Expressing Arabic thoughts in English tongue:
lost meaning while mind translating
Case study of Second and Third year BMD students

A Dissertation Submitted in Partial Fulfillment for the Requirements of the Master Degree in Linguistics

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Dedication

"In the Name of ALLAH, the most gracious, the most merciful**"**

It is with genuine gratitude and warm regard that we dedicate this research work:

To us first**,**

To our parents, who have never failed to give us financial and moral support**.**

Our sisters and brothers, who have been encouraging us for months.

And our friends, who have helped us and encouraged us to complete this research.

Acknowledgments

ABSTACT

This study purposefully investigates speaking challenges in English as a second language that may effects the use of language as a communication tool to easily interact and run a conversation in English. Regardless to their cultural background without referring to the target language. This study aims to explore difficulties that may ESL learners face a barrier to perform orally. Hence, seeking the factors that hinder student's ability to enhance communication skills. Three data collection tools is used to conduct this research study; a test, classroom observation, and teacher's interview. the findings reveal that ESL learners of the University of IBN KHALDOUN department of English cultural awareness is not acquired. this study presents a series of suggestions and strategies to improve ESL learners oral performance in English language.

Key words: ESL speakers, communication, oral performance, target language, culture.

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L1: First Language

L2: Second Language

ESL: English as a Second Language

EFL: English as a Foreign Language

CC: Communicative Competence.

ICC: Intercultural Communicative Competence

TESOL: Teaching English to Speakers of Other Languages.

EAL: English as an Additional Language

ELL: English Language Learner

TL: Target Language

SL: Source Language

HC: High context

LC: low context

Symbols

&: And

%: Percentage

General Introduction

General Introduction

Speaking is the effective use of language to convey meaning and express thoughts, which makes is undoubtedly the language skill that most language learners would like to master as quickly as possible.

ESL speakers tend to translate their thoughts from the first language literally, as if it is straight from the dictionary. This could result in a loss of meaning and might lead to a wrong idea. Speaking a language requires verbal competence, oral fluency, and speaking spontaneity are the key features of one's oral proficiency. The importance of such skills is evident in broad Requirements for good English-speaking skills.

It is impossible for any person to communicate and run a conversation in any foreign language by thinking and translating, if an individual desires to master the art of 'Spoken English', they has to give up the habit of 'Thinking and Translating' and try to overcome the lack of cultural knowledge since it may result in poor communication or it may create a broken message, a misunderstanding, or a miscommunication even if a speaker has a great amount of information of the language. This holds the top-down role of socio-cultural competence. Socio-cultural competence refers to the pragmatic approach of the speaker's knowledge, i.e., how to express messages properly within the Social and cultural communication context. This includes knowledge of the Language variation regarding the socio-cultural norms of the target language, in fact, second and foreign language Students are likely to have much greater skill and awareness of linguistics Rules rather than socio-cultural behaviors and expectations Supporting the use of the target language. Moreover, ESL learners/speakers attempt to shift the forms and meanings and the distribution of the forms and meanings of their native language and culture to the second language and culture.

The third chapter is concerned with the methodology and data analysis of the test, the classroom observation and teachers interview. This chapter is the practical part of this research, it seeks also to answer the research questions by confirming or disconfirming the research hypotheses, and concludes with the research results.

Finally, some suggestions and recommendations are provided. Hopefully, this will help ESL learners and speakers with their struggles with speaking the language.

General Introduction

Statement of the problem

Some ESL speakers fail at expressing their thoughts in English, and choose to translate them literally from their mother tongue. In this respect, this research highlights language performance manipulation to investigate both the reasons and the difficulties that face ESL speakers. and that is stand as a barriers for enhancing their speaking performance to increase their awareness to overcome these difficulties and to help them prevent their negative effect on their oral performance development.

Research questions

Main question

1. Do ESL speakers tend to translate their thoughts from their first language to the second language while speaking?

Sub Questions

1. What are the problems that EFL learners face while speaking?

2. why ESL students fall in the trap of expressing Arabic thoughts in English

words without regard to culture?

3. Is verbal competence enough to communicate?

Research methodology

The method used in this study is the analytical descriptive method to investigate the difficulties that encounter ESL speakers when they tend at translating their thoughts literally from their first language, based on teachers and learners' perspectives and to examine their role as well as their responses to the test and the interview. this research implements a mixed methods, a quantitative method is for measuring and ranking generalization we will survey a test to see if students implement culture while translating some idioms and expressions. a qualitative method is for describing, interpreting and contextualizing language performance an interview teachers conducted to produce contextual knowledge and to share with us their experience and beliefs along with the classroom observation. Mixing the two methods allow us for a combination of numerical measurement and in-depth exploration**Hypotheses**

Some ESL speakers fail at expressing their thoughts in English and choose to translate them literally from their first language. In this respect, this leads us to hypothesis if ESL

speakers tend to translate their thoughts from their first language to the second language while speaking or not.

Aim of this study

Through the present research, we aim at Investigating the difficulties that face ESL speakers and to encounter the factors that affect student's low performance in oral session. This research would also make ESL speakers to be aware of these problems and to them avoid its negative impact on their oral production.

Construction of the dissertation

The present dissertation consists of three main chapters, the first two chapters are the theoretical part and the third chapter is a practical part. The first chapter is devoted for communication it deals with its definition and some elements that has a relationship with communication such as types of communication, communicative competence, communicative strategies, speaking skill and the interference between the first language and the second language; however, the second chapter is concerned with the interrelationship between language and culture, we talked also about the first and the second language as well as English as the second foreign language, how does the first language prevent acquiring the second language, language and culture, language and meaning, intercultural communicative competence, culture as part of language, the connection between the two languages in ESL speaker mind and context in ESL speaking. The third chapter concerns the methodology and the analysis of the collected data by means of the student's test, the teachers interview and the classroom observation.

Limitation of the study

While conducting this research, we encountered many problems due to the coronavirus. It was a tough task to study and to conduct a research in such hard times, we faced many obstacles such as not having enough time and we have faced lack of responses among students since assisting the lessons was not obligatory and students had to study intermittently therefore most of them were absent, also some teachers did not want to be interviewed some did not want to be recorded.

Chapter One

Communication Skills Milestones

Introduction

Speaking the language is the skill that most learners wish to perfect as quickly as possible in order to communicate properly.Yet using the language effectively requires receiving and delivering a comprehensible speech to an audiencewhich requires developing the communicative competence in the target language. Communicating in English where it is taught as a second language is an aim that learners struggle to achieve

This chapter will be general overview on communication skill dealing with certain important related elements. First, we deal with a definition about communication. then we move to the verbal communication, oral/spoken communication, communicative competence, speaking skill and it will also deal with interference between the first language (mother tongue) and the second language (foreign language).

2- Communication Definition

Communication comes from the Latin "communis" which means "common" When we communicate, we are trying to establish "commonness" with someone. That is, we are trying to share information, an idea or an attitude (Schramm, 1993). Looking further, you can find this type of definition: "Communications is the mechanism through which human relations exist and develop". (Schramm, 1993)

The process of communication is taken for granted since it happens around us all the time,large amount of time is spent communicating hence It isnecessary to make sure that ideas and knowledge are communicated in a way that everyone can understand.More simply communication is said to be "the creation and exchange of meaning". Taking into consideration what to say, identifying the appropriate way to say it, choosing the proper words, and ensuring that the other person understands. Communication also involves the exchange of ideas, opinions and information with a specificobjective. Apart from oral communication, information can also be exchanged using symbols or signage.

Communication has also been defined as sharing and giving meaning occurring at the same time through symbolic interactions (Seiler & Beall, 2005). When a message or information is transmitted from sender (speaker) to the receiver (listener) here starts communication. (Coding and interpreting the information; SulaimanMasri, 1997).

In our globalized world, university students need to master communication skills in different cultural contexts (Penbek, Yurdakul, &Cerit, 2009). Harlak et al. (2008) proposes that in their first year at university, students are exposed to activities that can help them improve their communication skills.As a result,Universities must have even more activities to help students improve their communication skills in order to meet the demands ofthe globalized world's problems, the aim of this study was to determine the degree of oral communication skill.

Other scholars define communication as: -

"Communication is the transfer of information from one person to another, whether or not it elicits confidence; but the information transferred must be understandable to thereceiver''- G.G. Brown.

"We all use language to communicate, to express ourselves, to get our ideas across, and to connect with the person to whom we are speaking. When a relationship isworking, the act of communicating seems to flow relatively effortlessly. When arelationship is

deteriorating, the act of communicating can be as frustrating as climbinga hill of sand''- Chip Rose, attorney and mediator.

"Communication is the intercourse by words, letters or message''. - Fred G. Meyer.

Although communication can be described as the process of exchanging information from one person to another, it is much more complicated than that. Communication is a broad term, but it is a fascinating subject to study. Communication is necessary to learn in order to obtain a better understanding of oneself as a social being and otherwise to gain professional competence and skills.

Learners of foreign languages in our context usually dislike speaking the L2, and they often display a passive attitude in class. Training in oral skills that enable them to communicate and interact in a meaningful and productive way, such as exchanging knowledge, negotiating meaning, supporting ideas, and confronting oral defenses., is a method of encouraging students to see the foreign language as a means of social interaction.

Humans are social creatures that are constantly communicating and interacting with one another. As a result, it is important to create circumstances in which students can engage in real-world contact in a foreign language... Bygate (1987: 1) makes the following statement in favor of his point of view: "Our learners often need to be able to speak with confidence in order to carry out many of their most basic transactions. It is the skill by which they are most frequently judged, and through which they make or lose friends." "In interaction students can use all they possess of the language, all they have learned or casually absorbed in real life exchanges" (Rivers, cited in Brown, 1994, p.159). This quote addresses the importance of real interaction which gives the learners the opportunity to demonstrate what they can do in the foreign language. Interaction is the basis of human communication and all elements of communicative and interactive competence (grammar, discourse, sociolinguistics, pragmatics) are involved in human interaction. They must collaborate in order for communication to be effective.

On the other hand, it is important to foster a supportive atmosphere in order to promote learner interaction.As a such, they can share their thoughts, emotions, and beliefs without fear of making mistakes. Students may also carry out communicative activities effectively.

According to Willis (1996), developing a low-stress environment and using the language for real-world purposes are ways to achieve constructive communication, and through engagement, learners have the opportunity to develop discourse skills. Willis also emphasizes the basic requirements for successful language learning, such as exposure, use, and encouragement. With this perspective on language, task-based learning provides many benefits in the design of communicative tasks as well as the growth and enhancement of oral skills. According to Nunan (1991: 279), task-based learning sees the learning phase as a series of communicative activities that are specifically related to the curricular objectives.

3- Types of Communication

Communication has always been part of human's life. Such communication includes reading, writing, listening, speaking and many more. Other subtle ways of communication can also be done consciously or unconsciously such as gestures, expressions, and non-verbal sounds. These are the common four types of communication:

3-1-Verbal

Verbal communication is the use of language to transfer information through speaking or sign language. It is one of the most common types, Verbal communication is important because it is efficient. It can be helpful to support verbal communication with both nonverbal and written communication.

3-2- Non-verbal Communication

Nonverbal communication is the use of body language, gestures and facial expressions to convey information to others. It can be used both intentionally and unintentionally.Nonverbal communication is helpful when trying to understand others' thoughts and feelings.

3-3-Written

Written communication is the act of writing, typing or printing symbols like letters and numbers to convey information. It is helpful because it provides a record of information for reference. Writing is commonly used to share information through books, pamphlets, blogs, letters, memos and more.

3-4- Visual

Visual communication is the act of using photographs, art, drawings, sketches, charts and graphs to convey information. Visuals are often used as an aid during presentations to provide helpful context alongside written and/or verbal communication. Because people have different learning styles, visual communication might be more helpful for some to consume ideas and information.

4- Verbal Communication

Refers to the form of communication in which the meaning is transmitted through spoken words, in this section, the sender communicates his thoughts, views, ideas, and opinions through speeches, discussions, presentations, and conversations. Every communication's aim is for people to understand what we are trying to say.

We assume that others understand what we are saying because we know what we are saying when we talk to them. However, this is not the case. People typically bring their own behaviors, perceptions, feelings, and opinions to the discussion, which creates an obstacle to conveying the correct meaning., the speaker must think from his receiver's perspective, if he understands the meaning, you sent the correct message.

4-1-Oral/Spoken Communication

Oral communication is also called as verbal communication. It happens through spoken words. Moreover, it involves two parties, the sender and the receiver, exchanging ideas through speech, face-to-face communication between individuals or groups of individuals. It is always done with use of words only. Speech is widely adopted tool of communication. In today's rapidly world, oral communication must be transparent, efficient, and meaningful in order to achieve the goals of communication. Factors like Communication, style, language, medium, message significance, authority, receiver and speaker disposition, and so on are all essential considerations.

There are no standard rules to follow in oral communication; however, certain principles must be followed by the communicator in order for the message to be effective, concise, and easily understandable. These are the principles:

1.Clarity: It is one of the fundamental concepts of oral communication. Before speaking, the speaker should think and rethink his ideas. To achieve clarification, the speaker must use clear

and common terms with short sentences that enable people of all abilities to understand the message.

2.Brevity: It is the second most important principle of efficient oral communication. In a word, it means "conversation." Long sentences can be confusing and lead to confusion. As a result, the message must be short so that the listener has enough time and space to pursue the speaker's efforts to convey his message.

3. Cliche: Cliches should be avoided by a successful and good communicator. Cliche refers to a word that is overused and has some meaning. Cliches such as mean, oh really, ok, very well, and so on may be used unconsciously by the speaker when he is in a serious mood of conversation. It signifies the presentation of information in a logical order.

4.Sequence: It is a key characteristic of oral communication. When speaking, the speaker should keep the series. He should not be able to leap points. He must preserve the subject's clarity, continuity, and logical development. In communication, the manner in which a speaker said something is more significant than the subject matter itself.

5.Avoid jargon: When dealing with ordinary people, avoid using terminology or terminologies related to law, trade, sport, defense, and so on. This is known as legal jargon, business jargon, and so on. In short, the speaker should keep his conversation clear and easy to understand.

6.Avoid verbosity: The speaker should stop using unnecessary phrases. Using more words does not always result in greater clarification. It will consume the listener's precious time, and respondents will become exhausted and misinterpret the sense.

7. Seven C's of communication: According to Francis J. Bergin, every communicator must remember seven "Cs" when speakingThey are as follow:

1. Clear.   2. Complete.   3. Concise.   4. Concrete.

5.correct   6. Courteous   7. Candid.
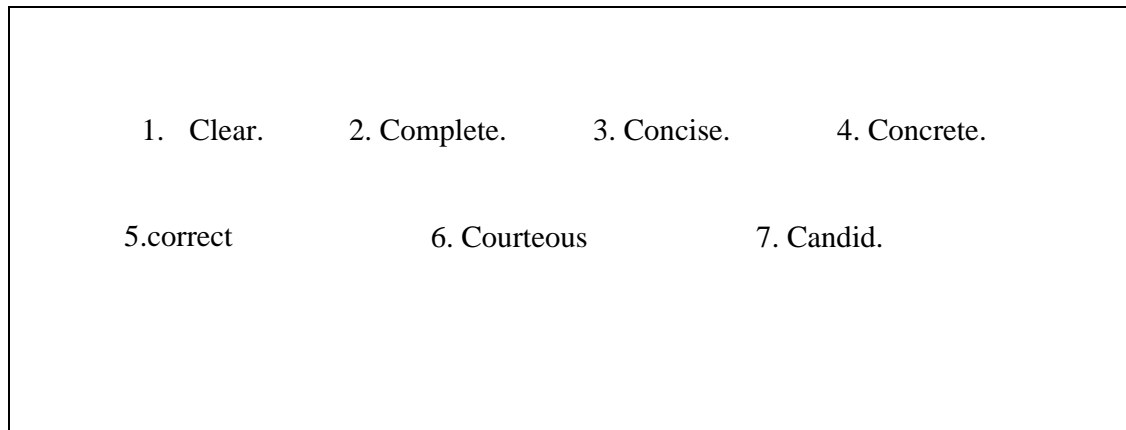
Figure.1: SevenC's of communication

8.Propositions: The speaker should stop using needless propositions. For example, all students must abide by school rules and regulations. In this case, the term "about" should be used in place of "in relation to." Other examples of propositions include with respect to, in relation to, in reference to, in conjunction with, and so on.

9. Adjective & Adverbs: Adverbs and adjectives should not be used inappropriately by the speaker. They emphasize the meaning with the degree of significance, for example, a good decision would be made, definite results, active consideration; the results are bad in comparison, and so on.

5- Communicative Competence

In linguistics, the term "communicative competence" refers not only to a language user's grammatical skills, but also to social knowledge about how and when to use utterances properly. To achieve communication goals, one must be able to use language correctly and properly according to communicative competence.

The aim of learning a language is to be able to communicate effectively, not to be expected to use it exactly like a native speaker. It means that the language's communicators would be willing to speak spontaneously without the influence of native speakers. This situation accurately reflects the nature of communicative competence as a learned language goal.

Canale and Swain (1980: 47) define communicative competence as having four components: linguistic, sociolinguistic, discourse, and strategic.

- Linguistic competence: is understanding how to use a language's grammar, syntax, and vocabulary. Linguistic competence necessitates the following questions: What words do I use? How do I put them into phrases and sentences?

-Sociolinguistic competence: is understanding how to use and respond to language appropriately given the context, subject, and relationships among those communicating. Sociolinguistic competence necessitates: Which words and phrases fit this setting and this topic? How can I express a specific attitude (courtesy, authority, friendliness, respect) when I need to? How do I know what attitude another person is expressing?

- Discourse competence: is understanding how to view broader contexts and create longer stretches of language so that the pieces fit together to form a cohesive whole.

Discourse competence asks: How are words, phrases and sentences put together to create conversations, speeches, email messages, newspaper articles?

- Strategic competence: understanding how to identify and fix communication breakdowns, how to get around gaps in one's language skills, and how to understand more about the language and in context. Strategic competence asks: How do I know when I've misunderstood or when someone has misunderstood me? What do I say then? How can I express my ideas if I don't know the name of something or the right verb form to use?

The Anthropological linguist Dell Hymes (1967, 1972) created the concept 'communicative competence'; he put forward this theory in response to the theories of formal linguist Noam Chomsky (Chomsky 1957; 1965), who concentrated on linguistic competence and believed that any consideration of social factors was beyond the linguistic domain. In regards to linguistic competence, Hymes (1972) argued, (the rules for describing sound systems and for combining sounds into morphemes and morphemes into sentences), notions of sociolinguistic competence were also required. (The rules for using language appropriately in context) accounting for language learning and the use of languages, Thus Hymes They argued that the structure of language and its acquisition were not context-free, Though Chomsky had believed that they were, an inherent language process was sufficient to account for first language learning (E. SOLER and M. JORDA, 2007, p .47).

Canale and Swain (1980) added strategic competence (i.e., the ability to compensate for communication problems or deficits and do various types of planning) to the linguistic

competence and sociolinguistic competence proposed by Hymes (1972); however, they referred to 'linguistic competence' as 'grammatical competence.'

Canale (1983) introduced discourse competence (the ability to generate and interpret language above the sentence level) to the model a few years later. Celce-Murcia et al. (1995) suggested in the mid-1990s that actional competence (the ability to comprehend and generate both significant speech acts and speech act sets) should be included in communicative competence. These authors made two changes in terminology reThese authors adapted the Canale-Swain model's terminology in two ways: (1) they changed sociolinguistic competence to sociocultural competence (the cultural background knowledge needed to interpret and use a language effectively)and (2) that grammatical competence be re-labelled as linguistic competence to specifically include the sound system and the lexicon as well as the grammar (i.e., morphology and syntax). Figure (1.2) summarizes the historical development of the components used in the different models of communicative competence.
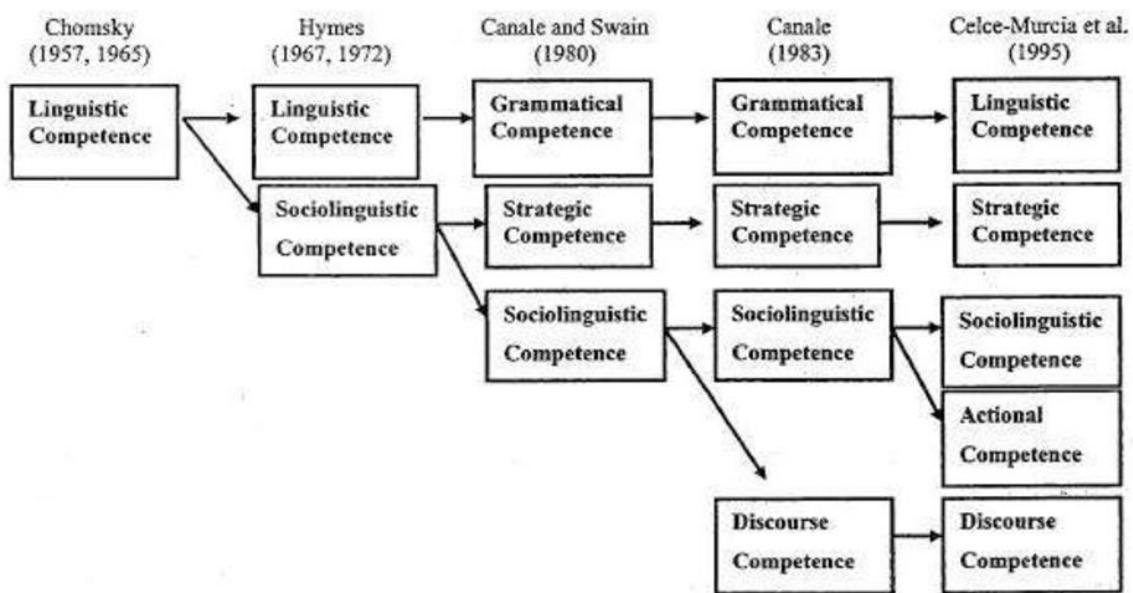
Figure.2: Chronological evolution of Communicative Competence (Celce-Murcia, 2007)

6- The Necessity to Focus on Communicative Competence in ESL speaking

Since thoughts and knowledge are conveyed by speaking, oral expression capacity is one of the most essential skills in the learning of a foreign language. "Speaking in a second or foreign language has always been considered as the most demanding of the four skills," according to Bailey and Savage (1994). International language learners have struggled to express their ideas for decades; however, today's students have access to a broad range of interactive resources to help them improve this ability.

It is necessary to distinguish between what is meant by communicative competence and what is meant by speaking ability.Canale and Swain (1980) sated regarding the communicative competence, that there are three types of knowledge: "knowledge of underlying grammatical principles, knowledge of how to use language in a social context in order to fulfil communicative functions and knowledge of how to combine utterances and communicative functions with respect to discourse principles". Thornbury and Slade (2006) define speaking, as "a social and multisensory speech event" which means that it includes not only verbalization but also nonverbal aspects such as body language and interactions with people.In other words, a language user needs to use the language not only correctly (based on linguistic competence), but also appropriately (based on communicative competence). Of course, this approach does not diminish the importance of learning the grammatical rules of a language. In fact, it is one of the four components of communicative competence: linguistic, sociolinguistic, discourse, and strategic competence.

7- Communicative Strategies

Communication is critical in today's global environment since the ability to effectively communicate is known as the most essential of all life skills. Many people agree thatthe significance of communication is like the importance of breathing, in fact, Language is thought to be a method of communication. It allows us to take our position in society, express and communicate knowledge, and learn about the people and the world around us. And due to the importance of English-speaking ability in communication, both the speaker and the listener must find effective ways to express their thoughts in English with the ability of delivering information through the meaning of messages., the speaker and listener must figure how to effectively express their ideas in English and deal withvarious communicative situations. In order for them to achievetheir communication in the target language they need the help of some powerfulCommunication techniques, those effective ways which help

people to communicate in the presence of such deficiencies can be called as communication strategies.

In his seminar article "Inter-language," Selinker (1972) introduced the concept of second language communication strategies, which can be traced back to inter-language studies and learner errors in the early 1970s.He argued that learners' insufficient knowledge of language and at the same time willingness to communicate leads to the use of communication strategies. Later, Corder (1981, p. 103) proposed the following working definition for communication strategiesas: "systematic techniques employed by the speaker to express his meaning when faced withsome difficulty".

The use of communication strategies is influenced by English speaking proficiency, according to research in the field of communication strategies (Rost and Ross, 1991; Huang and Naerssen, 1987; Moattarian and Tahririan, 2013). According to Bialystok (1997), the most importantindicatorof specific communication strategy use is language proficiency.

8- Speaking as a skill

Speaking is thought of as a productive ability used as a communication tool through the oral form, speaking places the primary rank in communication compared with the opposite skills. It is evidenced that the majority of communication interaction done by humans through speaking.It is also described as the act of expressing one's thoughts, ideas, and feelings through the use of audible symbols or noticeable bodily action. Demonstrations and audio-visual aids may also be used to improve speaking abilities. As a result, speaking is regarded as the most important and basic skill among the other four language skills, as it allows the learner to develop good communication in that language, which is often the primary goal of learning any foreign language.

In learning a foreign or second language, speaking is considered to be the most important ability. "Speaking is the ability that the students will be tested on the most in real life situations," claim Brown and Yuke (1983). Regardless of its relevance, teaching speaking skills has been undervalued, and most EFL/ESL teachers continue to teach speaking skills in the same way as they teach memorization of dialogues or drill repetition. Nonetheless, the modern world demands that learners have communication skills, and English teachers must teach ESL speakers the necessary skills so that they can develop their speaking abilities and perform well in real-life situations.Oral skills are completely forgotten in today's EFL/ESL

teaching world, despite the fact that employability is more dependent on communication than technology.

Since important aspects of language, such as phonological, morphological, semantic, and syntactic aspects, have received little attention, it has become a major impediment for ELLs to acquire speaking skills among English learners. Reading and writing skills have received more attention so far. Since recognizing the value of oral communication skills, more focus is now being placed on improving learners' speaking skills so that they can effectively complete their studies and succeed in their fields once they graduate.

9- The interference between the first language (Mother tongue) and the second language(Foreign language)

Interference is a very common occurrence that arises as a consequence of languagecommunication. The matter here is an improper conversion of words from the first to thesecond language. Weinreich was the first to coin the word "interference" (1953). For whom itis a general linguistic transition that occurs often in language communication in a bilingualspeakernative language as a result of stresses from foreign language influences.

Moreover, there is a growing body of research on first language transition in second languageacquisition. Almost all previous researchers conclude that first language intervention affectssecond language acquisition. Fahmi, Sobhani, and Abolhassan (2012), for example, studied thevariations in consonant clusters orally in the first and second languages, and found that if thestructures of the first and second languages differed, learners had trouble with L2pronunciation due to unfamiliar phonological rules.

Lord (2008), on the other hand, conducteda study in which he studied the various effects that L2 acquisition has on L1. He emphasizedthat learners who join bilingual communities lose their L1. In addition to this the only way alearner will begin to communicate in a second language is when he or she starts to presumeword-for-word translation equivalence or believes that any L1 word has one translation in L2(Blum-Kulka& Levenston, as cited in Bhela, 1999, p. 30). Hence When second languagelearners choose to write or speak in the target language; they prefer to focus on the structuresof their first language. If it is varied, several errors occur in L1, indicating interference of firstlanguage on second language (Decherts& Dllis, as cited in Bhela, 1999, p. 22). Whilenegative transfer occurs, as Odlin (1989) points out, we can review learners with differentnative languages and compare them to determine the impact of L1 in

learning a secondlanguage. First language acquisition can be seen as a means for resolving learning andcommunication issues.

According to Faerch and Kasper (1987), transition is a mental andcommunicative phase through which L2 learners improve their language skills throughactivating and utilizing their previous linguistic information. According to Lord (2008),"While many researchers investigate the impact of second language learning on first languageacquisition, very few studies examine the converse case." Furthermore, when a learnerexperiences difficulty in second language phonology, vocabulary, and grammar as a resultof the interference of behaviours from L1 and L2 (Beardsmore, 1982). Errors in secondlanguage acquisition trigger interference, which is classified as follows:

1.Developmental errors: mistakes that are unrelated to the learner's first language

2.Ambiguous errors: These are errors that require intervention and growth.

3.Unique errors: those that cannot be classified as intervention or developmental errors.

Interference is caused by old patterns of the first language, which must be unlearned beforelearning the latest hobbits of the second language (Dualy, Burt, & Krashen, 1982). To conclude the previous studies showed that many factors that cause interferencewere considered, including similarities and differences in the structures of two languages, thelearner's background knowledge, learner'scompetence in second languages, and the structuresof pronunciation in L1 and L2. If there are any, L1 and L2 parallels Learners face lessdifficulties in acquiring L2 and make less mistakes in L2. However, if there are no or fewparallels in the structure of the first and second languages, the learner will encounter severaldifficulties in L2 acquisition and will find it difficult to understand.

Conclusion

In this chapter we attempted to examine the importance of communication skill, communication types and speaking skill in delivering the message and the meaning effectively because individuals are constantly communicating with each other through various forms, gestures, expressions and channels. Communicative competence is how and when to use utterances properly in its context. Therefor there is a relationship between communication skills and communicative competence. The communicative competence refers to a language user's grammatical knowledge as well as social knowledge in which ESL speakers know how to use language as stated by diverse situations and when it comes to the necessity to focus on communicative competence it is important for ESL speakers to develop their communication competence skills in the second language in order to master fluency and to achieve a good spoken/oral communication.

We have also dealt with some communication strategies which are some powerfulCommunication techniques that could be helpful in effective communication. Many ESL learners aim at learning to speak English without taking into consideration the importance of enhancing the ability to communicateand interact verbally within specific contexts and since this chapter aims to encounter this problem it would help some information to overcome its negative influence on ESL speakers.

Chapter Two

Language and Culture

Introduction

Language is the most outstanding medium through which human beings establish contacts. However, each language is characterized by its specific norms in speech and is shaped and socialized through the culture of its people. It means that each language has its own cultural criteria. Yet learning a foreign language means acquiring new vocabulary,that is different from learners' native one. This makes the task of understanding in general, very difficultThis chapter provides an overview about language and culture as well as it illustrates the definition of each approach and its related areas and it shows how does the first language prevent acquiring the second language. Finally, it discusses the fact that language has to be used in its context for an effective communication and mutual understating.

2- Language

Humans have the ability to communicate with one another. Only our imagination restricts our ability to share knowledge, values, thoughts, desires, challenges, orders, gratitude, promises, declarations, feelings. and so on, but the most important aspect of our communication system is "language." linguistically speaking number of scholars and scientists have attempted to provide meaningful descriptions of the term "language" for both learners and educators. Bloch and Trager (1942) described language as "a system of arbitrary vocal symbols by which a social group cooperates" (p.30).

According to Robert Henry Robins(1999) Language is a system of conventional spoken, manual (signed), or written symbols by which human beings express themselves as members of a social group and participants in its community. It is clear from the above definition that the sounds of a language have symbolic functions and the functions of language include communication, the expression of identity, play, imaginative expression, and emotional release there have been also several suggestions for language meanings. Henry Sweet, an English phonetician and language scholar, stated: "Language is the expression of ideas by means of speech-sounds combined into words. Words are combined into sentences, this combination answering to that of ideas into thoughts." Words are combined into sentences, similar to how ideas are combined into thoughts.". Any concise description of language introduces a number of assumptions and raises a number of concerns. For example, the second places an undue emphasis on "thought," while the first employs the term "arbitrary" in a in a technical yet rational way.

Another relevant definition of language is that of the well-known researcher Noam Chomsky (2002) who expressed saying that he will consider language to be "a set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements". (p.2). His statement means that a learner can construct easy or complex sentences and each sentence has a number of elements such as a subject, a verb…etc. Although those who study language may disagree on a specific definition and they disagree on certain definitions, such as whether language must have a written and/or oral aspect, but they all agree that language is a rule-based system of signs.

In general, all meanings of the term "language" are useful for students learning linguistics; however, a learner must remember all of the common formulations that aim to make this word simpler in order to have a better understanding of each of its aspects. Even if

they vary in certain ways, all languages have the same roles of conveying information or messages, or even asking and transferring objects, depending on the scope and circumstances of using that particular language.

2-1-The first language (Mother tongue)

According to Tom McArthur (2018) mother tongue is a general term for the language of the childhood home, learned 'at one's mother's knee', often used synonymously with NATIVE LANGUAGE. Although the implication is usually clear, there is no necessary connection between a child's use of language and the language of its mother: some children learn the language of a nurse first; a mother may talk to her child in a language not originally her own; the mother may be dead. The term is often used to mean a national language, such as French whether or not it is the first or preferred language of all members of the nation.

The mother tongue is the first language that a child learns and grows up speaking. When a child is young, he or she first understands what is going on around them. From the moment they are born, they are influenced by the language in which their mother communicates. For a variety of purposes, the mother tongue is valued because individuals' thoughts and feelings are framed by their mother tongue. The use of mother tongue in school enhances learning.

People's mother tongues are a powerful tool for advancing their learning. It is important for a child's overall growth to learn to speak in his or her native language; it benefits the child in numerous ways as well as it has many advantages. It connects him to his culture, promotes cognitive growth, and facilitates in the acquisition of new languages. Though Languages are the most important means of preserving our culture. Repeatedly, direct translation from one language to another may not convey the same essence as it does in the source language. As a result, knowing the language is the best way to fully comprehend a culture. Mother tongue helps us stay connected to our culture and roots.

2-2-The second language (The foreign language)

The second language is another language that is being learned or has been learned to an adequate level. In many countries, a specific L2 is learned, usually at school, for national or international use the case of French and English in Algeria.

A second language is any language that a person speaks in addition to their first or native language. Linguists and educators today generally use the terms L1 and L2 to refer to a first or native language and a second or foreign language that is being learned.

According to Vivian Cook, "L2 users and L2 learners are not always the same. Language users use whatever linguistic resources they have for real-world purposes... Language learners are developing a system for future use " (Portraits of the L2 User, 2002).

The term "second language" has two connotations. First, it refers to the structure in which languages are learned. A second language is any language learned (or to be learned) after the native language…

Second, the term "second language" refers to the level of command of a language in comparison to a primary or dominant language. In this second sense, the term "second language" refers to a lower degree of actual or potential proficiency. As a result, 'second' also means 'weaker' or 'secondary.' Fundamental Concepts of Language Teaching (H. H. Stern, Oxford University Press, 1983).

2-3-English as a (Second foreign language)

It is known that English in Algeria is taught as a second foreign language besides to French, English as a Second Language (ESL) is a traditional term for the use or study of the English language by non-native speakers in an English-speaking environment (it is also known as English for speakers of other languages.) That environment may be a country in which English is the mother tongue (e.g., Australia, the U.S.) or one in which English has an established role (e.g., India, Nigeria). Also known as English for speakers of other languages. «Traditionally, the word "English as a Second Language" (ESL) has referred to students who come to school speaking languages other than English at home. In certain cases, the definition is wrong, since some students come to school speaking English as their third, fourth, fifth, and so on. Some individuals and groups have chosen the word "Teaching English to Speakers of Other Languages." "(TESOL) to better reflect the underlying linguistic realities.

The word 'English as an Additional Language' (EAL) is used in some regions. The term 'English Language Learner' (ELL) has gained popularity, especially in the United States. The problem with the word "ELL" is that it is not used in most classrooms.

2-4-How does the first language prevent acquiring the second language?

Language is needed if we are to give practices, structures, and beliefs acquire the sense of what we call culture. In fact, for these aspects to become culture, they must have meaning. According to Kramsch(2013), language, when viewed in form rather than as a linguistic system, is: "a coherent symbolic system for making meaning" (Kramsch, 2013: 62). In this sense, we cannot distinguish language study and language learning from culture and the atmosphere that surrounds the learner, particularly when referring to foreign language learning, either by acting as a source for the learner to understand how the language works when the first language and the foreign language are similar (transfer), or by being a factor of interference if the two languages are very different (negative transfer) (Celaya, M., n.d).

Although some authors such as Krashen (1982), Dulay and Burt (1974) claim that the process of learning the L2 is similar to the one of learning the L1, some researchers like: Kellerman and Sharwood-Smith (1986) use the term "Crosslinguistic influence" to refer to aspects of language learning such as: transfer, avoidance and borrowing renewing the ideas of transference that appeared in the 50`s and 60´s giving some support to the ideas stated by Lado (1957) who stays that: "individuals tend to transfer the forms and meanings (…) of their native language and culture to the foreign language and culture" (Lado, 1957 cited in Celaya, n.d. :1).

Figure.3:A modified figure illustratingthe Influence of the first language on Language Learning

What figure (3)illustrates is a crutch that most, if not all, languages learners use in the very beginning stages of learning. This crutch should be removed as soon as possible, and one way to do so is to refrain from using the students' L1 in the classroom.

There is a growing body of research on first language transition in second language acquisition. Almost all previous researchers conclude that first language intervention affects second language acquisition. Fahmi, Sobhani, and Alhassan (2012), for example, studied the variations in consonant clusters orally in the first and second languages, and found that if the structures of the first and second languages differed, learners had trouble with L2 pronunciation due to unfamiliar phonological rules. Lord (2008), on the other hand, conducted a study in which he studied the various effects that L2 acquisition has on L1. He emphasized that learners who join bilingual communities lose their L1. In addition to this the only way a learner will begin to communicate in a second language is when he or she starts to presume word-for-word translation equivalence or believes that any L1 word has one translation in L2 (Blum-Kulka&Levenston, as cited in Bhela, 1999, p. 30). Hence when second language learners choose to write or speak in the target language, they prefer to focus on the structures of their first language. If it is varied, several errors occur in L1, indicating interference of first language on second language (Decherts&Dllis, as cited in Bhela, 1999, p. 22). While negative transfer occurs, as Odlin (1989) points out, we can review learners with different native languages and compare them to determine the impact of L1 in learning a second language. First language acquisition can be seen as a means for resolving learning and communication issues.

According to Faerch and Kasper (1987), transition is a mental and communicative phase through which L2 learners improve their language skills through activating and utilizing their previous linguistic information. According to Lord (2008), "while many researchers investigate the impact of second language learning on first language acquisition, very few studies examine the converse case." Furthermore, when a learner experiences difficulty in second language phonology, vocabulary, and grammar as a result of the interference of behaviors from L1 and L2 (Beardsmore, 1982).

2-5- Language and Meaning

The study of meaning in language is a study of semantics. Semantics is the linguistic analysis of meaning.Semantics begins from the stopping point of syntax and ends fromwhere pragmatics begins. Semantics has been a distinct discipline in the study of language for decades. Breal introduced the word semantics in 1987, but that doesn't indicate that there haven't been previous discussions about the concept of meaning (Ogbulogo) (2005). In natural languages, words, phrases, and sentences are used to express messages. Yet meaning is formed not only by what speakers communicate to one another, but also by what they do with words to fulfill the demand of their social environment. When it comes to meaning, there are linguistic and situational factors to consider, as well as the context in which language is used. This contextual use of language is what distinguishes human language.

Context and knowledge play a significant role in determining meaning. What one person says could have a completely different meaning for another. Much as the meaning of life is relative, the meaning of the words we use is dependent on the context, our purpose, and the interpretation of the other person.In a variety of contexts, meaning and context are interconnected. Meaning and context must be integrated in order for communication to be effective.

To achieve a complete command of various language skills, teachers must combine interpretation and context also to provide an accurate translation, translators and interpreters must carefully consider contexts. Inference, ambiguity and conventional signs are important factors when seeking tounderstand meaning and context. It is clear that meaning cannot be understood without context. Relative normality is a semantic concept that is related to meaning and context. A variety of aspects of contexts lead to proper interpretation or understanding of the meaning of a text. However, meaning is not just something that must be considered in order to comprehend a given instance of language.

Language, according to Halliday and Hasan (1985), only makes sense when placed within a context or situation, and language (text) and context are, in fact, two sides of the same coin. The expression 'cycle of text and context' is used by Halliday and Hasan to show that the concepts of text and context are inseparable, i.e., that texts and contexts are each other's contexts. The cycle includes the text itself as well as its relationships to other texts, as well as contextual factors such as situation and culture.

This means that, when trying to understand something that is said or written, we also, simultaneously, interpret the context in which the text is embedded. Given an instance of language, we are immediately able to construct and interpret the situation in which the text functions (Fish 1980)

3- Culture

Culture is a term that refers to society and its way of life. It is characterized as a collection of values and beliefs, or a group of learned behaviours, that we share with others in a particular community, providing us with a sense of belonging and identity. This understanding is becoming increasingly important as the call to connect with many individuals from other countries and cultures grows (Lee, 2006).

Bodley (1999) introduces three additional basic components of culture: what people think, what they do, and the material products they make. All forms of culture have distinct ways and value structures that aid and influence individuals' interpretation and reaction to various life circumstances. At its most basic level, culture can be characterized as shared symbols, norms, and values in a social organization (Walsham, 2002).

Furthermore, Hall and Hall (1990) define culture as a method for generating, storing, and processing information. National culture refers to a closely held collection of values shared by members of a community (Gurung and Prater, 2006).

In addition to this Roohul-Amini (1989) claims "Culture has several different definitions. Farming was associated with culture "(p. 15). It is used in various contexts such as rural culture, urban culture, American culture, and so on. Today, every domain, every humanities study, necessitates a broad understanding of culture. It is employed in archaeology, linguistics, philosophy, psychology, sociology, and other disciplines. It is also said that man is a cultural species. That is to say, the element that distinguishes human behaviour from animal behaviour is culture (MesbaheYazdi, 2005). In terms of culture description, Edward Sapir (1956) states that culture is a system of behaviours and modes that depend on unconsciousness. An anthropologist, Rocher (1972, 2004), argues that "culture is a relation of ideas and feelings embraced by the majority of people in a society" (p. 142). Culture is undeniably learned and communicated within social groups, and it is transmitted innon-genetic ways (The American Heritage, Science Dictionary 2005). In terms of culture description, Edward Sapir (1956) states that culture is a system of behaviours and modes that depend on unconsciousness. An anthropologist, Rocher (1972, 2004), argues that "culture is a

relation of ideas and feelings embraced by the majority of people in a society" (p. 142). Culture is undeniably learned and communicated within social groups, and it is transmitted in non-genetic ways (The American Heritage, Science Dictionary 2005).

3-1- Intercultural Communicative Competence

Whatever linguistic ability learners have in a foreign language, when they communicate with someone from a different culture, they bring to the circumstance a general awareness of the world, which will almost certainly include to a greater or lesser degree knowledge of the interlocutor's country. However, this experience requires cultural understanding of their own nation, which is part of the social identity that they bring to the interaction. This is a vital consideration for the communicator since the issue of intercultural contact is not limited to the "visitor" or "foreign" speaker, but also with the "host" or "native" speaker, if applicable. Even if host speakers often speak in their native language, they need the same set of skills as guest speakers in order to understand and sustain relationships between the two cultures (Byram, 1997: 32, 41).

Byram (1997: 22) considers three potential possibilities of intercultural communication or interaction: communication or interaction between people of different languages and countries where one is a native speaker of the language used; communication or interaction between people of different languages and countries where the language used is a lingua franca; and communication or interaction between people of the same country but different languages. One of whom is a native speaker of the language used. Certainly, none of these circumstances can be approached in the same way as contact between native speakers, whichoccurs often when only linguistic competence is considered. The success of intercultural interaction cannot be measured solely in terms of knowledge exchange; the ability to build and sustain human relationships is as vital as communication itself, and this ability is influenced by psychological factors (Byram, 1997: 32-33). As a result, we have awareness of the speaker's own culture as well as the culture of the other, and also attitude, as necessities for effective intercultural interaction. These factors, however, can be changed by the process of interaction itself by the use of various skills that an individual can bring to it. These abilities can be categorized into two types: those aimed at cultural understanding and relationship development, and those aimed at exploration and interaction. While Byram accepts that these factors can be gained through experience and reflection, they cannot be acquired without the intervention of teachers and educational institutions., he supports the

concept of incorporating intercultural communication education into the educational system. Therefore, Byrams ICC model (1997:33) can be summarized as follows:
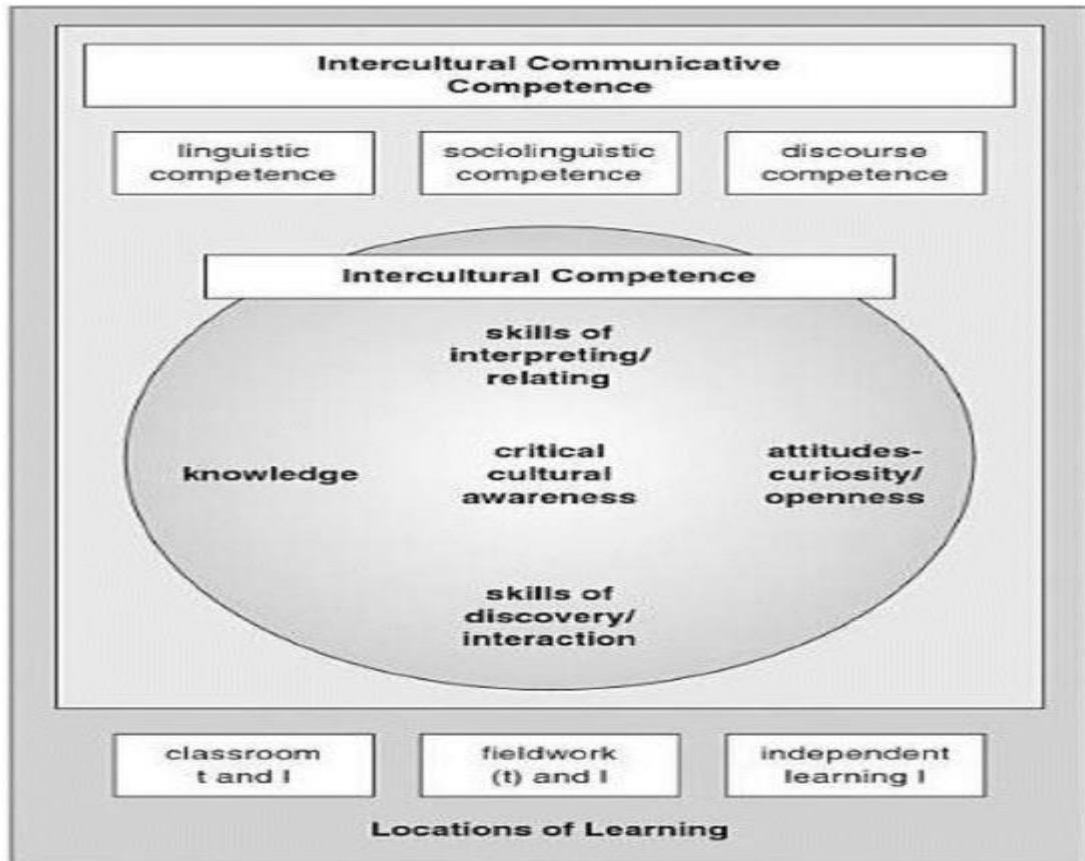
Figure.4: Byram's model for intercultural communicative competence (1997:33)

In this regardthe intercultural experience is often characterized as stressful, and would need the revision of previously held values, ideas, and attitudes. Changes in attitudes, views, identity, and values are all part of the process (Berry et al., 1992). Intercultural competence is related to communicative competence in a foreign language in the sense of foreign language education. The goals of language learning have changed from communicative competence to intercultural competence communication in the modern approach to language education. According to Baker (2011), intercultural competence has been described as "one approach to consistently formulating and examining the skills, attitudes, and actions required for effective intercultural communication. It means that in order to be effective in intercultural communication, students must improve their intercultural competence. It introduces new standards for foreign language courses (teaching and learning).

Intercultural competence necessitates the development of appropriate knowledge and skills in the target language and culture, as well as cultural sensitivity, as well as the ability to be reflective and transferable across languages and cultures. According to Sercu (2004), recent models have established two dimensions of intercultural competence: culture-specific (information and skills about target culture) and culture-general knowledge and skills ('more generalizable in nature and transferable across cultures' (p.135).

Culture-general awareness covers topics such as "the origin of cultural change and learning," "the effect of culture on communication and interaction between individuals or groups," and "the impact of culture on communication and interaction between individuals or groups.", 'the role of emotions in cross-cultural and cross-linguistic interactions. Culture-general skills include characteristics such as "the ability to demonstrate respect for a cultural interest," "tolerance and sensitivity in cross-cultural environments," and "management of emotions and emotional resilience" (p.135).

Intercultural competence necessitates the development of a perspective on two cultures (their own and that of the target language) as well as a role in which they can mediate between these two.

4- Language and Culture

Language and culture are inextricably linked. In terms of language learning, learning a language entails learning another culture. Language may be interpreted as a verbal expression, and it is possible to distinguish language and culture while studying a second or foreign language.

Learners often study English in their own unique way. Many students just translate English into their own language word they pay little attention to the culture which can cause a different understanding of words.

When learning English, we must pay attention to culture. One of the key reasons why students struggle to understand those ideas or concepts is that they come from different cultural backgrounds in English.

Many linguists investigate the relation between language and culture. According to Nida (1998, as cited in Khatib, Tabari, & Mohammadi, 2016), language and culture are two symbolic structures. As announce by Jiang, everything we say in language has meanings,

designative or sociative, denotative or connotative (Jiang, 2000). (Jiang, 2000). Every language form we use has meanings, meanings that are not the same in the same way because it is connected with culture, and culture is larger than language. People from different cultures may use the same language forms to refer to different things.

Whorf also claimed that culture and language are closely linked (Ji, Zhang, & Nisbett, 2004).The argument that the structure of a language affects how its speakers perceive the world is most commonly identified with linguist Sapir and his student Whorf (Today, the claim is commonly referred to as 'Linguistic Determinism,' the 'Linguistic Relativity Hypothesis,' the 'Sapir–Whorf Hypothesis,' or the 'Whorfian Hypothesis') (Fuller &Wardhaugh, 2014).According to Wardhaugh (2002, pp. 219-220, as cited in Elmes, 2013), mentioned these statements about the relationship between language and culture:

The structure of a language defines how speakers of that language perceive the world; additionally, the structure does not decide the world-view but is highly influential in influencing speakers of a language to accepting their world-view. One argument made by Fuller and Wardhaugh (2014, as cited in Elmes, 2013) is that if speakers of one language have some words to explain things and speakers of another language lack similar words, speakers of the first language would find it easier to talk about those things. A more compelling point is that if one language makes differences that another does not, those who speak the first language would be environment more easily.

4-1- Culture as a Part of Language

"Language is a strictly human and non-instinctive way of expressing thoughts, feelings, and desire through voluntarily generated symbols," writes Sapir (1921). According to Risgar (2006), language is both a part of culture and a part of epidermal conduct. It is widely assumed that the role of language is to put thoughts into words, convey facts, and express feelings. Language serves many other purposes, such as maintaining positive societal relationships between individuals, greeting people, communicating needs, and so on. Kramsch (1962) identified the three key functions of language in this field of study:

A. Language is the primary mode of communication,
B. Language reflects both the individual's personality and the culture of his history.

thus, it contributes to the formation of both personality and culture.

C. Language enables the development and dissemination of culture, the continuity of cultures, and the efficient operation and control of social groups.

There is no doubt that language is an essential aspect of culture. The most important responsibility in studying a foreign country's culture is to learn to speak, read, and write the local language, in order to connect with the native people, and therefore it makes one understand that without a pure knowledge of the language, one cannot really learn about a country's culture if one does not learn the language. A society cannot be completely comprehended. It is a complete system.

In reality, the opportunity to connect with people from a distant cultural context is a priceless experience because you get to know how these people live, how and why families behave the way they do, and why they have those customs that might seem strange, shameless, or even in-acceptable to Arabic people. Because of cultural differences, what is impolite to us might not be impolite to others, and vice versa.

Linguists and anthropologists believe that a foreign language learner needs recognize that language must be associated with culturally appropriate attitudes in order for communication to be successful. As a result of this, it is correct to state: "Language and culture are inextricably linked. Understanding our distinct cultural perspectives requires a command of the language. Which is a medium for exploring and understanding our cultures and the experiences that are contained in them, «Quotes by Buffy Sainte-Marie (American Singer and Song Writer, b.1941)

According to Brown (2000:177), "a language is a part of culture, and a culture is a part of culture, the two are masterfully in interwoven such that one cannot distinguish the two without affecting the meaning of either language or culture."

According to Bryam (1889:94), "the language retains the community by the denotations and connotations of its semantics," which is why it is important to teach culture through its language.

5- Language, culture and thought

To some degree, the values, behaviours, customs, and overall way of life in the society in which we grow up form the way we think and view things. As a result, it is common to believe that the language we use influences our whole way of thinking. Individuals from

various cultures speak different languages. This suggests that people who speak Arabic, for example, see things differently than people who speak English, French, or Chinese. In other terms, language directs our thought. In his theory of linguistic relativity, Benjamin Lee Whorf emphasizes the importance of language in influencing the way we think and pinpointing what we think. He believes that the way we perceive the environment differs depending on the language we use. His best illustration was a comparison of the terms snow used by an English person and an Eskimo person. The Eskimo has over 50 words to describe snow, while the English only has one.

Furthermore, The Sapir-Whorf hypothesis primarily demonstrates the impact of language on thought. It is worth noting that the availability of acceptable words and language has an impact on memory and understanding. Experiments have shown, for example, that visual memories are transformed such that they correspond more closely with widely used phrases; and that people prefer to remember things that are cod-able in their language: that is, things that fall within the range of readily available terms and expressions.Cod-ability is a matter of degree in this context. Something that can be defined with a single common word is more highly cod-able than something that involves a specially constructed expression.

Cod-ability is not necessarily constant and standardized across a language-community, particularly when dealing with a community as dynamic, diffuse, and diverse as native English speakers. Too often, the connection between language and culture is made at a very broad level, with the implicit or explicit implication that those who speak the same language would automatically have the same culture.In the case of many languages and cultures, this statement is demonstrably incorrect. It is also worth noting that cod-ability is not solely determined by the presence of single-word lexemes.

 Languages are traditionally associated with cultures; the languages provide the key to the associated cultures, especially their literature; the languages themselves cannot be fully understood apart from the meaning of the cultures in which they are inseparably integrated; and, as a consequence, language and culture are studied together.

5-1-The connection between the two languages in ESL speaker mind

From a linguistic perspective, humans with several languages in their brains may provide critical evidence about the neuro-cognitive existence of the language faculty, including its innate/universal properties as well as its acquired/variable aspects. Thus, we can

see that variable (parametric) aspects of grammar tend to be responsive to when they are learned, as well as what form of grammatical knowledge was present previously.So, even at high levels of language proficiency, native speakers and non-native speakers do not process certain aspects of grammar in the same way. In comparison, the lexicon seems to be unconcerned with when it is learned or what the words of a previously acquired language look like: at high performance level, non-native speakers are native-like in lexical concerns.

It also matters to the brain how present these languages are, that is, how proficient each language is and how often the brain uses them or switches from one to the other, so that in certain situations one language may be dominant over another, or not.

There are also reasons to believe that individuals vary in their ability to learn a second language, and that these abilities are related to inherent neurobiological differences (Daz et al. 2008). The level of syntactical similarity of the languages interacting in one brain can also make a huge difference in how we represent and process them, but more is known about the lexicon and phonology in humans who know more than one language than about the syntax at the moment. This might be due in addition to the fact that finer investigations of syntax in the brain often necessitate the collaboration of syntacticians, psycholinguists, and neuroscientists, which ideally books like this would promote.

Moreover, When the brain has to use words, it activates all of the languages it learns. Bilinguals, in particular, use both of their languages when forced to use only one: "Interactions between languages have been observed at all representational levels of language, even when people were tested in purely monolingual language contexts." (Desmet and Duyck 2007, p. 168–69)

As we have noticed, a brain that holds more than one language does not keep the two languages distinct and separated from one another. Rather, when two languages are learned together or nearly so, the brain holds them together, in the same neural tissue, like a monolingual brain does for a single language. As the age of learning increases and proficiency decreases, the representation of the language becomes less unique to language skills and more common, indicating less cognitive productivity.

6- **Context in ESL speaking**

Languages are learned in ways, whether it is the first, second, or foreign language, and ESL is no exception. Thus, according Odlin (1989, p14), "since transfer (positive or negative)

occurs in a wide variety of social contexts, a thorough understanding of cross-linguistic influence depends very much on a thorough understanding of those contexts," in other words, context has a tremendous effect on second language learners' acquisition of the language in general and on speaking that language (in the case of English).

In a general way, context refers to the related elements of the underlying linguistic or non-linguistic systems in relation to an uttered term under consideration.

6-1- Sociolinguistic Context

Aside from how language functions as a process, rather than focusing on sound, grammar, and comprehension, one may examine language in terms of speech performance, or how language is used in particular cases or contexts.

According to Peter Trudgill (1995, p85), language varies not only according to the speakers' social characteristics (such as social, ethnic groups, age, and gender), but also according to the social context in which they find themselves. He goes on to say that the same speaker employs various linguistic varieties in different circumstances and for different purposes.

6-2- Cultural Context

Edward.T. Hall and Mildred Reed Hall (1990, p6) represented context as knowledge that surrounds an event and is linked to the nature of that event. The proportions of the elements that are combined to form a given meaning, events, and context vary according to culture.

The world's cultures can be compared on a continuum of high context to low context.**A- High Context Culture**

People who share a significant amount of information and experiences prefer to communicate in a meaningful context manner; in such high context communication, little is said and much is left to culture to describe.

"A high context (HC) contact or message is one in which the majority of the information is already in the individual and only a small amount is in the coded, clear, transmitted component of the message" (Edward. T. Hall. 1976, p91)

In other words, the listener is supposed to be able to read between the lines, to comprehend the unspoken, as a result of his or her previous experience.

B- Low Context Culture

People in low context communication prefer to convey a significant portion of the message in explicit code. According to Hall (1976), most information is supposed to be in the transmitted message in attempt to correct for what is unavailable in the background.

People say exactly what they want to say without concern for meaning; low-context structures are more complex because the spoken word must compensate for what is lacking in the context.
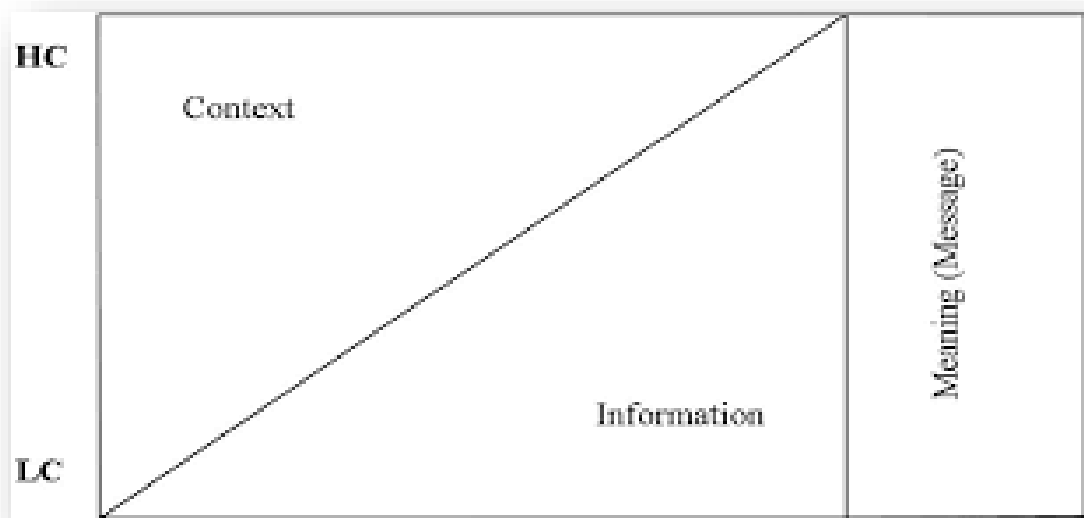
Figure.5:high context (HC) vs. low context

(Adapted from Edward T. Hall, 1976, p89)

Figure 5 represents the contrast between high context culture and low context culture, showing how HC relies on context to express meaning. As well as the LC depends on the given information to convey the meaning.

Conclusion

Culture has a great importance in learning a foreign language. Learning a foreign language goes hand in hand with learning its culture. Knowing the culture of the target language gives learners information about how some words and expression are used in real situation and in its context.

This chapter has laid out the review of literature of previous works related to the subject of investigation that is concerned with language and culture. the concerns of these approaches are to show the relationship between them and to stress on the importance of using them both in order to achieve fluency and effectiveness in the target language.

Chapter Three

Field work, analysis and interpretation of data collected

Introduction

This chapter outlines the methodology for the present research. It is about eliciting teachers and student's opinions about specific information of their perception of the role of culture in EFL learning and speaking. Since the teachers and the learners are the main variables of this study. Their perspective and opinions are extremely crucial to test the stated hypotheses. Moreover, this chapter is also devoted to the analyses of the data obtained through the implantation of this research. Presented under the form of charts, statistics and figures, and the most suitable tools to investigate that is through conducting the interview with the teachers, the test for the learners also with the classroom observation. The students' test is intended to discover whether they are aware of the degree of implementing culture in conveying meaning.Whereas, the teachers' interview aims at investigating their opinions about the significance and implementation of culture in speaking and to give some suggestions about enhancing student's intercultural communicative competence.

2- Research methodology

The term research is a combination of two words "Re" and "search" which means to search again. Research is a systematic investigation or activity to collect new data of the already existing facts.it is responsible for correcting the present mistakes, removing existing misconceptions and adding new learning to the existing knowledge (Pandy &pandy, 2015, p.7). For Kothari, research methodology is: a way to systematically solve the research problem it may be understood ad a science of studying how research is done scientifically. in it we study the various steps that are…adopted by a researcher in studying his research" (2004, p.8).

Research has different types, the most common are quantitative research is based on the measurement. According to Wiersma (1995), a qualitative research investigates the complex phenomena experienced be the participants by examining people's words and actions in descriptive ways.

In the same line of thought, McDonough (1997, p.53) said that "qualitative research usually gathers observations, interviews, field data records, questionnaires, transcripts, and so on." On the other hand, a quantitative-oriented research is used to "exploit the potentialities of the social observation." (Reiss, 1968, p. 360).

There is a distinct tradition in the literature on social science research methods that advocates the use the use of multiple methods. This form of research strategy is called "triangulation" quantitative methods should be viewed as complementary rather than rivals.

Quantitative and qualitative approaches are commonly considered to differ fundamentally. Yet, their objective overlaps in numerous ways. The quantitative analyse are considered to have as its main purpose is to convert data to numerical forms and analyse them in a statistical way. It has been employed in this research in order to provide a clear and objective overview of the data. This may allow generalizations and results from a sample to an entire population.

However, the quantitative analyses in the present work rely in quantified data. The data are summarized in tables and pie charts in which numerical data are converted into percentages to allow comparison. Given (2008) claimed that the analyses of quantitative data are useful in enhancing the validity, and credibility of the research results. Yet, quantitative research is not infrequently followed by qualitative research which then aims to explore select findings further.

Qualitative analysis is considered to be particularly suitable for gaining an in-depthUnderstanding of reasons and motivations. It provides insights into the setting of a problem. In highlighting the main characteristics of qualitative data analysis. Dornyei (2007) stated that "it is a language-based analyses because most of the qualitative findings are transformed into a textual form." it is defined by Dawson (2009, p. 116) as "a very personal process, with few rigid rules and procedures." in this research the qualitative analysis is based on our analysis and interpretation.

3- Research design

For the study, a descriptive design with a mixed method was employed. Henceforth, data collection methods conducted in this research study were qualitatively and quantitatively implemented. We used the following procedures to analyse the collected data which is the data obtained via teachers'interview students' test and the classroom observation.

4- Population

For the classroom observation and the test, the participants were second and third year students at the university of IBN KHALDOUN, English department TIARET. Forty (40) students were chosen to participate in the test, the forty (40) students who responded were chosen among the second and the third year LMD student's population at the University of TIARET. The selection of such sample was based on the consideration that second and third year students has already dealt with module of translation and the concept of speaking in the classroom since they are considered as advanced learners.Considering, classroom observation we attended oral expression sessions with second year students, forty (40) of them were present. While third year students only twenty (20) were assisted.

Also, ten(10) university teachers of the department of English were set to be interviewed, the participants were chosen randomly for the reason that we deal with culture in all the modules and speaking the language is not only included in oral expression sessions, therefore, the aim behind this interview was to know the opinions of all teachers since they have in common a good teaching experience especially at the subject of speaking which is meant to investigate.

4-1- Teacher's profile

The participants of this study were English teachers at the English department of IBN KHALDOUN university of TIARET. Teachers were chosen randomly to answer the interview in order to provide us with specific information, also to elicit their perspectives on the value and implementation of culture in speaking, as well as to make recommendations for improving students' communication skills.The interview took place in the English department's teachers room.

4-2- Students' profile

The participants in this study were second and third year LMD students at the English department of IBN KHALDOUN university of TIARET.   The students were chosen randomly, they were forty (40) (male and female) since the variable of age is not taken into account in this research. Their ages, approximately, varied from about nineteen (19) and more. The reason behind choosing second and third year students isto determine whether they are aware of the extent to which culture is used in conveying meaning.

5- Data collection

5-1-Data collection tools

This study follows the methodological triangulation by employing three methods of data collection namely the test, interview, and classroom observation. The interview is addressed to the teachers of English department. The test is directed tosecond and third year ESL speakers. Moreover, classroom observation is employed in oral expression sessions, where students will be observed and assessed while presenting**.**

5-2- Interview

The interviews are used to collect the qualitative data they are especially great for obtaining the participants responses. Furthermore, they can pursue in-depth information regarding the subject and are suitable for examining their responses.Interviews, according to Harrell and Bradley (2009), are one-on-one conversations between a person being interviewed and a person intended to collect data on a given set of topics. They can also be conducted in terms of communication, as well as the level of structure applied to the interaction may

vary.Moreover, in this study, two types of interviews were used to collect data: structured interviews and unstructured interviews.

5-3- Types of interviews

5-3-1 Structured interview

Mathers (1998, p.2) clarified "a set of structured questions are used in this type of interviews, and interviewees are provided with a list of options from which they choose the answer,thistype is very similar to questionnaire." In this study, the researcher has opted for a structured interview, as datagathering tools. One of the main advantages of a structured interview is thatgives the interviewer a degree of power and control over the course of theinterview. Besides, misunderstanding, or lack of understanding, can beimmediately sorted out during the exchange of information. (M.J Wallace, 2001).

5-4- The test

Is a research instrument or a mean of measuring the knowledge, skill, feeling, intelligence or aptitude of an individual or group. It produces numerical scores that can be used to identify, classify or evaluate test takers (gay, 1996).

5-4-1Types of tests

5-4-2- Norm-reference test

It produces a score that tells how individuals performance compares with other individuals. Tables of norms based on scores obtained by relevant group of subjects tested by the test developer are provided by manual. Interpretations based on relative performance are very useful for most of the characteristics studied in behavioral sciences such as anxiety, creativity, dogmatism or racial attitudes. It describes performance, such as achievement, in relative terms

5-4-3-Domain reference test

It measures learner's absolute level of performance in precisely defined content area or domain. It being used increasingly to measure achievement-related performance. Domain reference tests estimate individual's domain status i.e., precisely what is his level of performance and specific deficiencies in the domain covered by the test

5-5- Classroom observation

Classroom observation is the third data collection tool that is used in this investigation which is defined as:A formal or informal observation of teaching while it is taking place in a classroom or other learning environment. Typically conducted by fellow teachers, administrations, or instructional specialists, classroom observations are often used to provide teachers with constructive critical feedback aimed at improving their classroom management and instructional techniques (the Glossary of Education Reform, 2013)

Classroom observation was chosen because it is a useful and a practical tool that allows the researcher to collect data in real context. Additionally, it gives a comprehensive perspective on the educational process.It is described as a significant research instrument in qualitative research. The Seliger and Shohamy(2000:162) state that "observation is most often used to collect data on how learners use language in a variety of settings, to study language learning and teaching processes in the classroom, and to study teachers' and students' behaviour."

The goal behind using this tool is to obtain data about students' use of the language inside the classroom and to achieve a better understanding of the impact of the first language on the production of the second language.

6- Data analysis

6-1- Analysis of the statements of the test

The student's test aims at investigating their knowledge of certain expression and the degree of comprehensibility of this expression. In other words, it attempts to examine the students' degree of familiarity and non-familiarity with some kind of expression that are used in the daily conversation, and their extent of their usage in the process of learning English as a second foreign language. The test as it is stated before, consists of ten Arabic and English expression each sentence has a hidden meaning and the following results show the degree of implementing the culture in conveying the target meaning.

Sentence1 : conveying"يقطع البحر"into English

	Second year		Thirdyear	
	Number	Percentage	Number	Percentage
Culture wasimplemented	20	50%	12	30%
Culture wasignored	5	12.5%	3	7.5%

Table1:results of conveying "يقطع البحر"into English
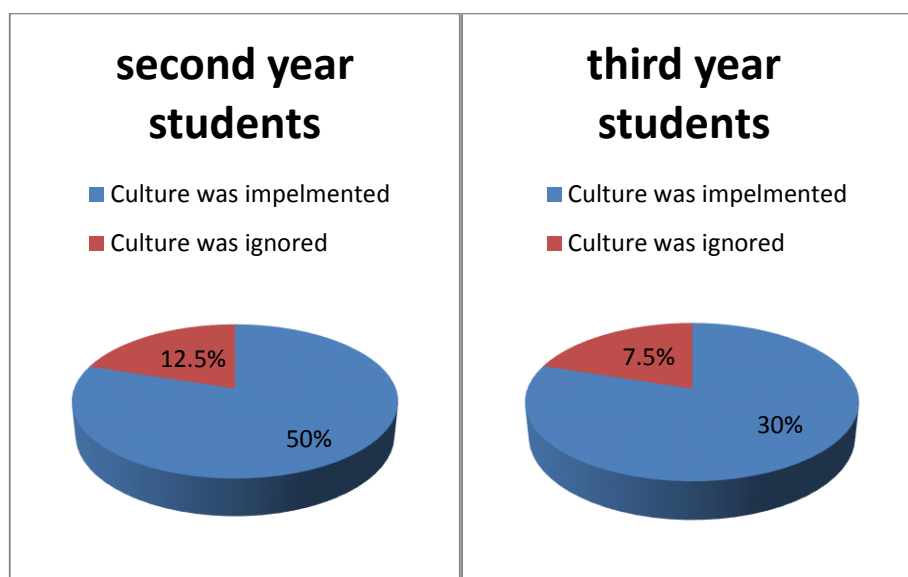
Figure.6: results of conveying "يقطعالبحر"into English

Algerians are known by immigration. There are more than 6 million Algerian immigrants in France only, which makes this sentence (يقطع البحر) one of the common and most used sentences in the Algerian society.

In our research We observe that 50% of second year students were successful at implementing the English culture and conveying the right meaning and 30% of third year students also managed to convey the correct meaning of the sentence while 12.5% of second year students failed and did not implement English culture in conveying the right meaning to that sentence and 7.5% of third year students also failed and did not implement it so the majority of students succeeded.

Sentence2 : conveying"كلفتني بقرة وبنتها"into English

	Second year		Thirdyear	
	Number	percentage	Number	Percentage
Culture wasimpelmented	5	12.5%	3	7.5%
Culture wasignored	19	47.5%	13	32.5%

Table.2 : results of conveying "كلفتني بقرة وبنتها"into English
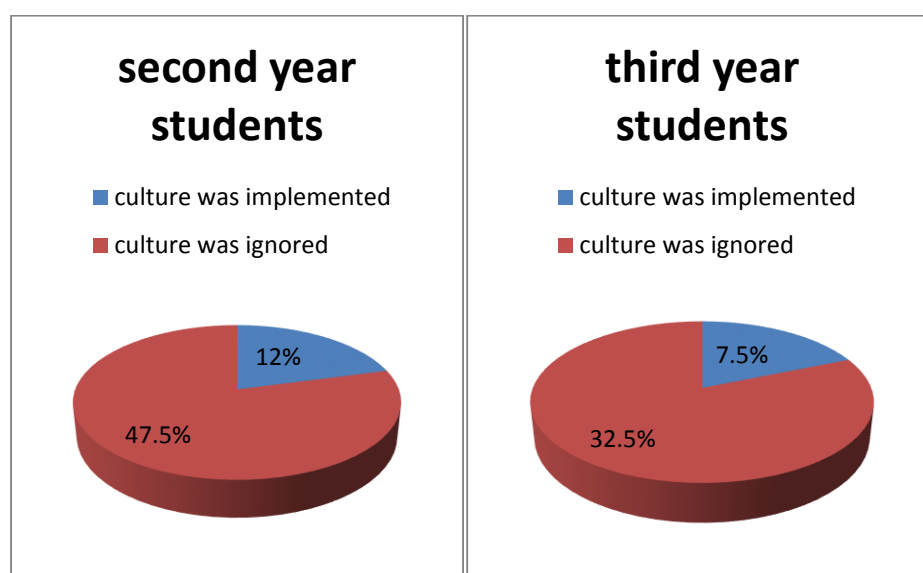
Figure. 7 : Results of conveying"كلفتني بقرة وبنتها"into English

A lot of Algerians use idioms while speaking, most of the time these idioms have a hidden meaning. Hence, they are part of our culture as they are for other ones.

From these results we can notice that only 12.5% of third year students use culture and 47.5% failed. For second year students 7.5% implemented culture of the TL and 42.5% failed.

This shows that students' cultural awareness is limited which means that there is a lower rate of implementing culture in the department of English.

Sentence 3 : conveying"ناكل من وذني"into English.

	Second year		Thirdyear	
	Number	Percentage	Numbers	Percentage
Culture wasimpelmented	3	7.5%	3	7.5%
Culture wasignored	14	35%	20	50%

Table.3 :results ofconveyin"ناكل من وذني '' into English
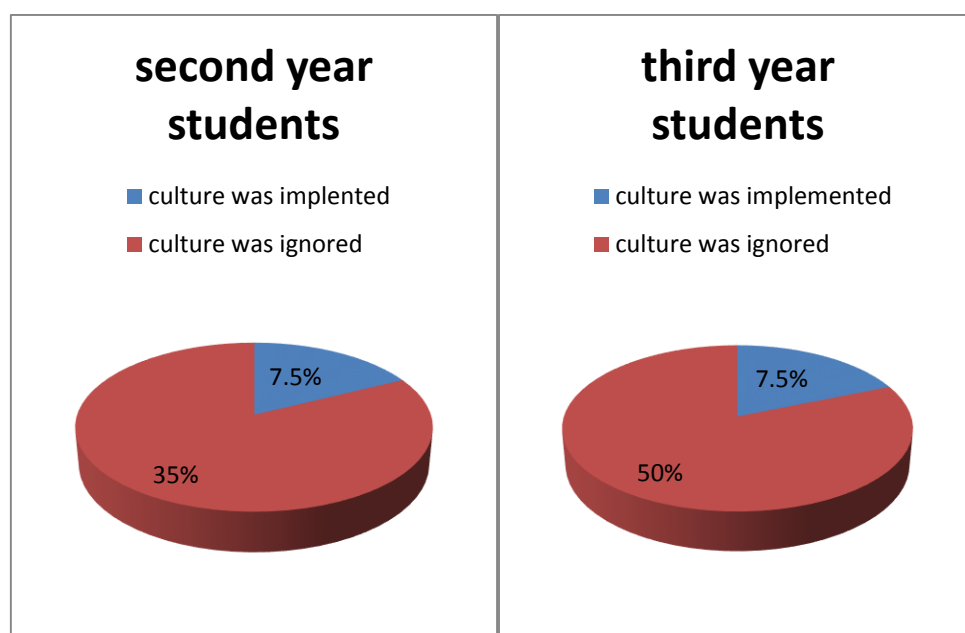
Figure. 8 : results ofconveying"ناكل من وذني "into English

Having a wide knowledge of the cultural differences as well as the context of use is
the key for better understanding. The results shows that third year students ignore culture
more than second year students with the percentage of 50% and only 7.5% of those who
implemented culture while 35% of second year students ignored culture, and 7.5%
implemented the culture of the target language.

Sentence4 :conveying"يخدم على جال الخبزة "into English

	Second year		Thirdyear	
	Number	Percentage	Number	Percentage
Culture wasimpelmented	13	32.5%	21	52.5%
Culture wasignored	4	10%	2	5%

Table 4 : results of conveying"يخدم على جال الخبزة "into English
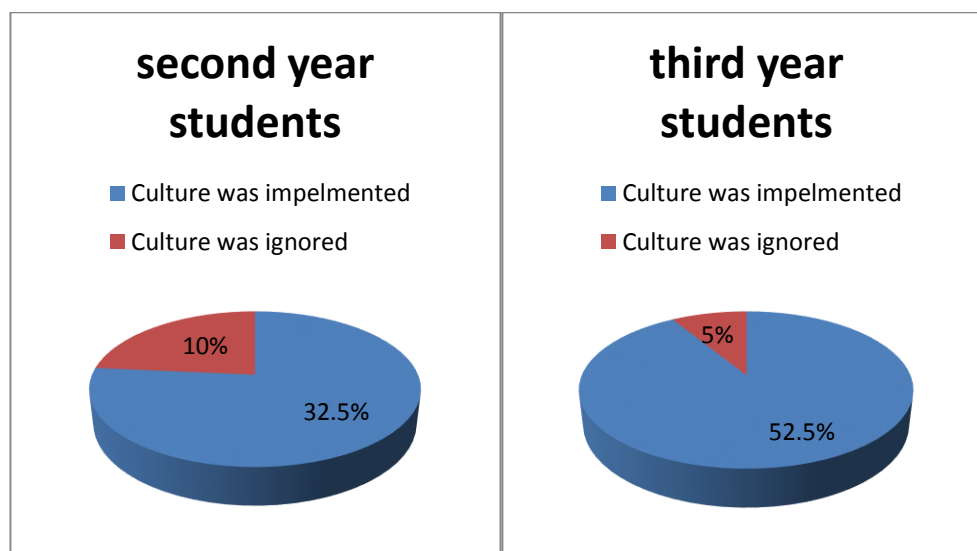
Figure .9 :results of conveying"يخدم على جال الخبزة "into English

It isnecessary to understandmetaphoricity and its culture specifics in order to correctlyinterpreteven simple expressions and conveymeaningwith the culture. This expression is very common in the Algerian society and it is used to express the hard work that some people do for living and from the results we observe that students distorted the message most of third year students implemented culture by a percentage of 52.5% and 5% ignored the culture whilst 32.5% of second year succeeded in implementing culture and 10% failed.

Sentence5 : conveying"علمي علمك"into English.

	Second year		Thirdyear	
	Number	Percentage	Number	Percentage
Culture wasimpelmented	2	5%	2	5%
Culture wasignored	20	50%	16	40%

Table5: results ofconveying"علمي علمك" into English.
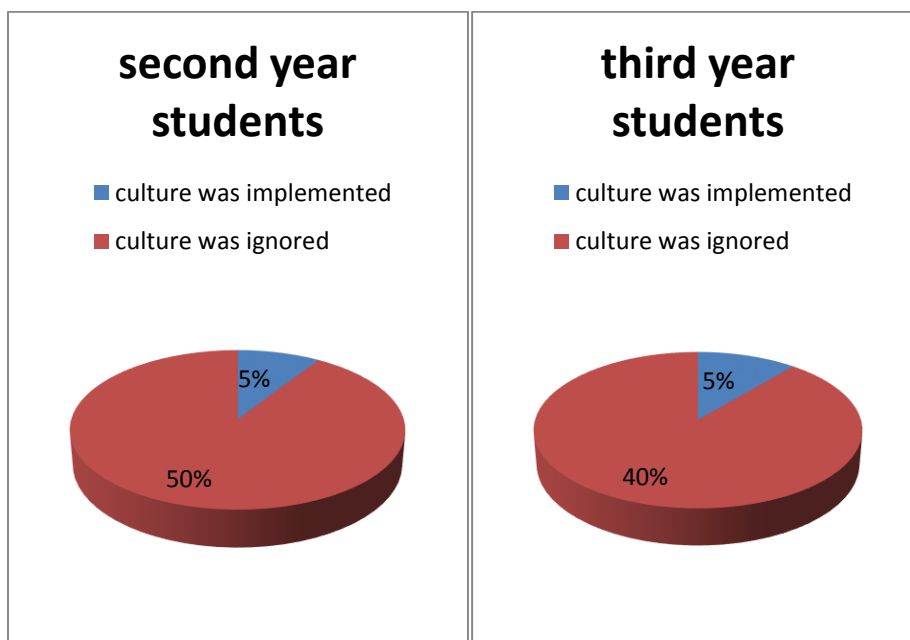
Figure.10 :results of conveying"علمي علمك"into English

It is not at ease to deliver a message using a figurative language and to have the sameeffect on the targetlistener as itis in the SL the example of this expression itisknownthatitisused a lot in our society yet the majority of second yearstudents 50% ignoredusing the language and 5% ignoredit and for thirdyearstudents 40% implemented culture and the other 5% did not.

Sentence 6: conveying"I'm digging it" into English

	Second year		Thirdyear	
	Number	Percentage	Number	Percentage
Awareness of Culture	1	2.5%	0	0%
Ignorance of Culture	19	47.5%	20	50%

Table 6:results conveying "I'm digging it" into English
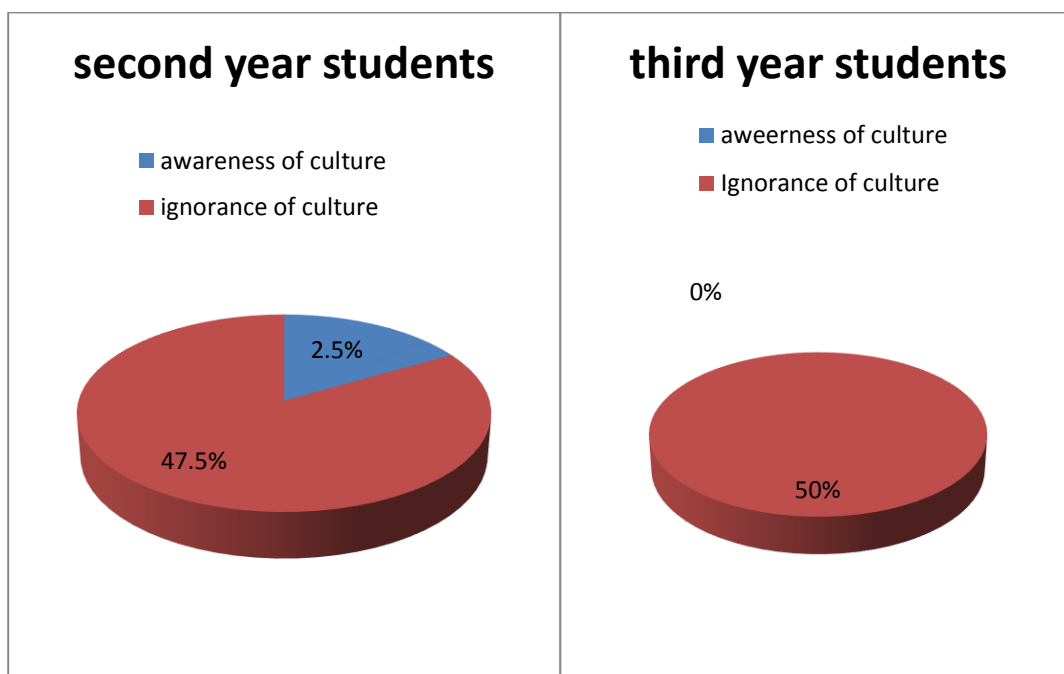
Figure.11:results ofconveying "I'm digging it" into English

Translation from English to Arabic is a difficult task if students are not familiar with this kind of vocabulary. These results show that some vocabulary is hardly possible to know unless student has already dealt with. According to the statistics 2.5% students of second year used culture while 47.5% failed and for third year students none of the participants were familiar with this expression while 50% gave wrong answers.

In this regard, it is mentioned above only 2.5% students of second year used culture while 47.5% failed and for third year students none of the participants were familiar with this expression while 50% gave wrong answers.

Sentence7: conveying "keep your nose clean" into English

	Second year		Thirdyear	
	Number	Percentage	Number	Percentage
Awareness of Culture	8	20%	6	15%
Ignorance of culture	13	32.5%	13	32.5%

Table 7:results ofconveying "keep your nose clean" into English
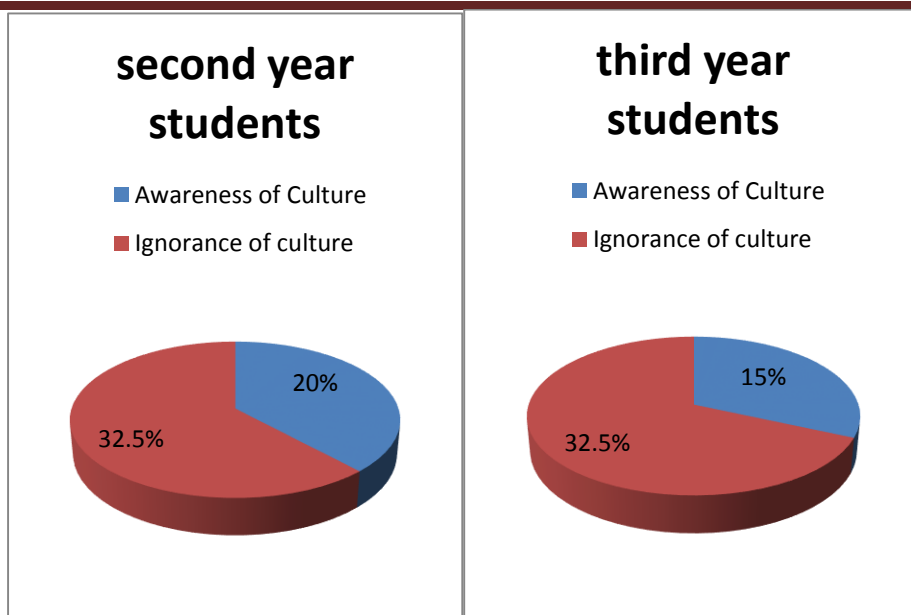
Figure.12: results ofconveying "keep your nose clean" into English

This phrase is originated from another phrase "keep your hand clean" which was widely used in England in the 18th century, when it became adopted in the US it was modified to "keep your nose clean" which literally means to keep your nose out of what does not concern you. Along with, from the results we observed that 32.5% tried to translate this expression literally into Arabic while 20% conveyed the correct meaning, and for third year students only 15% implemented culture while 32.5% failed.

Sentence8: conveying "you have a big mouth" into English

	Second year		Thirdyear	
	Number	Percentage	Number	Percentage
Awareness of Culture	20	50%	20	50%
Ignorance of culture	0	0%	0	0%

Table 8: Results of conveying "you have a big mouth" into English
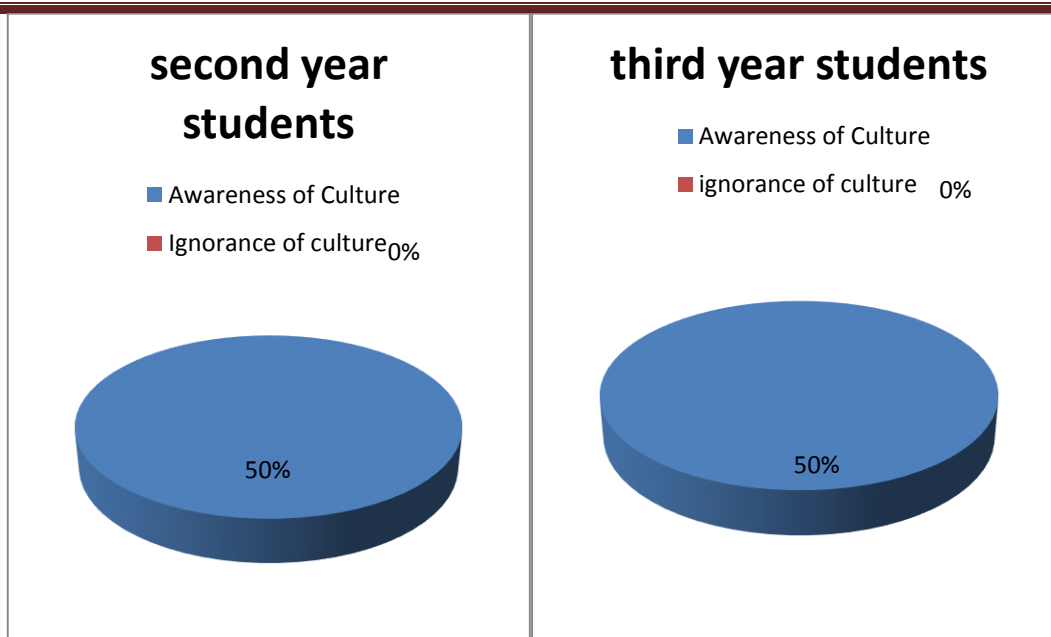
Figure.13: Results of conveying you "have a big mouth" into English

A large number of English idioms have similar meanings to their Arabic counterparts but they have dissimilar forms, the example of this expression that we have above, according to results we have notice that all students both second and third year implemented culture and conveyed meaning correctly which requires a deep knowledge of both languages and cultures.

Sentence 9: conveying "break a leg" into English

	Second year		Thirdyear	
	Number	Percentage	Number	Percentage
Awareness of culture	5	12.5%	3	7.5%
Ignorance of culture	14	35%	18	45%

Table9: Results of conveying "break a leg" into English
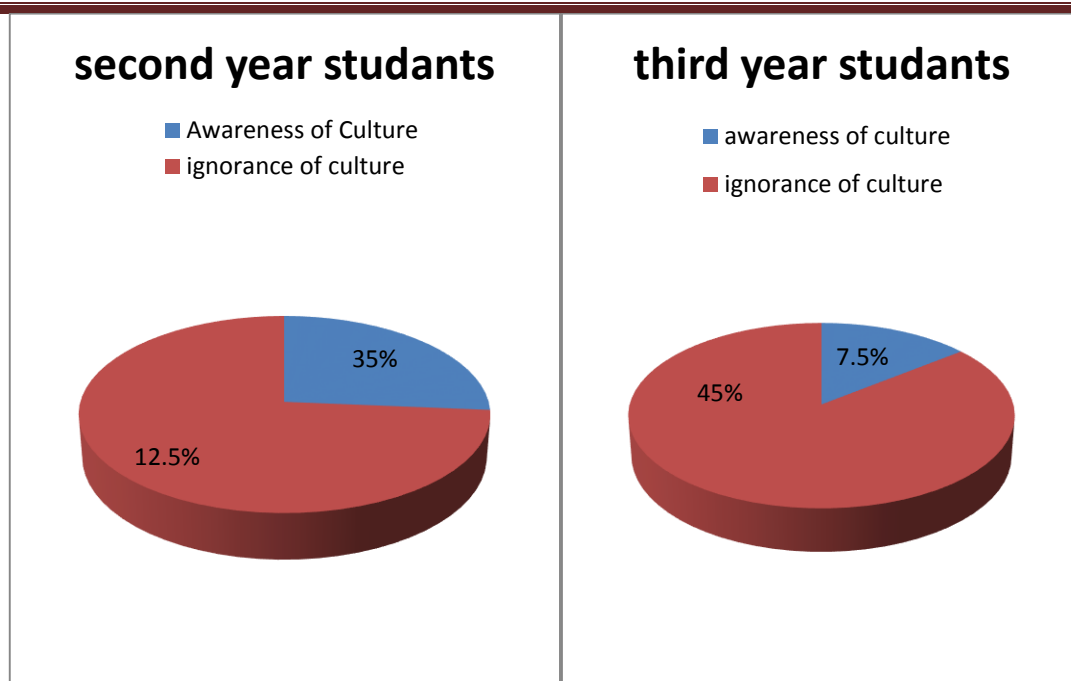
Figure14: Results of conveying "break a leg" into English

Knowing the language must go along with knowing the culture of the target language, according to the statistics we notice that most of students did not implement culture due to the lack of knowledge and unfamiliarity with this culture, 35% of second year students failed and ignored using culture whereas only 12.5% succeeded and for third year students 45% of students ignored implementing cultures along with 7.5% of those who were aware of the usage of culture in conveying meaning.

Sentence10: conveying "make a long story short" into English

	Second year		Thirdyear	
	Number	Percentage	Number	Percentage
Awareness of culture	3	7.5%	3	7.5%
Ignorance of culture	16	40%	18	45%

Table10: Results of conveying "make a long story short" into English
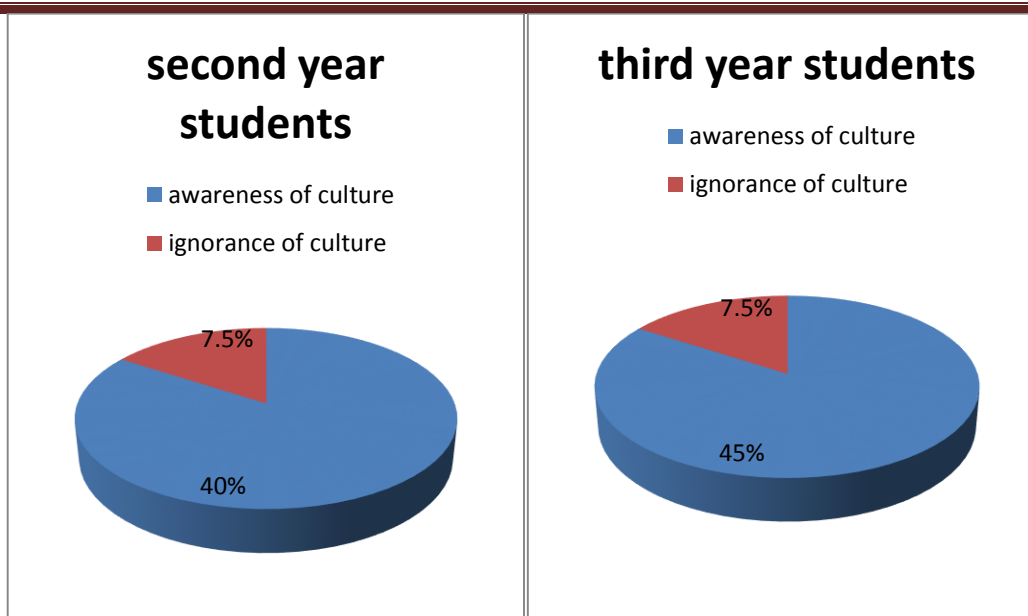
Figure.15: results of conveying "make a long story short" into English

The expression of "make a long story short" means to leave out parts of the story to make it shorter to bring the story to an end it is used to indicate that you are providing just the basic facts rather than giving a lengthy explanation for something. This phrase has been used in several classic works, indicating that it has been used for more than 100 years 40% of second year ignored using the culture as it is shown in the results and 7.5% implemented culture the same case was for third year students only 7.5% managed to use culture whereas 45% failed.

In conclusion, after describing and analysing the data that are collected by applying a test to second- and third-year English students. we found that the difficulties that students face while speaking are their inability to find suitable equivalent, misinterpretation of the meaning, using literal translation without taking into consideration the context which does not convey the meaning, otherwise due of lack of idiomatic and pragmatic competence We noticed that some students'cultural awareness is not sufficient to enable them to achieve an effective communication in the target language. Therefore, learning cultural background knowledge should never be ignored or omitted in second language acquisition. Students' comprehension competence may be impeded if they are unfamiliar with the culture of the target language. As a necessary consequence, students' cultural awareness must be improved in order for them to improve their linguistic competence.

6-2- Analysis teachers' interview

This part deals with the analysis of the results obtained from the teachers' interview. The participants of this interview were English teachers at the English department of IBN KHALDOUN university of TIARET. They were asked to answer eight multiple-choice questions and one open-ended question to elicit specific information of their perception of the role of culture in EFL learning and speaking, teachers' answers were recorded after having asked the teachers' permission in the introductory phase. The responses to the questions of the interview and their Corresponding analysis will be presented in turns.

Question one: how do you describe the level of students in speaking?

Suggestions	Numbers
Good	0
Bad	0
Medium	6
It depends	4

Table11: Teachers' description of the level of students in speaking

We asked the teachers directly to know the level of students speaking skill in their view which is needed not only in oral expression session but in every English module and as it is mentioned above and according to their responses, the majority of students have a medium degree of speaking ability if not all however some teachers stated that there are exceptions and it depends because there is few who are good.

Question two: you evaluate your students speaking skills in terms of

Suggestions	Numbers
Accuracy	2
Fluency	0
Both	7
Others	1

Table12: Teachers' evaluation of students speaking skill

The aim of this question was to know on what each teacher focuses the most and how they evaluate their students speaking skills. The responses are shown in the table above where most of the teachers mentioned that they evaluate the students English speaking skills in both accuracy and fluency.

Question three: how do you see the level of students in vocabulary, grammar and speaking fluency?

Suggestions	Numbers
Good	1
Medium	4
Mad	4
It depends	1

Table13: Teachers' evaluation of students in vocabulary, grammar and speaking fluency

From what we notice we can assume that most of the responses where between medium and bad. As the teachers reported the problem is in terms of performance and competence thereare some bad users of the language when students are not competent in the language, automatically they cannot produce the language.

Question four: when you give students a subject to talk about, they perform as follow

Suggestions	Numbers
talk according to that subject	4
go out of the subject	0
it depends	6

Table14: suggestions' description

Most of the teachers were specific in their answers to this question, they stated that students do not tend to go out of the subject, they just lack of vocabulary or they do not have further knowledge of the topic this the reason behind why most of teachers answered with it depends because in their opinion it depends on the topic that was given to the students and whether it captures their interests or not.

Question five: Does the cultural contextaffect the student's oral performance?

Suggestions	Numbers
Yes	10
No	0
Partially	0

Table15: Teachers' answers about the effects of the cultural context on student's oral performance

All teachers answered with yes because the cultural context does affect the student's oral performance, the environment has a great impact in learning a language, one teacher statedthat there are some students that speak English they speak Arabic and it is noticeable in the department of English because there is a category of students that speak with the same attitudes and pronunciation of the Algerian dialect, they just change the words which is not correct.

Question six: do you think that the errors and mistakes that students make while speaking English are related to the influence of their first language?

Suggestions	Numbers
Yes	6
No	1
Partially	3

Table16: Teachers' opinions about the errors and mistakes that students make while speaking English

Most of the teachers' answers were positive, the errors and mistakes that students make are related to the influence of their first language whereas the rest of the answers were partially because teachers think that it is related to the lack of practice, students do not practice the language they use it only inside the classroom whereas others mentioned that there is no supporting environment especially in the department of English which does not motivate student to speak the language.

Question seven: how do you evaluate your learners' intercultural background?

Suggestions	Numbers
Strong	0
Good	0
Poor	6
Average	4

Table17: Teachers' evaluation of learners' intercultural background

Most of teachers reported that their learners have a poor intercultural background and the rest said that their level is average however both answers show that culture is highly neglected by the department and the students as well.

Question eight: do you provide communicative opportunities for students to discuss the cultural differences between their own culture and others one?

suggestions	Numbers
Yes	9
No	1

Table18: Teachers' answers about providing communicative opportunities to discuss cultural differences

Although the majority of teachers give their students the opportunity to discuss other cultures inside the classroom yet we most of them find that students lack of cultural awareness because they are not open to other cultures.

Question nine: what do you suggest to improve EFL learner's intercultural competence in communication?

Each teacher answered differently to this question, some of them said that the module of language and culture should be taught from the first year, others insisted on reading about other cultures as well as raising students' cultural awareness through reading comprehension, by providing them with different texts about the cultural differences, others stated that students should learn how to be tolerant towards other cultures ,and to expose students to foreign culture and different context to which they use it accordingly.

When we talk about culture, we are talking about the entire country with all its aspects of life. Culture is a term that holds a history and the life style of a particular country and it is very important in language acquisition without it the process of learning is incomplete.

6-3- Analysis of classroom observation

6-3-1- Analysis and interpretation of the classroom observation

The classroom observation was carried out during 17th of May with second year students, and on 18th of May with third year students, it took place at the English department of the University of IBN KHALDOUN at TIARET, we selected the oral teachers of second and third year students and asked their permission to attend the class in order to do the classroom observation. We attended two sessions with each level because it was a period of tests. Each session took two hour and both oral teachers welcomed us and each level have been conducted by the same teacher.

6-3-2-Description of the sessions

The sessions of second year students took place on 17th of May, which was the day of the oral exam where each student was asked alone, we tried to sit next to the teacher to observe carefully what was the answer of each student, the main topic of the exam was to describe how they spend their holy month (Ramadan) orally, although it was a simple subject we observed that the majority of students did not manage to answer correctly in addition to this we noticed that some learners asked the teacher to help them with translating some words for example (الاقامة ,الإفطار).

There was forty (40) students in the classroom, fourteen(14) of them tried to translate most of the time from their first language (mother tongue) into the second language it was the literal translation as if it is straight from Google translation, for instance one of the students used the term (lunch) instead of saying (breaking the fest) which is the translation of (فطور) another student used the term (homework) instead of saying (house chores) not only this but also most of the learners tried to translate their Arabic thoughts which created a broken message the examples of "I learned knew food" , "I took the experience".

Eleven (11) students failed at speaking the language, they did not have neither the vocabulary nor the ideas to respond, they faced difficulties in speaking and pronouncing some words this may be due to the fact that they lack of the proper vocabulary or they just not good users of the language, moreover they are not competent in the TL, this is the result of neglecting the practise of the TL inside and outside the classroom.

We observed that Eight (8) speakers managed to speak the language and to express their thoughts correctly even though they made some mistakes but the message was clear this,

shows that speaking the language do not need a lot of efforts using a simple language is the key element that help the speaker to an effective and meaningful conversation.

Seven (7) out forty (40) students were good speakers of the English language they managed to respond and deliver the message correctly, from what we noticed they have a cultural background which helped them a lot in expressing their thoughts and this was with the witness of their teacher because she confirmed that they were excellent students.

The sessions of third year students took place on the 18th of May, students were asked to prepare an assignment about the renewable energies and energy transition since they did not have all the session that were required for the second semester and the teacher considered this assignment as the exam of the second exam all student were given the opportunity to discuss their work in the oral session but they were supposed to send a written document to the teacher.

We attended the discussion of the assignment session with twenty (20) students to observe them and take notes, from what we noticed although they prepared themselves, they found difficulties in discussing what they found about the topic without reading from their papers, some of them memorised everything and when they were asked for further explanation, they failed due to lack of knowledge and vocabulary.

Basically, they were asked to do an assignment and to respond to some questions yet only one of them was competent in the TL and he had a good vocabulary he also expressed his ideas easily. Furthermore, the teacher asked seven (7) students to translate (النمو الاقتصادي) into English yet only one of them found the correct answer.

Both second and third year students had some good elements yet it is not enough because they do not present them all, the majority faced difficulties in speaking, they failed in delivering the message, and were not competent in using the TL not only this but also they used the literal translation most of the time.

7- Discussion of the main results

As noticed in the figures and the results above, many conclusions and interpretations can be drawn at the level of the whole performance between the different parts that comprise the test the teacher's interview and the classroom observation.

Starting from the main conclusion of this research, ESL learners of the university of IBN KHALDOUN cultural awareness is not perfectly acquired. Not only that but they show lack of vocabulary and some tend to translate their Arabic thoughts. This is the case of both second and third students' participants.Which confirms our hypotheses, some ESL learners tend to translate their thoughts literally from their first language. Moreover, this lack of cultural awareness and vocabulary has influenced the learner's linguistic and communicative performance in English, that is to say this lack accounts for their language proficiency enhancement failure as mentioned before. And one the main factors that hinders using the language properly is the usage of L1 in the classroom, this problem has been always n obstacle facing ESL learners, moreover, some students do not even practice the language outside the classroom and expect to be perfect speakers in English.

Another issue that stands in the face of ESL student's oral performance progress is the neglect of the target culture. Culture and language should be taught together to acquire the language properly. The absence of motivation and confidence could as well be some of the factors that prevent speakers from speaking the language this added to the environment and the context of where is the TL learned.

All these conclusions mean that students do not recognize the cultural aspect of the language despite their close relationship.

Conclusion

This chapter is considered as the fundamental part of this investigation. It is concerned with the practical side of the study. It deals with the analyses and the interpretation of the data collection from instructed interview, teachers interview, and classroom observation. The purpose of this chapter was to test the hypotheses of this study, suggest recommendations and draw a conclusion. The results of data collection confirmed the research hypotheses. ESL speakers tend to translate their thoughts from their first language to the second language while speaking. Moreover, it is found that students face some difficulties while speaking and they fall in the trap of expressing Arabic thoughts in English words without regard to culture. This chapter also suggested some recommendations to encounter the factors that effects student's lowperformance in speaking English.

Suggestions and Recommendations

This research indicates that language and culture should be used simultaneously in speaking in order to not fall in the trap of translating literally to L1 and to deliver the message correctly. Based on the results of the study, there are some necessary suggestions and recommendations that could be formulated in order to provide learners and students with some simple insights and ideas that they are useful to improve their oral performance in the English language.

Speaking English plays an important role in English learning. And a good level of communicative competence is the final aim of English learning, cultivating and improving the learners' competence of spoken English has become the focal point. However, a lot of effort is required to achieve these goals.

First, English learners do not need to translate everything to understand what is being said, during a conversation we do not really have time to translate what we understand and re-translate the answer, when we use translation in speaking English, we do not develop the necessary reflexes to speak and understand fluently. Building up reflexes right from the beginning will help improve speaking skills to participate in conversations.

Moreover, they should not focus too much on the grammatical accuracy which could prevent them from practicing English and make them afraid of making mistakes; instead, they should focus more on their vocabulary mastery and fluency. They should realize that mastering sufficient vocabularies is important in supporting their speaking skill. Without sufficient vocabulary mastery, they could not speak fluently.

Furthermore, learners should be aware of the nature of communication which requires language and culture as means of expression. Intercultural communication entails knowledge about the interlocutor's cultural background so that to understand him, to use his language appropriately and to be understood by others. Thus, learners should aim to soften their attitudes and feelings towards the English culture and people and raise their cultural awareness permits them to succeed in their intercultural communication.

Foreign language learners should develop their vision about the foreign culture as an insider and an outsider. They should understand the cross-cultural differences and similarities between the native and the target culture and respect as well as observe what is different.

Awareness is necessary to achieve appropriate behaviors and successful communication if combined with the necessary cultural knowledge.

General conclusion

General conclusion

Like the rest of the whole world, Algeria witnessed a wide spread of the English language. People's desires are fulfilled when they clearly express their ideas and feelings. That is why the speaking skill is considered to be the most important language skill among the four others, moreover, mastering the English language is not an easy task especially the speaking side, since it requires certain abilities to be mastered. Yet, the majority of students suffer from difficulties and obstacles that hinder their learning process and prevent them from achieving their desired goals, namely being fluent speakers of the English language.

The current research work is set to investigate the difficulties that ESL learners confront, as well as the reasons that cause students' low performance in oral sessions in order to make them aware of these issues and assist them in avoiding their negative impact on their oral production and it aims to provide several suggestions and recommendations for learners and teachers to improve students' speaking skills.

Our study strives to answer the following questions: 1. What are the problems that EFL learners face while speaking? 2. Do ESL students fall in the trap of expressing Arabic thoughts in English words without regard to culture? 3. Is verbal competence enough to communicate? Additionally, we hypothesized that ESL speakers tend to translate their thoughts from their first language to the second language while speaking.

Therefore, the framework of this study consists of three chapters. The first and the second chapter deal with the theoretical part that present certain concepts that are related to EFL learners' speaking skills such as communication, communicative competence, language and culture and the intercultural communicative competence. The third chapter is devoted for the practical part of this research paper. It is about the research design and the analysis of data that is collected through the use of the student's test teacher's interview and classroom observation at the university of IBN KHALDOUN TIARET the department of English. Moreover, the data is analyzed, discussed and interpreted in order to test and confirm or disconfirm the hypotheses. The third chapter sheds the light on the methodology and data analysis. Thus, it provides some suggestions and recommendations that may enhance the students' oral performance.

APPENDICES

Appendix A

The test

Section one: Translate the following sentences into English.

_يقطع البحر

…………………………………………………………………………………………………

_كلفتني بقرة وبنتها

…………………………………………………………………………………………………

_ناكل من وذني

…………………………………………………………………………………………………

_يخدم على جال الخبزة

…………………………………………………………………………………………………

_علمي علمك

…………………………………………………………………………………………………

Section two: translate the following sentences into Arabic.

_I'm digging it

…………………………………………………………………………………………………

_You have a big mouth

…………………………………………………………………………………………………

_keep your nose clean

…………………………………………………………………………………………………

_ Break a leg.

…………………………………………………………………………………………………

_ make a long story short.

…………………………………………………………………………………………………

Teacher's Interview

1/how do you describe the level of students in speaking?

a/good   b/ bad   c/ mediumd/ it depends

2/ you evaluate your students speaking skills in terms of:

a/ accuracy   b/ fluency   c/both   d/ others

3/ how do you see the level of students in vocabulary, grammar and speaking fluency?

a/good   b/ medium   c/ bad

4/ when you give your students a subject to talk about, they perform as follow:

a/ talk according to that subject.

b/ go out of the subject.

c/ it depends

5/ do the cultural context affects the student's oral performance?

a/ yes   b/no   c/partially

6/in your opinion does the errors and mistakes that students make while speaking English are related to the influence of their first language?

a/yes   b/no   c/ partially

7/ how do you evaluate your learners intercultural background?

a/ strong   b/ good   c/ poor   d/average

8/ do you provide communicative opportunities for students to discuss the cultural differences between their own culture and others one?

A/yes   b/no

9/what do you suggest to improve EFL learner's intercultural competence in communication?

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Appendix C

The Classroom Observation Checklist

Teacher's name	……………………………..	Hour of observation	……………………………………
Setting	……………………………..	Learner's level	……………………………………
Date of observation	……………………………	Lesson title	……………………………………

Areas of observation	Comments
Translating from Arabic to English	
Good English	
Failed at speaking	
Not bad/ managed to speak	
Feedback	

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Résumé

Cette étude examine les problèmes d'élocution de l'anglais qui peuvent être des défis majeurs pour l'expression et la communication correcte de la langue seconde. Cela permet aux locuteurs de communiquer facilement avec des locuteurs natifs et non natifs d'anglais. Les locuteurs d'ALS, quelle que soit leur compréhension de la langue, sont confrontés à de nombreuses difficultés d'élocution. En effet, ils traduisent leurs pensées littéralement à la deuxième langue (les pensées sont en arabe la plupart du temps) sans tenir compte de la culture de la deuxième langue. En d'autres termes, l'aspect culturel de la langue cible doit être pris en compte lors de la pratique de la langue.

L'étude vise à enquêter sur les difficultés auxquelles sont confrontés les apprenants d'ALS, ainsi qu'à rechercher les facteurs qui affectent les faibles performances des étudiants lors des sessions orales. Des suggestions et différentes stratégies pour les étudiants et les enseignants afin d'améliorer les compétences orales sont présentées.

الملخص

تبحث هذه الدراسة في مشاكل التحدث باللغة الإنجليزية التي يمكن أن تشكل تحديات كبيرة للتعبير والتواصل الصحيحين للغة الثانية. مما يتيح للمتكلمين التواصل بسهولة مع الناطقين الأصليين وغير الناطقين الأصلين باللغة الإنجليزية. يواجه المتحدثون باللغة الإنجليزية كلغة ثانية، بغض النظر عن مدى فهمهم للغة، العديد من الصعوبات لأنهم يترجمون أفكارهم حرفياً إلى اللغة الثانية (الأفكار تكون باللغة العربية في معظم الأحيان) متجاهلين ثقافة اللغة الثانية. بمعنى آخر، يجب مراعاة الجانب الثقافي للغة الهدف عند التحدثبلغة ما.

تهدف الدراسة إلى التحقق من الصعوبات التي يواجهها متعلمي اللغة الإنجليزية كلغة ثانية، وكذلك التحقق من العوامل التي تؤثر على أداء الطلاب الضعيف في حصصالتعبير الشفوية. بناء عليه تمّ تقديم اقتراحات واستراتيجيات مختلفة للطلاب والأساتذة لتحسين المهارات الشفوية.