (4.7) illustrates the differences between responses from the experimental group sample and their counterparts in the control group in relation to the request situations included in the MDCT. Request situations in the MDCT included making formal and informal requests.

The table shows a highly significant difference at the 0.00 level in favour of the experimental group sample in regard to request situations.

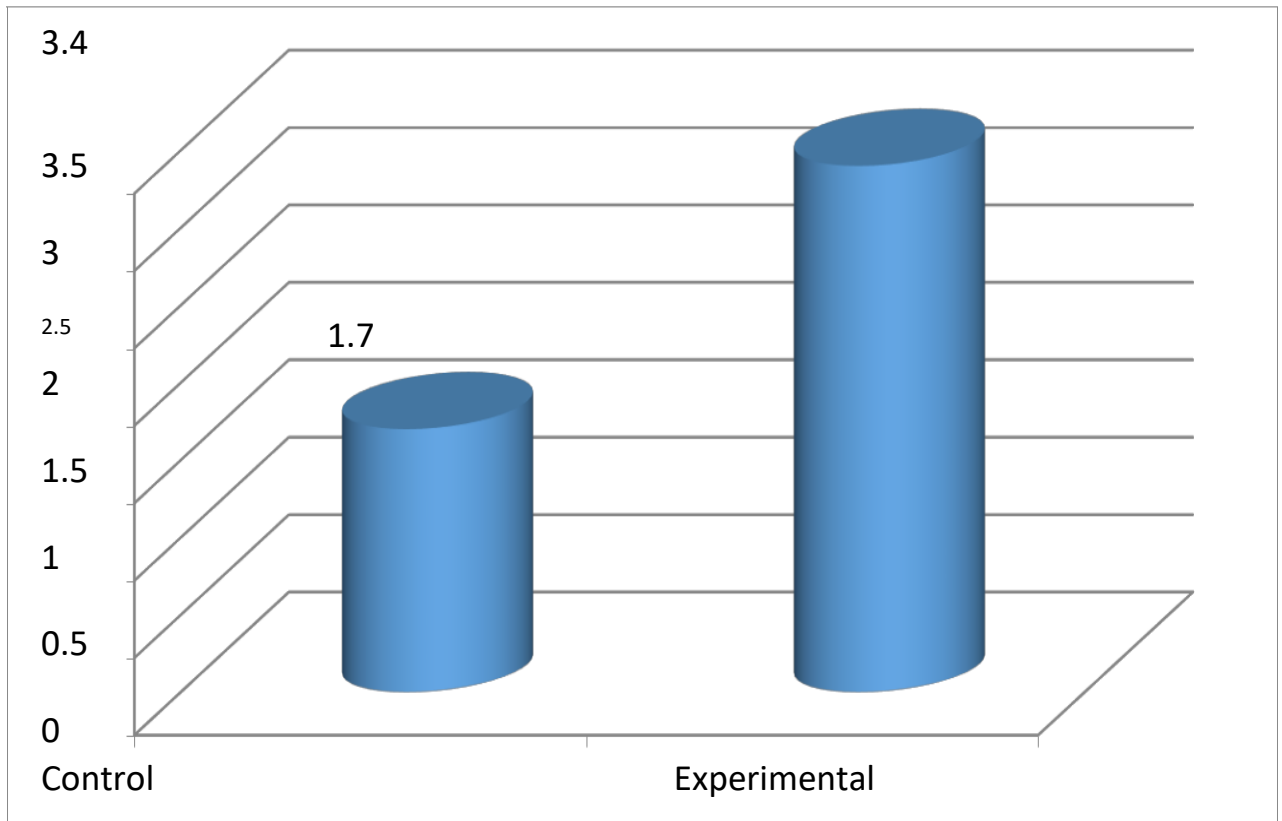


Fig (4.7): Request Speech Acts

Table (4.8) illustrates the frequencies and percentages for Request

Valid	Experimental Group		Control Group	
	Frequency	Percent	Frequency	Percent
Pass	25	62%	17	42.0%
Failure	15	38%	23	58.0%
Total	40	100%	40	100.0%

Table (4.8) shows the distribution of the two groups in relation to request situations. The table clarifies that responses were recorded for twenty participants, 40 from each group, giving a total of 80 responses. 25 responses from the experimental group (62.0%) (were correct), while 15 responses (were incorrect) (38.0%) 17 responses from the control group (42.0%) (were correct), while 23 responses (were incorrect) (58.0%).

The accurate responses are 25 while the inaccurate are 15 responses. The control group has only 17 accurate responses and 23 incorrect responses.

The chart below displays the distribution of ‘pass’ and ‘fail’ responses between the two groups.

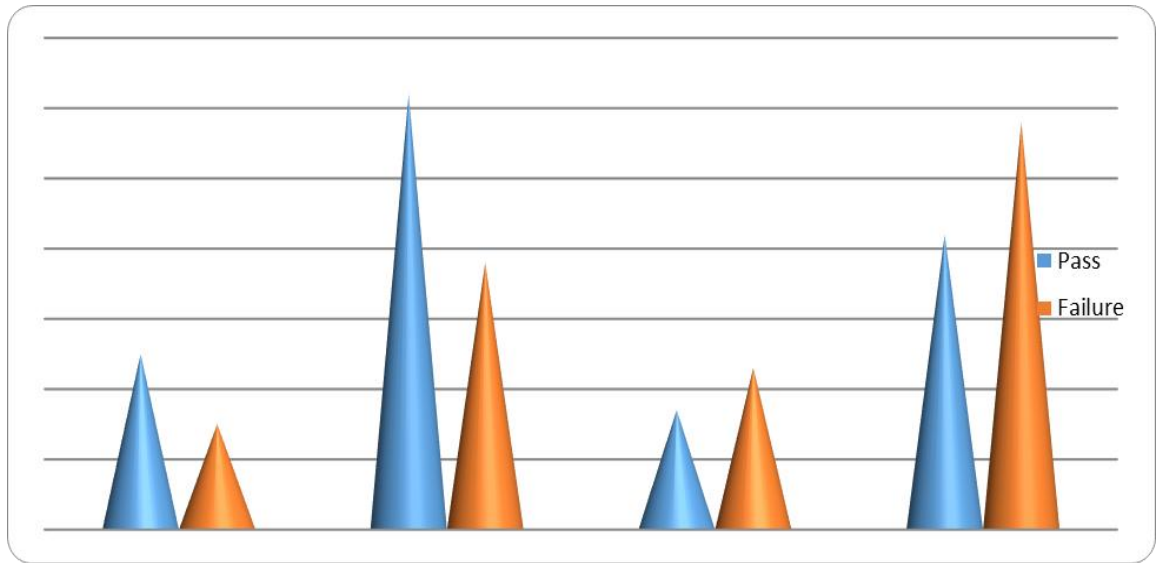


Fig (4.8)

Table (4.9) greeting situations

Groups	N	Mean	Std. Deviation	Std. Error Mean(±)	T-Test	d-f	P-Value
Control	10	0.80	0.632	0.200	4.29	18	0.00*
Experimental	10	2.50	1.080	0.342			

Key: N: number of student, STD: standard deviation, d-f: degree of freedom,

P-value: significant level

Significant range: (0.00 - 0.05)

Table (4.9) illustrates the significant differences between responses from the experimental group sample and their counterparts in the control group in relation to the greeting situations included in the MDCT. Greeting situations in the MDCT included making formal and informal greetings. The table shows a highly significant difference at the 0.00 level in favour of the experimental group sample in relation to greeting situations

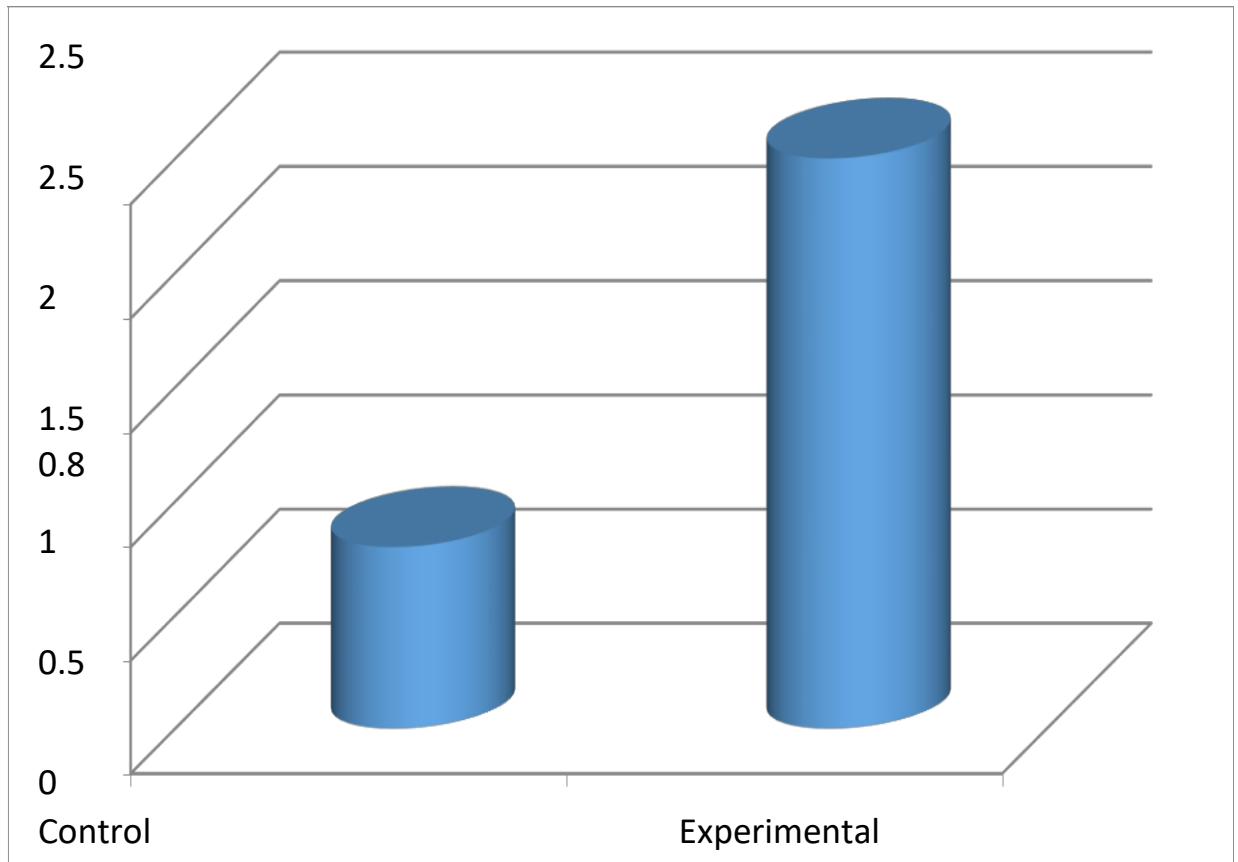


Fig (4.9): Greeting Speech Acts

Table (4.10) illustrates the frequencies and percentages for greeting speech acts.

Table (4.10) illustrates the frequencies and percentages for Greeting

Valid	Experimental Group		Control Group	
	Frequency	Percent	Frequency	Percent
Pass	22	55%	8	20.0%
Failure	18	45%	32	80.0%
Total	40	100%	40	100.0%

Table (4.10) shows the distribution of the two groups in relation to greeting situations. The table clarifies that responses were recorded for twenty participants, 40 from each group. A number of 22 responses from the experimental group (55.0%) (were correct), while 18 responses failed (were incorrect) (45.0%) 8 responses from the control group (20.0%) (were correct), while 32 responses (were incorrect) (80.0%). The accurate responses are 22 while the inaccurate are 18 responses. The control group has only 10 accurate responses and 30 incorrect responses.

The chart below displays the distribution of ‘pass’ and ‘fail’ responses between the two groups.

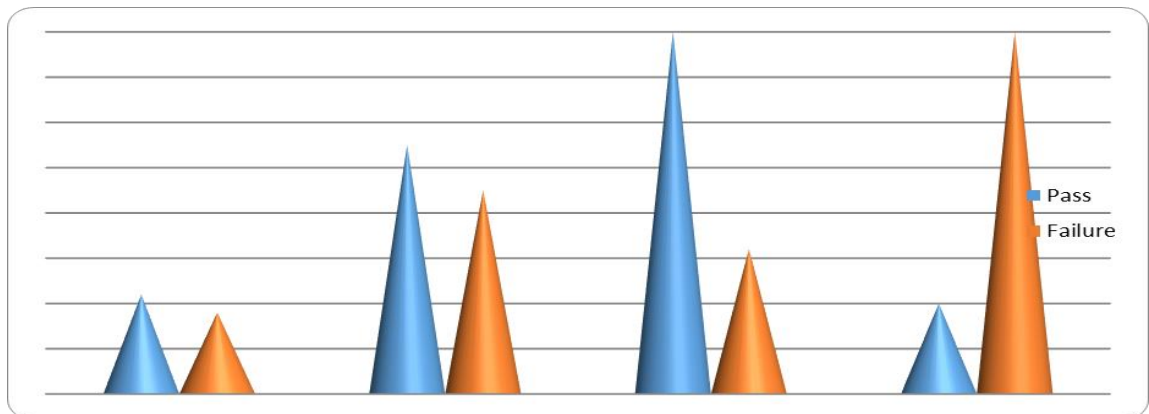


Fig (4.10)

Table (4.11) Cross-Cultural Language Situations

Groups		Me an	Std. Deviati on	Std. Error Mean(±)	T- Test		P-Value
Control	1 0	1.40	.699	0.221	6.39		0.00*
Experimental	1 0	4.30	1.252	0.396			

Key: N: number of students, STD: standard deviation, d-f: degree of freedom,

P-value: significant level

Significant range: (0.00 - 0.05)

Table (4.11) illustrates the differences between responses from the experimental group sample and their counterparts in the control group in relation to the cross-cultural language problem situations included in the MDCT. The cross-cultural language situation in the MDCT included eight different scenarios around cultural variation.

The table shows a highly significant difference at the 0.00 level in favour of the experimental group sample in relation to cross-cultural language problems situations

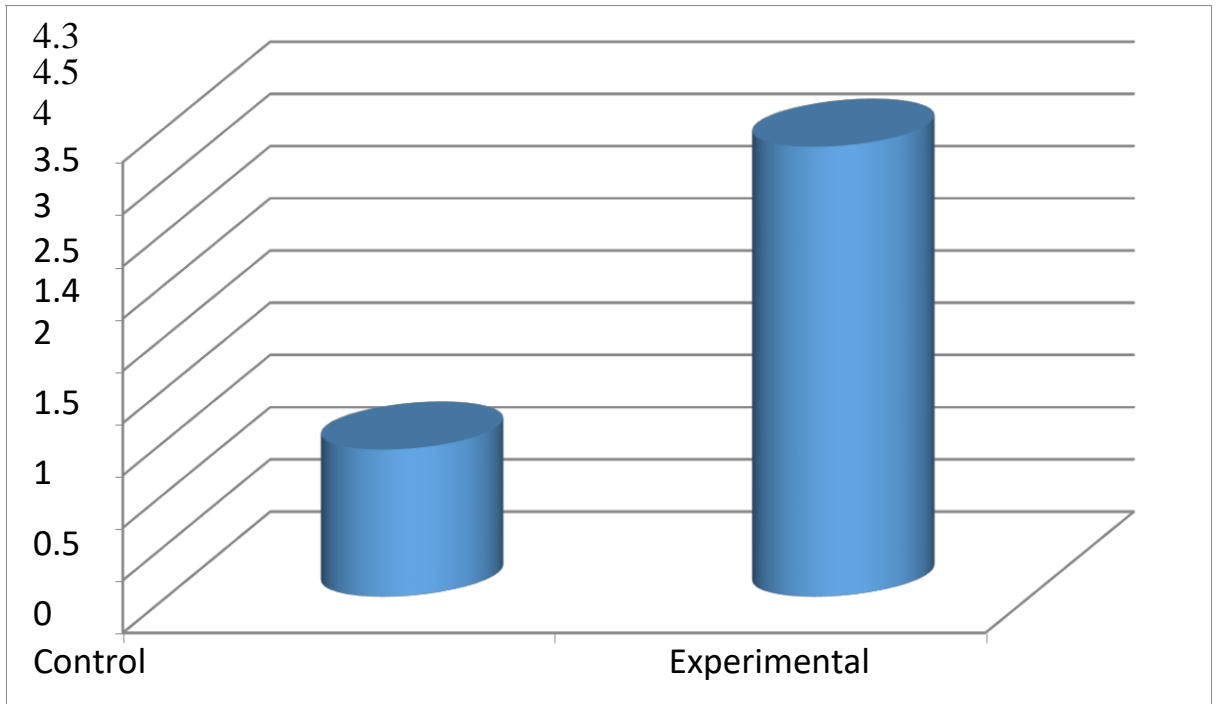


Fig (4.11): Cross-Cultural Language Problems

Table (4.12) illustrates the frequencies and percentages for Cross Cultural language problems

Valid	Experimental Group		Control Group	
	Frequency	Percent	Frequency	Percent
Pass	55	69%	17	21.0%
Failure	25	31%	63	69.0%
Total	80	100%	80	100.0%

Table (4.12) shows the distribution of the two groups in relation to greeting situations. The table clarifies that responses were recorded for twenty participants, forty from each group, giving a total of 80 responses. 55 responses from the experimental group (69.0%) (were correct), while 25

responses (were incorrect) (31.0%) 17 responses from the control group (21.0%) (were correct), while 63 responses (were incorrect) (79.0%). The accurate responses are 55 while the inaccurate are 25 responses. The control group has only 17 accurate responses and 63 incorrect responses.

The chart below displays the distribution of ‘pass’ and ‘fail’ responses between the two groups.

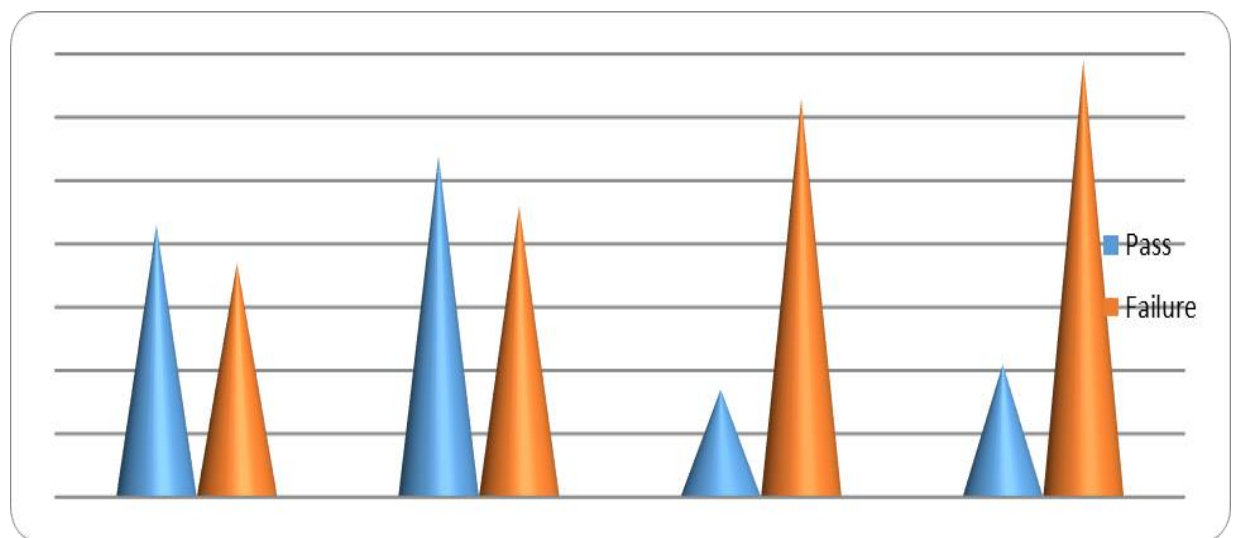


Fig (4.12)

Table (4.13) Total Situations

Groups		M ea n	Std. Devi ation	Std. Error Mean (±)	T- Te st	P- Va lu e
Contro l	10	5.40	1.265	0.400		
Experi mental	10	10.30	1.703	0.539	7.30	0.00*

Key: N: number of students, STD: standard deviation, d-f: degree of freedom,

P-value: significant level

Significant range: (0.00 - 0.05)

Table (4.13) illustrates the differences between responses from the experimental group sample and their counterparts in the control group in relation to all the situations included in the MDCT. It shows a highly significant difference at the 0.00 level in favour of the experimental sample concerning all MDCT situations.

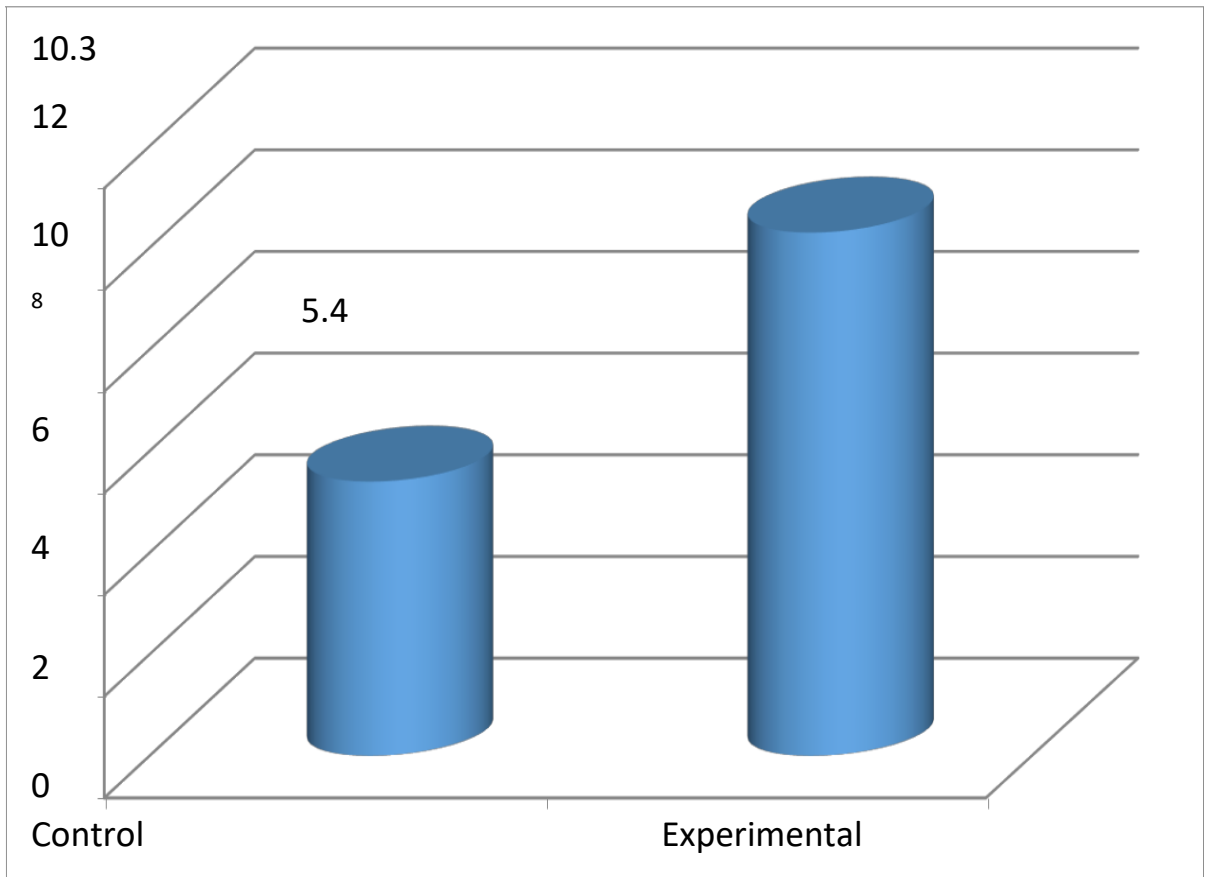


Fig (4.13): Total Situations of the MDCT

Table (4.14) illustrates the frequencies and percentages for total situations

Valid	Experimental Group		Control Group	
	Frequency	Percent	Frequency	Percent
Pass	43	52.0%	17	27.0%
Failure	37	48.0%	63	73.0%
Total	80	100.0%	80	100.0%

Table (4.14) shows the distribution of the two groups in relation to all situations in the MDCT. The table clarifies that responses were recorded for

twenty participants, forty from each group, giving a total of 80 responses. 43 responses from the experimental group (52.0%) (were correct), while 37 responses (were incorrect) (48.0%) 17 responses from the control group (21.0%) (were correct), while 63 responses (were incorrect) (79.0%). The accurate responses are 55 while the inaccurate are 25 responses. The control group has only 17 accurate responses and 63 incorrect responses.

The chart below displays the distribution of ‘pass’ and ‘fail’ responses between the two groups.

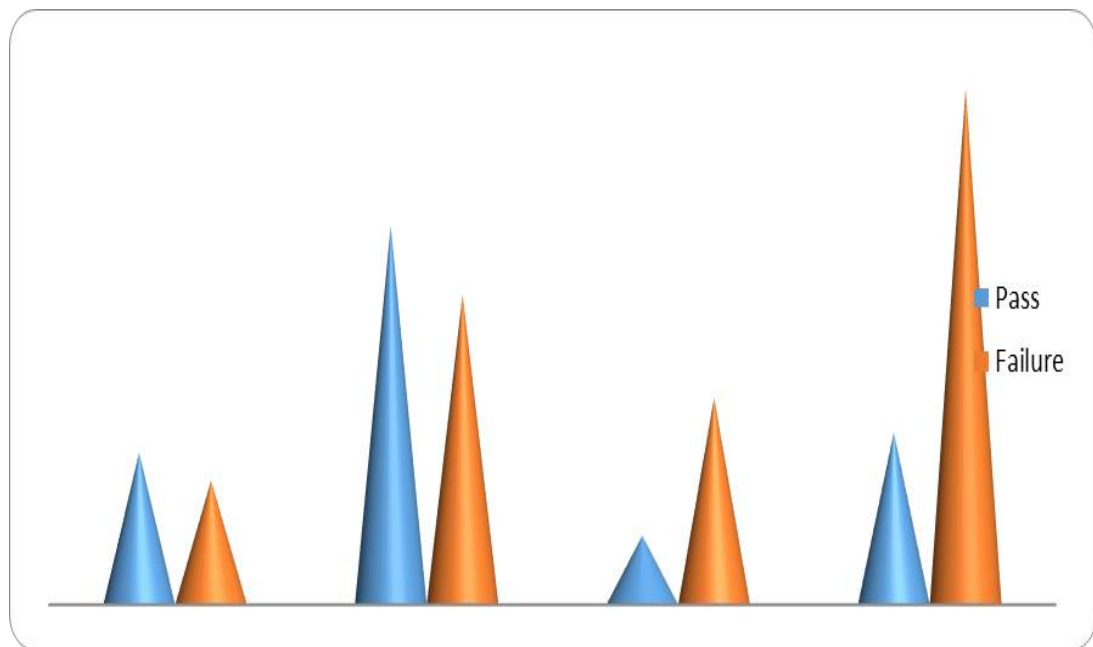


Fig (4.14)

4.2. Analysis of the Classroom Observation Checklist (COL)

Table (4.15) the observer's assessment

N		motivation	attention	participation	M. usage	C. A	C.D
1		not satisfactory	not satisfactory	not satisfactory	not satisfactory	not satisfactory	not satisfactory
2		somewhat satisfactory	somewhat satisfactory	satisfactory	Somewhat Satisfactory	satisfactory	satisfactory
3		somewhat satisfactory	somewhat satisfactory	satisfactory	Somewhat Satisfactory	satisfactory	satisfactory
4		satisfactory	satisfactory	somewhat satisfactory	Somewhat Satisfactory	somewhat satisfactory	somewhat satisfactory
5		satisfactory	satisfactory	satisfactory	Somewhat Satisfactory	somewhat satisfactory	somewhat satisfactory
6		satisfactory	satisfactory	somewhat satisfactory	Satisfactory	satisfactory	somewhat satisfactory
7		somewhat satisfactory	somewhat satisfactory	somewhat satisfactory	Satisfactory	somewhat satisfactory	somewhat satisfactory
8		satisfactory	satisfactory	satisfactory	Satisfactory	satisfactory	satisfactory
9		satisfactory	satisfactory	satisfactory	Satisfactory	satisfactory	satisfactory
10		satisfactory	satisfactory	satisfactory	Satisfactory	satisfactory	satisfactory

Key: N: number of lectures, S: observer's assessment, M: perception of multimedia usage, C.A: participants' cultural awareness, C.D: perception of cultural diversity

Table (4.14) illustrates the observers' assessment of the control group participants in relation to the six focus areas of the first question of the study

Twenty lectures were observed for a total time of forty hours. Each group of participants received ten two-hour lectures. The experimental group were treated with twenty hours of multimedia-based lectures. The control group received similar lecture content but without multimedia support. The control group were given paper handout sheets on lecture topics.

The data obtained from the COL can be summarised as follows:

1. For the first lecture, observers gave participants a 'not satisfactory' assessment for all areas of concern (motivation, attention, participation, multimedia usage, cultural awareness, and cultural diversity). The researcher attributed this to the participants' anxiety in response to attending different forms of lectures than they were accustomed to.
2. In the second and third lectures, observers gave participants a 'satisfactory assessment' in three areas (participation, cultural awareness, and cultural diversity). Observers gave participants a 'somewhat satisfactory' assessment in relation to the other areas of concern.
3. For the fourth lecture, observers gave participants a 'satisfactory' assessment in two areas (motivation, and attention). Observers gave participants a 'somewhat satisfactory' assessment in relation to the other areas of concern.
4. For the fifth lecture, observers gave participants a 'satisfactory' assessment in three areas (motivation, attention, and participation). Observers gave participants a 'somewhat satisfactory' assessment in relation to the other areas of concern.
5. For the sixth lecture, observers gave participants a 'satisfactory' assessment in four areas (motivation, attention, multimedia usage, and cultural awareness). Observers gave participants a 'somewhat satisfactory' assessment in relation to the other areas of concern.

6. For the seventh lecture, observers gave participants a ‘satisfactory’ assessment in only one area (multimedia usage). Observers gave participants a ‘somewhat satisfactory’ assessment in relation to the other areas of concern. As the researcher reported in his notes, the results of the seventh lecture were likely to be affected by external factors. Participants were stressed due to exam fears at the time of the lecture.
7. For the last three lectures, observers gave participants a ‘satisfactory’ assessment in all areas (motivation, attention, multimedia usage, cultural awareness and cultural diversity).
8. During the lectures, the researcher observed that participants were enthusiastic about learning about the cultural aspects of the English language. The researcher also noticed that most participant has lacked the technical knowledge needed to fully utilize the internet and multimedia platforms in their English language learning.
9. EFL university learners can depend on content from multimedia as a language learning strategy to minimise cross-cultural problems.
10. Multimedia helps EFL university learners increase their language competence.

The COL highlighted that at the beginning of the lectures, participants had little motivation to use multimedia support to learn the English language. At the beginning of subsequent lectures, the researcher asked encouraging questions about cultural topics, supported with authentic multimedia content. This was followed by discussions between the researcher and participants on the topics of the lectures. The participants gradually showed increased motivation towards multimedia support to help them learn the English language. The data from the COL reveals that multimedia content effectively supports the development of cultural awareness in the participants.

Generally, participants became highly motivated about the role of multimedia content in learning about the cultural aspect of the English language. They appreciated the strategy of displaying authentic situational episodes that inspire, motivate, and encourage them to participate positively in the discussion about the target cultural topics. This positive attitude contributed to the development of the participants' cultural awareness. Moreover, the experiment has encouraged and motivated participants to accept multimedia as an effective language learning strategy. Furthermore, it oriented the participants towards the acceptance of cultural diversity between different groups of people. Participants also increased their awareness of the cultural aspects of learning the English language.

4.3 Testing the Study Hypotheses

The First Hypothesis:

The first hypothesis: (Multimedia content helps EFL university learners increase their awareness of the cultural aspects of invitation, apology, request, promise, and greeting speech acts) was verified using T independent variable test: tables (4.15), (4.16), (4.17), (4.18), (4.19) summarise the result as below:

Table (4.16) The Invitation situations in the MDCT

Groups	N	Mean	SD	D-F	T-Test	P-value	Sig
Control	10	1.00	.667	18	3.67	0.00	0.05
Experimental	10	2.20	.789				

The mean, standard deviation, T-test, degrees of freedom (d-f) and P-value significance were computed from responses to the four invitation situations in the MDCT. The speech act of making invitations applied in situations number one and two. The speech act of declining invitations applied in situation number three, while the speech act of accepting invitations applied in situation number four. In relation to the invitation situations, the participants from the experimental group had a higher mean (2.20), compared to the mean of their counterparts in the control group (1.00). This makes a p-value display of (0.00) which is at a highly significant level in favour of the experimental group. This statistically confirms the existence of significant differences.

Table (4.17) Apology situations in the MDCT

Groups	N	Mean	SD	D-F	T-Test	P-value	Sig
Control	10	0.90	0.568	18	1.11	0.28	0.05
Experimental	10	1.20	0.632				

The mean, standard deviation, T-test, degrees of freedom (d-f) and P-value significance were computed from responses to the four apology situations in the MDCT. The speech act of making an informal apology applied in situations number five and six, while the speech act of making a formal apology applied in situations number seven and eight. The experimental group showed a mean of (1.20) while the mean of the control group was (0.90). The

small difference between the means of the two groups makes a p-value display of (0.28), which does not show a significant difference at the alpha level of (0.05). This statistically shows that no significant difference was observed in favour of the experimental group. However, the mean of the two groups (1.20 - 0.90) confirms the existence of difference in favour of the experimental group, but it cannot be statistically described as a significant difference.

Table (4.18) Promise situations in the MDCT

Groups	N	Mean	SD	D-F	T-Test	P-value	Sig
Control	10	1.00	0.943	18	2.88	0.01	0.05
Experimental	10	2.20	0.919				

The mean, standard deviation, T-test, degrees of freedom (d-f) and P- \value significance were computed from responses to the four promise situations in the MDCT. The speech act of making informal promises applied in situation number nine. The speech act of making formal promises applied in situation number ten, while the speech act of making committed promise applied in situation number eleven. The speech act of confirming promise applied in situation number twelve.

The experimental group showed a higher mean (2.20) compared to the control group (1.00). This makes a p-value display of (0.01) which is at a highly significant level in favour of experimental participants. This statistically confirms the existence of significant differences.

Table (4.19) Request situations in the MDCT

Groups	N	Mean	SD	D-F	T-Test	P-value	Sig
Control	10	1.70	0.823	18	3.75	0.00	0.05
Experimental	10	3.40	1.174				

The mean, standard deviation, T-test, degrees of freedom (d-f) and P-value significance were computed from responses to the four request situations in the MDCT. The speech act of making a polite request applied in situations number thirteen to sixteen. The experimental group showed a higher mean (3.40) compared to the control group (1.70). This makes a p-value display of (0.00) which is at a highly significant level in favour of experimental participants. This statistically confirms the existence of significant differences

Table (4.20) Greeting situations of the MDCT

Groups	N	Mean	SD	D-F	T-Test	P-value	Sig
Control	10	0.80	0.632	18	4.29	0.00	0.05
Experimental	10	2.50	1.080				

The mean, standard deviation, T-test, degrees of freedom (d-f) and P-value significance were computed from responses to the four greeting situations in the MDCT. The speech act of making informal greetings applied in situations number seventeen and eighteen, the speech act of responding to greeting while in a bad mood applied in situation number nineteen, and the speech act of responding to a greeting while in a good mood, applied in situation number twenty. The experimental group showed a higher mean (2.50) compared to the mean of the control group (0.80). This makes a p-value display (0.00) which is at a highly significant level in favour of the experimental group. This statistically confirms the existence of significant differences.

The results of MDCT axes: (1-5) confirm the positive impact of multimedia content with the experimental group participants. Results highlight that the use of multimedia content raised the cultural awareness of the participants in the apology, request, promise, and greeting situations. Moreover, the COL confirmed that the participants were highly motivated to use multimedia in

learning about cultural aspects of the English language. Participants from the experimental group positively contributed to lecture discussions about these cultural aspects of the target language. The frequencies and percentages shown in tables: (4.2), (4.4), (4.6), (4.8), (4.10) also support the verification of the first hypothesis.

The Second Hypothesis

Analysis of the MDCT showed that the second hypothesis: (EFL university learners can depend on multimedia as a language learning strategy to avoid cross-cultural problems) was verified using the T independent variable test: table (4.11) summarises the result as follows:

Table (4.21) Cross-cultural Language Problems Situations in the MDCT

Groups	N	Mean	SD	D-F	T-Test	P-value	Sig
Control	10	1.40	0.699	18	6.39	0.00	0.05
Experimental	10	4.30	1.252				

The mean, standard deviation, T-test, degrees of freedom (d-f) and P-value significance were computed from response to the eight cross-cultural language problem situations (items number: 2, 3, 5, 7, 9, 13, 19, 20) in the MDCT. The experimental group showed a higher mean (4.30) compared to the mean of the control group (1.40). This makes a p-value display of (0.00) which is at a

highly significant level in favour of the experimental group. This statistically confirms the existence of significant differences.

Results show that multimedia content helped the experimental group participants avoid cross-cultural language problems. Therefore, they can depend on multimedia content as a language learning strategy to avoid cross-cultural problems. Moreover, the COL confirms that the experimental group showed a ‘satisfactory’ understanding of cross-cultural language problems and were able to avoid such language problems.

The frequencies and percentages shown in the table: (4.12), also support the verification of the second hypothesis.

The Third Hypothesis:

Analysis of the MDCT results showed that the second hypothesis: (Multimedia content and technologies help EFL university learners to enhance their English language abilities) was verified using the T independent variable test: table (4.13) summarises the result as follows:

Table (4.22) Total situations in the MDCT

Groups		Mean	SD	D-F	T-Test	P-value	Sig
Control	10	5.40	1.265	18		0.00	0.05
Experimental	10	10.30					

The mean, standard deviation, T-test, degrees of freedom (d-f) and P-value significance were computed from responses to the twenty situations in the MDCT. The experimental group showed a higher mean (10.30) compared to the control group (5.40). This makes a p-value display (0.00) which is at a highly significant level in favour of experimental participants. This statistically confirms the existence of significant differences.

The frequencies and percentages shown in the table: (4.14) also support the verification of the second hypothesis.

Analysis of the total responses to the MDCT confirm that participants from the experimental group showed development in their responses to the different situations included in the MDCT. This development could be attributed to the use of multimedia content as a method of treatment in learning about the cultural aspects of the English language.

4.4 Discussion and Interpretations of the Results

This study has discussed the role of multimedia content in lectures to raise the cultural awareness of EFL university learners. It is clear from tables (4.15), (4.16), (4.17), (4.18), and (4.19) that the use of multimedia content in lectures about the cultural aspects of the English Language has effectively raised the cultural awareness of participants from the experimental group. Responses from the experimental group to the invitation, apology, promise, request, and greeting situations confirm that multimedia treatment has raised the cultural awareness of the participants. The positive effect that multimedia content has had on the experimental group participants is notable when their responses are compared to the responses from the control group participants.

Table (4.20) confirms that the use of multimedia content has helped the experimental group participants avoid making mistakes in situations that commonly cause problems for non-native speakers of English. These responses highlight that multimedia content displaying authentic speech act situations is an effective treatment in these situations. Many participants from the experimental group were able to respond accurately in these situations. In contrast, control group participants displayed a lack of cultural knowledge, which led to mistakes in situations that commonly cause problems for non-native speakers of the language. The difference between the two groups is evidenced in the different responses that the two groups gave to the same situations in the MDCT. The experimental participant's ability to give appropriate responses to the MDCT situations demonstrate the benefits of authentic multimedia content, especially when compared to the most less accurate responses of the control group.

Table (4.21) indicates that lectures with multimedia content had a noticeable impact on the language competence of the experimental group participants. The increase in their competence is shown clearly in their response to the situations of the MDCT as a whole. The experimental group has a higher mean (10.30) of accurate responses across the twenty situations included in the MDCT. In contrast, the control group has a lower mean (5.40) of accurate responses across the same situation included in the MDCT. This confirms the effectiveness of lectures with multimedia content to increase learners' language competence in English. The findings of the study were interpreted in accordance to the study questions, hypotheses, concepts, and previous studies that were introduced in the second chapter of this study.

The researcher selected speech acts involving invitation, request, promise, apology, and greeting situations in accordance with speech act theory first coined by Austin in 1960. The selected speech acts have various functional uses for language in daily interaction speech. The researcher designed an MDCT to elicit responses to the target situations by adopting and modifying the pragmatic data elicitation tool: the Discourse Completion Test (DCT), which was developed by Blum Kulka in 1989.

The current study assumed that Sudanese EFL university learners do not have enough cultural awareness to interact competently with native speakers in many situational contexts. Therefore, EFL university learners need tools to overcome this lack of cultural awareness. The study proposed a solution to this problem and the results from the study confirm the effectiveness of authentic multimedia content to overcome these barriers for EFL university learners.

Findings from this study are directly comparable to the findings of Elamin (2016). The two studies reveal that EFL learners do not have enough

knowledge of the situation and cultural dimension of the English Language. However, the current study has trailed multimedia as a treatment for this issue, whereas Elamin has just used a DCT to test the cultural awareness of his study participants. The two studies assert that the classical tools for and methods of teaching and learning the English Language do not satisfy the cultural dimensions of the English language.

The results of this study are also comparable with that of Adam (2017). Both studies document a deficiency in learners' understanding of the cultural aspects of the English language. Adam's study focused on how EFL learners perform politeness in request, invitation, apology, complement, and greeting situations. He concluded that EFL learners are pragmatically incompetent. Similarly, the researcher found that Sudanese EFL university learners are pragmatically incompetent and need intensive intervention to raise their cultural awareness in respect to the English language. Moreover, the researcher agrees with Adam that Sudanese EFL learners are significantly influenced by Sudanese culture and Sudanese colloquial Arabic. The researcher also contends that the cultural background of the participants has affected their choice of words and expressions when making greetings and apologies.

Adam did not apply a treatment to the language learning problems his study uncovered. The current study moves beyond diagnosing the problem and has investigated how authentic multimedia content can treat the language problems faced by EFL university learners.

This study also shares some similarities with the study by Muyad (2017), which aimed to investigate the impact of culture on literary translation. The two studies highlight the impact of cultural acquisition and awareness on the competence of participants. In Muyad's study, cultural knowledge increased participants' ability in literacy translations. Similarly, in this study, increased

cultural awareness led to participants responding appropriately to key speech acts in the English language. Moreover, Muyad's study confirmed that understanding culture leads to better performance in translation. In the current study, the COL confirmed that multimedia treatment led to a better understanding and awareness of English culture. This in turn led to accurate and appropriate responses in situations that require cultural awareness.

Findings from this study confirm that the participants had a deficiency in understanding the cultural aspects of the English language and that lectures with authentic multimedia content are an effective treatment. The results of this study are similar to the findings from Elmontasirbillah's study. (2017) Elmontasirbillah's findings align with the current study, as his findings confirmed that Sudanese learners have serious problems understanding and using collocations. Understanding and using collocations is an essential communication skill needed by non-native speakers of English.

Comparisons of the current study with previous PhD studies undertaken at Sudanese universities highlight the relevance and validity of the current study. The following discussion compares the current study with studies undertaken at foreign universities.

The findings of the current study align with the findings by Robyn (2007). The two studies assert that understanding the target language culture helps learners to develop their intercultural competence and metalinguistic curiosity. Robyn's study emphasises the importance of cultural awareness, as does the current study.

Yasmina (2017) used a similar treatment to that of the current study for the language problems faced by EFL participants. She designed a course that initiated and encouraged participants' cultural awareness. Like the current

study, she found that the treatment encouraged positive attitudes toward the target culture. Her results also support the current study's finding about the validity of the use of multimedia content as a treatment for problems faced by EFL learners. In the same way, the findings of Ho (2011) agree with the current study's findings. His study findings confirmed the importance of intercultural teaching and learning in developing language competence. This is an area that Ho contends is overlooked in the EFL classroom. Findings from the current study support Ho's findings. The current study asserts the effectiveness of multimedia content to develop the participant's familiarity with some of the cultural aspects of the English language. Authentic multimedia content helps them to detect the differences between their own culture and the target culture. As an example of this, the researcher observed that while learning about authentic invitation speech acts, the participants were heavily influenced by their local language and culture. They were not aware of the need to make a pre-invitation before offering the actual invitation as native English speakers do. The pre-invitation enables the native speaker to check the availability of the invited person and to see whether or not he/she is available at the time of the event that the invitation relates to. Such a greeting style allows the invitee time to accept or decline the invitation after he/she has thought about it. At the same time, it helps the inviter avoid the embarrassment that may occur if the invitation declined.

While discussing the apology speech act during the multimedia lectures, the researcher emphasised to the participants that native English speakers always use verbs such as 'sorry', 'apologize', 'excuse', 'forgive' in situations that require an apology. Participants were alerted to the fact that native Arabic speakers often use similar expressions, accompanied with intensifiers as 'very

sorry', 'really sorry' and 'deeply sorry', as appropriate in the standard Arabic language framework. The researcher contends that the use of similar expressions to convey apologies in the two languages led to accurate responses for both the control and experimental groups. The participant's responses were similar to that of a native English speaker. It is worth mentioning that the apology speech act was the only type of speech act that showed no significant difference in accuracy between the two groups. This is because the two cultures express apologies in similar ways. This explains why the responses of the control group participants to the MDCT apology situations were very similar to the responses of the experimental group participants, despite the fact, only the experimental group received treatment via multimedia lectures.

The researcher observed that the participants did not express promise correctly. Native speakers of English use different ways to express various types of promise such as a casual promise, a committed promise, and the confirmation of promise. In contrast to native speakers, the experimental group participants were accustomed to a singular style of expressing a promise, which they proceeded to use during the multimedia lectures. However, their accurate response to promise situations in the MDCT confirm the effectiveness of the multimedia treatment.

Similarly, while teaching the request speech act the researcher noted that the majority of participants did not differentiate between formal and informal requests. Moreover, the way that the participants expressed requests were different from the way a native speaker of English would express requests, even though some of them used similar language expressions to a native speaker, such as 'excuse me' and 'please' before stating the request. The way the participants expressed requests would appear impolite to native speakers.

They were not aware of factors such as social status and social distance that a native speaker of English would consider before making a request. Native English speakers tend to belong to cultures that respect and value social distance and the privacy of others, Native speakers of English maintain a level of privacy in respect to their personal affairs. The researcher also observed that the participants lacked awareness about the etiquette involved in making a request. In Sudanese culture, expressions similar to ‘do it now’ and ‘I need this now’ are common and acceptable. Native English speakers would regard such expressions as impolite and would avoid using them. In general, after the multimedia lectures, participants from the experimental group responded appropriately to the request situations in the MDCT. On the other hand, many participants from the control group gave inaccurate responses.

The researcher also reports that the cultural background of the participants affects the way they make greetings. Participants did not have awareness of the cultural factors involved while making formal and informal greetings. The researcher tracked participants’ responses to the greeting situations presented in the multimedia lectures and reported that most participants did not respond in ways appropriate to native speakers of English. They did not use natural English expressions in response to greetings. Instead, they used textbook expressions, such as ‘fine, thank you’, ‘and you?’ Such greeting responses are only found in textbooks and are rarely used by native English speakers. Through immersion in the multimedia lectures, many participants realised that to make authentic greeting responses a deep comprehension of the target culture is required.

The results of the current study substantiate that Sudanese EFL university learners lack cultural awareness of the target culture and this causes language

problems. The researcher attributes this deficiency to the English Language curriculum that was taught in Sudanese secondary schools. Nadia (2015) came to similar conclusions in the Algerian context. Nadia studied the intercultural incompetence of Algerian EFL university learners. The two studies have similar objectives and a similar target population of EFL university learners. However, the current study has a different design. The researcher designed an experimental study that used authentic multimedia content to help participants deal with language problems caused by a lack of cultural understanding. In contrast, Nadia's study design was based on an analysis of English language textbooks in Algerian schools. However, despite the different designs, both studies conclude that school textbooks do not adequately cover the cultural aspects of language that are required by students at the university level. The current study had the privilege to propose an effective solution to EFL university learner's language problems. The participants of this study were immersed in authentic cultural materials through intensive multimedia lectures. The COL confirms the efficiency of this solution, as the experimental participants show a significant increase in performance, compared to the performance of the participants in the control group.

Results from the current study confirm the importance of cultural awareness in foreign language learning and teaching. The findings reveal the effective role that authentic multimedia content played in helping the participants learn about the cultural aspects of the English language. The results of the current study support results from a study by Yanjun (2014). Yanjun's findings indicated that intercultural awareness is critical in foreign language learning

and teaching. His study suggested that language learners should cultivate intercultural awareness during the language learning process.

The findings of the current study concur in part with Hayat's finding that 'some teachers are hardly aware of the necessity of culture; some are not keen to teach culture because they lack culture awareness' (Hayat, 2010). The researcher agrees that participants in the current study need to develop their cultural awareness.

The findings of the current study support Talbi's conclusion that school curriculums do not address the culture that surrounds a language. Talbi contends that Algerian teachers do not know what to teach, and ignore important techniques for teaching culture. Despite teachers' resistance to teaching culture, Talbi notes that learners are very interested to learn about the target language's culture (Talbi, 2011). Similarly, the COL confirms that participants showed a high degree of interest in learning about the cultural aspects of the English language. They also acknowledged the role of multimedia content in learning about the cultural aspects of the English Language.

The researcher asserts that language learners cannot achieve mastery in the English language without complete awareness of the cultural aspects of the language. The results of this study support this contention. The study findings align with Brown's views about the relationship between language and culture. Brown described language and culture as inseparable entities that complement each other (Brown, 1994). Supporting this argument, the COL from the current study revealed that participants that were not fully aware of the cultural aspects of the language faced communication problems. This lack of awareness led to difficulties in their comprehension of the content in the multimedia lectures.

Participants from the experimental groups showed a development in their awareness as they continued to attend the multimedia lectures. The results of this study confirm that multimedia content helped the experimental group participants deepen their understanding of the role of culture in English language usage. The greater competence in language ability was directly linked to the increase in their cultural knowledge. This result reflects what (Paul, Sarah, 2001) explained in their book *Multimedia in Language Learning*. The book describes the use of Integrated Technology (ICT) to support cultural awareness activities. They argued that ICT would enhance the learning experience, accelerate the learning of language skills, and improve learning outcomes.

21st-Century skills are the set of skills that learners' needs to succeed in their future career. The Partnership for 21st-Century Skills contends that literacy involves a wide range of skills. These skills include media literacy, information literacy and technology literacy. (Marilyn et al., 2010). The findings from the current study emphasize the importance of 21st-Century skills. The findings highlight the role that multimedia has in helping EFL university learners avoid cross-cultural language problems. This will enable them to communicate appropriately in different working environments with partners or colleagues from different cultural backgrounds.

The researcher's work in this study was based on the theoretical framework of the Integrated Computer Assisted Language Learning Approach (ICALL). This approach has had a clear impact on the use of technology for teaching and learning languages. It strongly supports teachers' efforts to integrate technologies into language teaching. This is exactly what the researcher has done in utilising multimedia technologies and content to teach the cultural

aspects of the English Language. The study activated the capabilities of multimedia to solve many of the challenges encountered by participants.

Results from the current study showed that the participants were not only negatively affected by a lack of awareness of the target culture but also that their own language and cultural conventions impinged on their language learning. The COL indicates that during the first three lectures, participants were not able to differentiate cross-cultural aspects. They repeatedly made mistakes related to these cultural aspects and did not respond appropriately to cross-cultural situations presented in the multimedia lectures. The cultural framework underpinning local Sudanese Arabic influenced their responses in the target cross-cultural situation. Consequently, they did not make appropriate responses in regard to the cultural understandings of native English speakers. Instead, they respond according to their own language and culture. The influence of the participants' cultural and language convention repeatedly influenced their understandings and responses. The study tried to overcome this influence on the participants by explicitly teaching them how culture is interrelated with language. This approach is supported by Liddicoat et al, (2003) who argued that in such an EFL learning and teaching context, it is not only a single culture, but both the target language and target culture and the learner's own language and culture that are simultaneously present on the scene. The results of the current study confirm that through using multimedia content in learning the English language, Sudanese EFL university learners can raise their cultural awareness, and become familiar enough with the culture of native English speakers. This enables them to behave and respond in appropriate ways when they engage in speech acts with native speakers. Moreover, by using multimedia as a language learning strategy, Sudanese EFL

university learners can benefit from increased mental abilities supported by cultural knowledge. This enables them to interact easily and confidently with native speakers, without fear of making silly or inappropriate mistakes. Furthermore, it helps them minimise the cross-cultural language problems that often occur when communicating with native speakers. Results from the current study proves the impact that multimedia content has on the language competence of EFL university learners and the key role that increasing their awareness about the cultural aspects of the English Language. This confirms the efficacy of Multimedia content as a treatment for such types of linguistics problems.

4.5 Summary of the Chapter

This chapter presented a detailed analysis of the results from the MDCT and the COL. Different methods were used to gather and analyse the data in order to provide robust results. The results of these tools were presented in terms of means, standard deviation, T test and P-value. Frequency and Percentage data were tabulated as a means to illustrate key results. The data verified the study's hypotheses. The results were discussed and interpreted in accordance to study questions, objectives, conceptual framework, and previous studies. As a result, firm conclusions have been drawn.

CHAPTER FIVE

SUMMARY OF THE RESULTS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of the Study

This study examined the role of multimedia content in raising the cultural awareness of EFL university learners. An experimental study was carried out to achieve the research objectives and test the study's hypotheses. Twenty fourth-year students, majoring in the English Language, from Comboni College, Khartoum participated in the experiments. The participants were divided into two equal groups of ten participants the first the control group and the second the experimental group. The study set out to find answers to three questions:

1. To what extent does multimedia help EFL university learners raise their cultural awareness?
2. To what extent can EFL university learners depend on multimedia as one of their language learning strategies to avoid cross-cultural language problems?
3. To what degree does multimedia support EFL university learners to enhance their English language level?

According to the study questions, the researcher formulated the following hypotheses:

1. Multimedia content helps EFL university learners increase their awareness of the cultural aspects of invitation, apology, request, promise, and greeting speech acts.
2. EFL university learners can depend on multimedia as a language learning strategy to avoid cross-cultural problems.

3. Multimedia content and technologies help EFL university learners to enhance their English language abilities.

The researcher applied both qualitative and quantitative methodology. He designed an MDCT as the primary tool for collecting the research data. In addition, the Classroom Observation Checklist was used as a complementary tool of data collection. A pilot testing of the MDCT occurred before the administration of the MDCT to participant groups. The researcher used the Cronbach alpha formula to check the reliability and validity of the MDCT. Moreover, the research supervisor and two university doctors approved the MDCT. The statistical package for social science (SPSS) was used to analyze the research data. The variables were analyzed by the independent T-test. The descriptive-analytical method was used to examine the research hypotheses. Consequently, the researcher drew conclusions based on the results of the study.

5.2 Findings of the Study

The analysis of research data in relation to the study questions led to the following findings:

1. Using multimedia content and technologies in the teaching and learning of the English language helps Sudanese EFL university learners raise their awareness of the cultural aspects of the English language.
2. Using multimedia content and technologies in the teaching and learning of the English language increases Sudanese EFL university learners English language competence and ability.

3. Sudanese EFL university learners can use multimedia content and technologies as a language learning strategy to avoid cross-cultural language problems.
4. Awareness of the cultural aspects of the English language allows Sudanese EFL University learners to communicate appropriately with native speakers.
5. Multimedia content and technologies help Sudanese EFL university learners develop their cultural knowledge and increase their comprehension of the English language.
6. Using multimedia content and technologies in the teaching and learning of the English language enables Sudanese EFL university learners to respond appropriately when accepting or declining invitations in a way that is similar to native speakers of English.
7. Using multimedia content and technologies in the teaching and learning of the English language enables Sudanese EFL university learners to make apologies in a way that is similar to native speakers of English.
8. Using multimedia content and technologies in the teaching and learning of the English language enables Sudanese EFL university learners to make polite requests in a way that is similar to that of a native speaker of English.
9. Using multimedia content and technologies in the teaching and learning of the English language enables Sudanese EFL university learners to make authentic greetings and respond appropriately to greetings in a way that is similar to native speakers of English.
10. Using multimedia content and technologies in the teaching and learning of the English language enables Sudanese EFL university learners to express promises appropriately and in a way that is similar to native speakers of English.

11. Multimedia content and technologies raise Sudanese EFL university learners' familiarity with the cultural aspects of the English Language.

12. Using multimedia technologies is an effective technique for teaching and learning about the cultural aspects of the English language.

13. Multimedia content and technologies support online language teaching and learning as an optimum alternative to physical classrooms especially during the pandemic Covid-19 crisis.

5.3 Recommendations

Based on the findings of the study the researcher recommends the following:

1. Multimedia content and technologies should be used in the teaching and learning of the English language at Sudanese universities and higher institutions of learning.
2. More emphasis should be placed on the cultural aspects of the English in English language syllabuses at Sudanese universities.
Sudanese teachers of the English language, as well as EFL university learners, should pay more attention to cross-cultural language problems.
3. Computer labs with reasonable device specifications should be established at Sudanese universities, in order to utilize multimedia content and technologies effectively in the language learning process.
4. Sudanese universities and colleges should provide free and reliable internet services to enrolled students and should ensure a productive and educational and research environment.

5.4 Suggestions for Further Studies

Suggestions for further studies are proposed below:

1. Comparing the social interactions of Sudanese EFL university learners with the native English.
2. Exploring the advantages of online language learning over traditional learning for Sudanese EFL university learners.
3. Investigating cultural diversity and its impact on language learning for Sudanese EFL university learners.
4. Investigating the problems faced by learners of the English language at Sudanese universities.
5. Exploring the impact of intercultural issues in the teaching and learning of the English language for EFL learners and teachers.

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APPENDIXES

The primary tool for data collection

Name:

Multiple Choice Discourse Completion Test (MDCT)

Time: This Test will take 40 minutes to be completed

Confidentiality: all data will be treated as confidential and only used for academic purposes, we confirm that any information that identify participants will be removed before the data processing, and the data will be processed and analyzed statistically.

Your response is highly appreciated, with much thanks for your time.

In the following, there are different situations that require certain responses in respect to English culture, please take time, and carefully choose the appropriate response that you think is relevant to the given situation

1. Imagine you start to know someone, you want to strengthen the relationship with him, and so you want to invite him to have coffee with you. The suitable way for this situation is:

- a. Do you wanna have some coffee?
- b. Would you like to have some coffee?
- c. How about we have some coffee?
- d. Wanna grab some coffee?

2. Sam is your close friend and you want to invite him to spend some time with you. The appropriate way is to say:

- a. Hey! Sam Why don't we take a vacation next week?
- b. Sam! Do you want to **hang out** on Sunday?
- c. Let us catch up next week.

d. Do you want to **hang out** on Sunday?

4. You borrowed a book from your friend and promised to return it on the following week. You met him after two weeks and you did not bring the book back to him. You would apologize by saying:

- a. Sorry! I forget to return the book
- b. Sorry I did not mean to keep it with me
- c. Please forgive me! I didn't remember to return it back
- d. My bad! I forget to return the book

7. Imagine you are working at a big company. Your boss calls you and tells you to come to an important meeting after two hours urgently. Despite that you come late, the proper way to apologize:

- a. I must apologize for being late
- b. Sorry I wasn't able to attend on time
- c. Sorry for being late
- d. I'm sorry I'm late, but I was delayed by traffic jam

10. You are the Project Manager in Construction Company and responsible for completing a complex for a group of clients in a six-month duration and you want to ensure your word for them. You should say:

- a. I'll be committed to six-month duration for finishing the building
- b. I vouch for it, everything will be done on time
- c. I'll do my best to finish the whole work in six-month
- d. Come hell or high water I will deliver the project on time

13. You are working in an important project at home. Your daughter comes into your room and she needs help in solving a Math's problem. You request that she wait, because you are focusing on your work. The appropriate way is to say:

- a. leave me the hell alone
- b. Could you please give me a minute?
- c. go out please
- d. please don't interrupt me

14. You are at a restaurant and want to have a meal. The proper way for asking a waiter to bring the menu is to say:

- a. I would like the menu please
- b. give me the menu please
- c. Would you mind giving me the menu please?
- d. both answers a & b

16. You are at dinner table with your work partner and you need salt that is near him/her. The polite way for asking him / her for passing salt is:

- a. Can I have the salt please?
- b. May I have salt please?
- c. Would you pass the salt please?
- d. None of them

18. You meet your dear friend and want to greet him you should say:

- a. Hello mate!
- b. What's up?

- c. All right?
 - d. All of the above
20. You are feeling great this morning for you just heard that you won a big Prize, then you decided to go home immediately to surprise your wife on your way home you met your best friend and he starts talking by saying hi! How are you doing! You will respond by saying:
- a. Pretty good!
 - b. I've never been better
 - c. Great thanks
 - d. I'm okay thank you

Scale: Reliability check of the MDCT

Case Processing Summary			
		N	%
Cases	Valid	6	66.7
	Excluded ^a	3	33.3
	Total	9	100.0

a. List wise deletion based on all variables in the procedure.

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.862	.872	7

Item Statistics			
	Mean	Std. Deviation	N
Invitation Act	1.67	.816	6
Apology Act	1.17	.408	6
Promise Act	1.00	.632	6
Request Act	2.33	1.506	6
Greeting Act	1.67	1.211	6
Result	7.17	2.639	6
cross cultural problems	2.67	1.862	6

Summary Item Statistics							
	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.524	1.000	7.167	6.167	7.167	4.541	7

Responses of control Group Participants to the Situations of Invitation

Control Group	q1	q2	q3	q4	total answers	correct	incorrect	percentage	percentage
st1	0	0	0	0	0	0	4	0%	100%
st2	1	0	0	1	2	2	2	50%	50%
st3	0	0	0	0	0	0	4	0%	100%
st4	1	0	0	0	1	1	3	25%	75%
st5	0	1	0	0	1	1	3	25%	75%
st6	0	0	1	0	1	1	3	25%	75%
st7	0	0	0	1	1	1	3	25%	75%
st8	1	0	0	0	1	1	3	25%	75%
st9	0	1	0	0	1	1	3	25%	75%
st10	0	1	0	1	2	2	2	50%	50%
pass						10	30	25%	75%
fail									

Responses of control Group Participants to the Situations of Apology

Control Group	q1	q2	q3	q4	total answer	correct	incorrect	percentage	percentage
st1	1	0	0	1	2	2	2	50%	50%
st2	0	0	1	0	1	1	3	25%	75%
st3	1	0	0	0	1	1	3	25%	75%
st4	0	0	1	0	1	1	3	25%	75%
st5	1	0	0	0	1	1	3	25%	75%
st6	0	1	0	0	1	1	3	25%	75%
st7	1	0	0	0	1	1	3	25%	75%
st8	0	0	0	0	0	0	4	0%	100%
st9	0	0	0	0	0	0	4	0%	100%
st10	0	0	1	0	1	1	3	25%	75%
pass						9	31	23%	78%

Responses of control Group Participants to the Situations of Promise

Control Group	q1	q2	q3	q4	total answer	correct	incorrect	percentage	percentage
st1	0	0	0	1	1	1	3	25%	75%
st2	0	0	1	1	2	2	2	50%	50%
st3	1	1	1	0	3	3	1	75%	25%
st4	0	0	0	1	1	1	3	25%	75%
st5	0	0	0	1	1	1	3	25%	75%
st6	0	0	0	1	1	1	3	25%	75%
st7	0	0	0	1	1	1	3	25%	75%
st8	0	0	0	0	0	0	4	0%	100%
st9	0	0	0	0	0	0	4	0%	100%
st10	0	0	0	0	0	0	4	0%	100%
pass						10	30	25%	75%

Responses of Experimental Group Participants to the Situations of Invitation

Control Group	q1	q2	q3	q4	total answer	correct	incorrect	percentage	percentage
st1	0	1	1	0	2	2	2	0.5	0.5
st2	1	0	0	1	2	2	2	0.5	0.5
st3	1	1	1	0	3	3	1	0.75	0.25
st4	0	0	1	0	1	1	3	0.25	0.75
st5	0	1	1	0	2	2	2	0.5	0.5
st6	0	0	1	0	1	1	3	0.25	0.75
st7	1	1	1	0	3	3	1	0.75	0.25
st8	1	1	1	0	3	3	1	0.75	0.25
st9	1	0	1	0	2	2	2	0.5	0.5
st10	1	1	1	0	3	3	1	0.75	0.25
pass						22	18	0.55	0.45
fail									

Responses of Experimental Group Participants to the Situations of Apology

Control Group	q1	q2	q3	q4	total answer	correct	incorrect	percentage	percentage
st1	0	0	1	0	1	1	3	0.25	0.75
st2	1	0	1	0	2	2	2	0.5	0.5
st3	1	0	0	0	1	1	3	0.25	0.75
st4	0	0	1	1	2	2	2	0.5	0.5
st5	0	0	1	0	1	1	3	0.25	0.75
st6	1	0	1	0	2	2	2	0.5	0.5
st7	0	1	0	0	1	1	3	0.25	0.75
st8	1	0	0	0	1	1	3	0.25	0.75
st9	0	0	1	0	1	1	3	0.25	0.75
st10	0	0	0	0	0	0	4	0	1
pass						12	28	0.3	0.7

Responses of Experimental Group Participants to the Situations of Promise

Control Group	q1	q2	q3	q4	total answer	correct	incorrect	percentage	percentage
st1	1	0	1	1	3	3	1	0.75	0.25
st2	1	0	0	1	2	2	2	0.5	0.5
st3	1	0	1	1	3	3	1	0.75	0.25
st4	0	1	1	1	3	3	1	0.75	0.25
st5	0	1	0	0	1	1	3	0.25	0.75
st6	0	0	0	1	1	1	3	0.25	0.75
st7	0	0	1	1	2	2	2	0.5	0.5
st8	0	0	0	1	1	1	3	0.25	0.75
st9	0	1	1	1	3	3	1	0.75	0.25
st10	1	0	1	1	3	3	1	0.75	0.25
pass						22	18	0.55	0.45

Responses of Experimental Group Participants to the Situations of Request

Control Group	q1	q2	q3	q4	total answer	correct	incorrect	percentage	percentage
st1	1	1	1	1	4	4	0	1	0
st2	1	1	1	1	4	4	0	1	0
st3	1	1	0	0	2	2	2	0.5	0.5
st4	1	1	1	0	3	3	1	0.75	0.25
st5	1	1	1	0	3	3	1	0.75	0.25
st6	1	1	0	1	3	3	1	0.75	0.25
st7	1	0	0	0	1	1	3	0.25	0.75
st8	1	1	0	0	2	2	2	0.5	0.5
st9	1	1	0	0	2	2	2	0.5	0.5
st10	0	1	0	0	1	1	3	0.25	0.75
pass						25	15	0.625	0.375

Responses of Experimental Group Participants to the Situations of Greeting

Control Group	q1	q2	q3	q4	total answer	correct	incorrect	percentage	percentage
st1	1	1	1	1	4	4	0	1	0
st2	1	1	0	0	2	2	0	0.5	0.5
st3	1	1	0	0	2	2	0	0.5	0.5
st4	1	1	0	0	2	2	0	0.5	0.5
st5	1	1	0	0	2	2	0	0.5	0.5
st6	1	1	0	0	2	2	0	0.5	0.5
st7	1	0	1	1	3	3	0	0.75	0.25
st8	0	1	0	1	2	2	0	0.5	0.5
st9	1	0	0	0	1	1	0	0.25	0.75
st10	1	1	0	0	2	2	0	0.5	0.5
pass						22	0	0.55	0.45

T-Test

Output Created	16-NOV-2020 14:07:13	
Comments	C:\Users\ssrs\Desktop\خيشلا\ايعامسا.sav	
Input	Data	
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	20
Missing Value Handling	Definition of Missing Cases Used	User defined missing values are treated as missing. Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax	<pre>T-TEST GROUPS=group(1 2) /MISSING=ANALYSIS /VARIABLES=var00008 /CRITERIA=CIN(.95) .</pre>	
Resources	Elapsed Time	0:00:00.02

Group Statistics

		N	Mean	Std. Deviation	Std. Error Mean
cross cultural problems	Control	10	1.40	.699	.221
	Experimental	10	4.30	1.252	.396